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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 God-given purpose, 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 motto, “Accent on the Individual,” has created a campus environment that is compassionate, responsive, and challenging. We are focused on the “main thing”: Educating students to their highest potential so that they can reach their goals in life.

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; one of the best athletic programs in the state; fine facilities; 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 to produce graduates who will "work, serve, and lead with integrity.” To fulfill our mission, we educate the whole person, believing that as you seek truth you will grow and flourish.

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
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 2,600 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 6,500 students, and this includes graduate programs in business, education and theology and the off-campus centers in Cleveland, Columbus, Mansfield, Massillon and Elyria.

In addition to its traditional undergraduate studies, AU offers alternative programs for adults and non-traditional students through the Founders School of Continuing Education. Degree completion, Associate degree, CEUs, and non-degree opportunities are available through a flexible format that includes online and evening classes. High school students can earn college credit at the University campus or at their high school with participating school districts under the College Credit Plus program. Complementing the undergraduate program is a Master of Fine Arts in Creative Writing; a Master of Arts in American History and Government; a Master of Arts in Corporate and Strategic Communication; a Master of Business Administration degree; a Master of Education degree; a Doctor of Education in Educational Leadership; masters degrees and a Doctor of Ministry degree through the Ashland Theological Seminary; an RN to BSN Track for registered nurses; and a Bachelor’s Plus program for students with a non-education degree who want to teach.

Situated on a beautiful 120-plus acre campus with trees, brick walkways and flower gardens, the University's campus contains 44 modern buildings including a new 110,000-square-foot Recreation and Rybolt Sport Sciences Center, a new Dwight Schar College of Education, a new Richard E. and Sandra J. Dauch College of Business and Economics, and a renovated Kettering Science Center.

Ashland University takes great pride in its philosophy of "Accent on the Individual" and offers a learning environment in which students can expect personal attention from professors and staff who genuinely care about them and their development. Professors, not graduate assistants, teach the classes and labs.

The University features a strong academic reputation, offering more than 60 majors including toxicology, environmental science, hospitality management and digital media journalism, which are unusual for an institution this size. It also offers most traditional liberal arts majors as well as a wide range of majors in business and education. The education program, which offers pre-K through doctorate level courses, is one of the largest among independent and state institutions in Ohio. Academic programs are enhanced by an Honors Program and the John M. Ashbrook Center for Public Affairs.

Ashland University is proud of its involvement in small town life, which boasts friendly people, a pleasant atmosphere and a peaceful community – all important items in today’s society. Security is a priority on the Ashland campus, and a well-lighted campus and an electronic security system in all residence halls illustrate that fact.

Ashland University is known for many things besides its academic programs, including:

- an impressive computer technology infrastructure that features more than 1,000 computers on campus and at off-campus sites. The campus features several large computer labs as well as several buildings and areas that offer wireless access to the campus network.
- the No. 1 student activities programming in the region as awarded by the National Association for Activities.
- a strong Division II athletic program featuring 20 men's and women's sports.

Our Mission, Identity, Core Values, Vision

Mission Statement

Ashland University, guided by our Christian heritage, is a comprehensive, private university that provides a transformative learning experience, shaping graduates who work, serve and lead with integrity in their local, national, and global communities.

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

In pursuing its mission, Ashland University:

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.

Vision Statement

Ashland University aspires to a nationally-recognized private university where traditions of excellence are fostered and students discern their life calling and thrive.
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 Department of Higher Education (formerly known as 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 Dietetics (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)
- Commission on English Language Program Accreditation (CEA) for the ACCESS Program.

Approvals

- Ohio Board of Nursing
- Ohio Department of Higher Education (formerly known as the Ohio Board of Regents)

University Memberships

AU holds membership in the 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 the 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); 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 the 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, National Honor Society in Political Science; Psi Chi, International Honor Society in Psychology; Sigma Gamma Epsilon, National Honor Society in Geology; Sigma Tau Delta, International English Honor Society; Sigma Theta Tau, 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 Office of Records and Registration, 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 Office of Records and Registration.

- 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 62.5% for the first-time full-time freshmen who entered in fall 2010.
Finance and Administration

All tuition, fees, and other charges are set by the University and are subject to change without prior notice. Applicable tuition and fee charges for graduate courses must be paid prior to the first day of class each semester or summer session unless students qualify for corporate reimbursement (see "Corporate Reimbursement" section that follows). Charges not paid by these dates may result in cancellation of registration.

Interest of 1.5% will be charged each month on any unpaid balance. Graduating students, including those under the Corporate Reimbursement Policy, must have accounts paid in full prior to receiving a diploma. Only a student with a zero balance will be allowed to register for subsequent semesters. No person may have a transcript of his or her record until his or her account is paid in full.

Fees in general are non-refundable. Tuition is non-refundable in the instance of unofficial withdrawal.

Students who make official withdrawals or reduce their course loads should consult the Business Office for a schedule of refunds. It is the responsibility of the student to obtain and complete withdrawal forms and procedures.

University Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate, Leadership Studies</td>
<td>$637.00/Cr. Hr.</td>
</tr>
<tr>
<td>Doctorate, Nursing Practice</td>
<td>$650.00/Cr. Hr.</td>
</tr>
<tr>
<td>MAHG On-Campus</td>
<td>$545.00/Cr. Hr.</td>
</tr>
<tr>
<td>MAHG On-Campus Audit</td>
<td>$273.00/Cr. Hr.</td>
</tr>
<tr>
<td>MAHG Online</td>
<td>$400.00/Cr. Hr.</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>$635.00/Cr. Hr.</td>
</tr>
<tr>
<td>MBA Audit</td>
<td>$318.00/Cr. Hr.</td>
</tr>
<tr>
<td>MBA Foundation</td>
<td>$635.00/Cr. Hr.</td>
</tr>
<tr>
<td>MBA Seminar, credit</td>
<td>$800.00/Cr. Hr.</td>
</tr>
<tr>
<td>MBA Seminar, non-credit</td>
<td>$400.00/Cr. Hr.</td>
</tr>
<tr>
<td>Master of Education</td>
<td>$508.00/Cr. Hr.</td>
</tr>
<tr>
<td>MED Audit</td>
<td>$254.00/Cr. Hr.</td>
</tr>
<tr>
<td>Master of Fine Arts</td>
<td>$711.00/Cr. Hr.</td>
</tr>
<tr>
<td>Master of Corporate and Strategic Communication</td>
<td>$550.00/Cr. Hr.</td>
</tr>
<tr>
<td>Bachelor’s Plus/Licensure</td>
<td>$508.00/Cr. Hr.</td>
</tr>
<tr>
<td>School Nurse Licensure</td>
<td>$499.00/Cr. Hr.</td>
</tr>
<tr>
<td>Master of Science in Applied Exercise Science</td>
<td>$508.00/Cr. Hr.</td>
</tr>
<tr>
<td>MBA 1-Year International Program</td>
<td>$29,500 Total</td>
</tr>
<tr>
<td>Program Cost</td>
<td></td>
</tr>
<tr>
<td>Online BA Business Administration</td>
<td>$483.00/Cr. Hr.</td>
</tr>
<tr>
<td>Online BS Criminal Justice</td>
<td>$405.00/Cr. Hr.</td>
</tr>
<tr>
<td>Online Undergraduate Multi-Disciplinary Studies</td>
<td>$483.00/Cr. Hr.</td>
</tr>
<tr>
<td>Online AA Criminal Justice</td>
<td>$405.00/Cr. Hr.</td>
</tr>
<tr>
<td>Online AA General Studies</td>
<td>$483.00/Cr. Hr.</td>
</tr>
<tr>
<td>Online AA General Studies w/ Cognate in Business</td>
<td>$483.00/Cr. Hr.</td>
</tr>
<tr>
<td>Online RN-Bachelor of Science in Nursing</td>
<td>$350.00/Cr. Hr.</td>
</tr>
<tr>
<td>Distance Education Course Fee</td>
<td>$15.00/Cr. Hr.</td>
</tr>
</tbody>
</table>

Instructional Supply Fee

Some courses have instructional supply or lab fees. These are listed on the Business Office's website at: http://www.ashland.edu/tuition

Graduation Fee

This fee applies to all programs in the College of Online and Adult Studies. The fee for undergraduate programs is $75; Master Degree programs is $100; and Doctorate Degree programs is $125. This graduation fee provides for a diploma and other commencement items. This is a one-time fee charged at the time of filing for graduation. No person will be allowed to participate in commencement exercises or receive a diploma if the University account is not paid in full. Students eligible for tuition reimbursement from their employers must have all fees and charges paid in full prior to taking final exams during the last semester before graduation.

Contact the Business Office or Office of Records and Registration with any questions.

Enrollment Deposit

Enrollment deposits will be applied to first semester tuition and is non-refundable after May 1 for fall semester or December 1 for second semester.

A full list of fees and charges are available online through the Business Office’s website: https://www.ashland.edu/administration/student-accounts/fee-costs.

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.
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.

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.

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.

All fees and charges are subject to change at any time by the Board of Trustees
Financial Aid

Ashland University provides financial assistance to qualified, eligible undergraduate students who have been accepted for admission to the University, are not on disciplinary probation, and meet the standards of the Financial Aid Satisfactory Academic Progress Policy provided on our website. Financial assistance is awarded annually based on academic and talent-based accomplishments and/or financial need determined by a combination of federal, state, and University sources. Students must reapply for financial aid each year and meet the necessary criteria required for renewal.

When accepting a financial aid award, students are certifying that they understand and agree to the financial aid award terms of agreement made available on the back of their award letter or located at www.ashland.edu/financial-aid/rightsandresponsibilities.

Federal regulations require that institutions receiving Title IV Funding provide specific consumer information about the school to students. Visit www.ashland.edu/consumer-information for more details and web links.

How to Apply for Financial Aid

To apply for financial aid, go to https://www.ashland.edu/administration/financial-aid.

Information concerning financial aid may also be obtained by contacting the office at 419.289.5003.

Applications for financial aid will be processed on a first-come, first-served basis with priority given to those applications submitted by March 15. Students should complete the following steps to apply for financial aid:

1. Apply for admission to Ashland University.
2. Create an FSA ID made up of a username and password at www.studentaid.gov/fsaid. If the student is a dependent student, both the student and a parent must create FSA IDs to sign the FAFSA on the Web. Your FSA ID is used to sign legally binding documents electronically so do not share with anyone.
3. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov.
4. Graduate students, complete Ashland University Financial Aid Application at https://www.ashland.edu/administration/financial-aid/graduate-students.
5. Review your Ashland University financial aid award and visit www.ashland.edu/student-loans to determine what required loan processes may need to be completed. For instance, all first-time borrowers of federal loans must complete loan entrance counseling and a master promissory note prior to the disbursement of federal loan funds.

Interpretation and Enforcement

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

Definition of Terms

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

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

Graduate Degree Bachelor’s Plus

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Credit Hours</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more</td>
<td>full-time</td>
<td></td>
</tr>
<tr>
<td>6–11</td>
<td>half-time</td>
<td></td>
</tr>
<tr>
<td>1–5</td>
<td>less-than-half-</td>
<td></td>
</tr>
</tbody>
</table>

3. Satisfactory Course Completion is a final grade of “C–” or higher, “S” (Satisfactory) or “CR” (Credit).
4. A repeated course is one taken again that could affect a student’s cumulative grade point average. Repeated courses will count toward the minimum number of credit hours per term, but will not affect the cumulative credit hours completed.
5. A student on Financial Aid Warning is eligible to receive financial aid, but must demonstrate satisfactory academic progress.
6. Transfer hours that are creditable to an Ashland University degree will be rounded down to the nearest multiple of 6 to determine the corresponding terms the student has already used in financial aid eligibility.

Attendance at Other Institutions

Students enrolled at other institutions as part of their Ashland University degree (e.g. Art Institute of Pittsburgh) are not eligible for financial aid from Ashland University, but must apply for aid at the other institution. Students who attend Ashland University and another institution simultaneously may be eligible for federal and state aid through a consortium agreement. Contact the Financial Aid Office for more information.

Types of Financial Assistance

It is the responsibility of the student and parent to secure the funds necessary to pay for all direct and indirect expenses incurred as a student at Ashland University. Financial assistance such as scholarships, grants, student employment, or loans may be available to those who qualify.

- Federal and state grants are considered gift aid that does not require repayment.
- Student employment is considered self-help assistance. Students may secure an on-campus job to earn funds by the hour to help with college expenses. Visit www.ashland.edu/student-employment and click on “Find a Job”.
- Student or parent loans are considered self-help aid that requires repayment after graduation or upon withdrawal from the University.

Half-time enrollment is required to borrow Federal Direct Loans. However, undergraduate students attending less than half-time may qualify for the Federal Pell Grant, Supplemental Grant, or TEACH Grant. Contact the Financial Aid Office for more information.

Financial Aid opportunities are provided on the following pages under these section headings:

A. Federal and State Grants and Scholarships
B. Student and Parent Loans
Financial Aid Refund Repayment Policy
Refer to the refund policy in the Finance & Administration section of this catalog. Financial aid questions related to the policy may be directed to the Financial Aid Office.

A. FEDERAL AND STATE GRANTS AND SCHOLARSHIPS

Federal Pell Grant
Students may apply for this need-based federal grant by filing the FAFSA. The award ranges from $600 to $5,815 for 2016-17.

Federal Supplemental Educational Opportunity Grant
These federal funds are awarded by Ashland University to students who have a high financial need. Students must file a FAFSA and be Federal Pell grant eligible for consideration. Grant amounts vary.

Federal TEACH Grant
The Teacher Education Assistance for College and Higher Education (TEACH) Grant program provides up to $4,000 a year to students completing or planning to complete coursework needed to begin a career in teaching. Enrollment in an eligible degree program is required. Students must sign an Agreement to Serve in a high-need field at an elementary school, secondary school, or educational service agency that serves students from low-income families for at least four complete academic years within eight years after completing (or ceasing enrollment in) the course of study for which the grant was received. If the required service obligation is not completed, then all TEACH grant funds will convert to a Direct Unsubsidized Loan that must be repaid with interest charged from the date the TEACH grant was disbursed. Additional eligibility requirements can be found at www.ashland.edu/students/financial-aid.

Ohio College Opportunity Grant
A need-based grant offered by the State of Ohio available to eligible students who are residents of Ohio. A student must file the FAFSA to apply for this program. The amount of the grant is $2,832 for 2016-17.

B. STUDENT AND PARENT LOANS

The cost of a college education ought to be viewed as a valuable investment in one’s future. It is necessary for most families to borrow loans to supplement other financial aid to pay for a student’s education. Students/parents are wise to borrow the least amount possible during their college career. Repayment normally begins upon graduation, withdrawal from college, or when a student drops below half-time enrollment. Students who default on student loan payments will damage their credit ratings and thus their ability to make credit purchases in the future. Students who will receive aid in excess of their university charges due to receipt of loan funds may request a refund after attending their first class or later by contacting the Student Accounts Office. Visit www.ashland.edu/student-loans for more information.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY FOR UNDERGRADUATES

Federal regulations require an institution develop and enforce a satisfactory academic progress (SAP) policy. The standards set for financial aid recipients must be at least as strict as the policy set for students not receiving aid. This policy applies to any student enrolled in an undergraduate program whether or not the student ever received financial aid. The Ashland University Financial Aid Office will administer this policy and review the academic standing of all financial aid recipients once a year following the spring semester, with the exception of online students and students withdrawing from or failing all classes, as these students will be monitored at the end of each term.

This is a separate policy from the academic policy administered by the Academic Standards and Graduation Committee. Therefore, students may be permitted to enroll at Ashland University, but may not be financial aid eligible due to not meeting the standards in this policy. Go to https://www.ashland.edu/administration/financial-aid for details.
Student Affairs

Vice President for Student Affairs,
Dean of Students
Dr. Hannah Clayborne

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 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 gymnasiuems, 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-title-ix/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 Dr. Hannah Clayborne, Vice President for Student Affairs, at hclybor@ashland.edu or 419.289.5324 for more information or assistance.
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 at 419.289.5489.
Athletic Director

Mr. Al King

Ashland University offers 20 intercollegiate sports – 10 for women and 10 for men. The Eagles play in NCAA Division II, and in the Great Lakes Intercollegiate Athletic Conference.

Women
- Basketball
- Cross country
- Golf
- Soccer
- Softball
- Swimming and diving
- Tennis
- Indoor track and field
- Outdoor track and field
- Volleyball

Men
- Baseball
- Basketball
- Cross country
- Football
- Golf
- Soccer
- Swimming and diving
- Indoor track and field
- Outdoor track and field
- Wrestling

The 2015-16 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 14th in the NCAA Division II Learfield Directors’ Cup rankings, finishing in the top 15 in the country for the 10th academic year in a row.

Thirteen Ashland teams reached the NCAA postseason in 2015-16 – baseball, men's basketball, football, men's indoor track and field, men's outdoor track and field, men's cross country, wrestling, women's basketball, women's golf, women's swimming, women's indoor track and field, women's outdoor track and field and women's cross country. Eagle student-athletes accounted for four CoSIDA Academic All-American, 33 All-American, three GLIAC Commissioner’s Awards and 251 GLIAC academic honors. The cumulative GPA for all AU student-athletes in 2015-16 was 3.14.

Fall Highlights

For the second time in four seasons, Ashland's football team ended the regular season undefeated. For that, the Eagles played host to an NCAA Division II playoff game for the third time. AU was ranked No. 3 in the country in back-to-back polls toward the end of the season – the program's highest ranking in the coaches' poll since the turn of the century. The women's soccer program made its way to the GLIAC Tournament championship game, and improved on its previous-season's win total for the third consecutive season. The Eagles' 14-4-1 record and .763 winning percentage marked the program's best in 11 years, and their nine regular-season GLIAC wins were tied for their most in 21 years of play.

Winter Highlights

For the first time in the history of Ashland athletics, all five winter programs – women's basketball, men's basketball, indoor track and field, wrestling and swimming – had representation in the NCAA Division II postseason at the same time. The Eagle women's basketball program reached many milestones for the third time in five seasons – 30-plus wins (31-2), GLIAC regular-season and tournament titles and playing host to the Midwest Regional tournament. Ashland ranked as high as No. 3 in the coaches' poll, and became the first GLIAC women's hoops program to win both the conference's regular-season and tournament titles three times in a five-year period. It was a historic 2015-16 season for AU men's basketball, as the Eagles reached the NCAA postseason for the first time in 25 years, won at least a share of the GLIAC regular-season crown for the first time and took its first outright GLIAC South Division title. Ashland's 25 wins were just one shy of the program record of 26, and the Eagles have improved by 14 wins over the last two seasons – their best improvement since 1967-68. Junior Jordan Crayon earned Ashland's lone individual national title in 2015-16, winning his first national championship in the men's indoor weight throw in March in Pittsburg, Kan., with a top heave of 71-feet-6/21.81 meters. The Eagle men's indoor team placed 10th at Division II nationals, the women tied for 30th…Senior Joe Brandt turned in the best national finish of his stellar four-year career, coming all the way back through the consolation bracket to place third at 197 pounds.

As a team, the Eagle wrestlers finished 14th at nationals after leaping from unranked to No. 9 in the country in the pre-nationals coaches' poll. Senior Hannah Mattar capped her impressive Eagle swimming career with two more All-American finishes – 10th nationally in the women's 200 breaststroke and 12th in the 200 individual medley. As the program's lone nationals representative, Mattar gave the AU women's swim team a 35th-place nationals finish and 36 Directors' Cup points.

Spring Highlights

Senior Ali Green finished her Eagle career on one of the best streaks, if not the best streak, in program history. She took GLIAC and East Super Regional medalist honors, and during that stretch, she set the school record with a round of 67. Green earned a spot at nationals for the third time, and finished in a tie for 37th individually…The men's track and field team did itself one spot better in the spring than it did in the winter, finishing in a tie for ninth at outdoor nationals in Bradenton, Fla. The women's outdoor squad placed in a tie for 37th nationally. Senior Jamie Sindelar launched a shot put of 16.99 meters at the Ashland Alumni Open, making her the second-best all-time D-II women's shot putter of all time, trailing only former Eagle Adrian Blewitt…Eagle baseball added to its history of success in 2016, making the NCAA Division II postseason for the 15th time (all since 1995), and winning both the GLIAC regular-season (share) and GLIAC South Division titles. On Saturday (July 11), junior right-handed pitcher Brandyn Sittinger became the eighth Eagle overall and second in as many years to be drafted, going to the Detroit Tigers in the 17th round of the 2016 Major League Baseball Draft…The 2015-16 season marked the 50th and final year of tennis head coaching for Carl Leedy, who guided the Ashland women's tennis program for 15 seasons. Leedy won 175 matches at Ashland University after winning 655 in 35 years at Ashland High School.
Other Highlights

In January 2016, former Eagle football player Bill Royce was announced as a member of the 2016 College Football Hall of Fame class. Former Ashland University All-American defensive lineman Jamie Meder played his first full season in the National Football League with the Cleveland Browns. Former Ashland College basketball player Kevin Wilson was inducted into the Ohio Basketball Hall of Fame. AU’s Student-Athlete Advisory Committee more than met its goal of raising $5,000 for the Make-A-Wish Foundation, raising $5,227.46.
## Online Undergraduate Calendar

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>Summer 2017</th>
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<tbody>
<tr>
<td>Online Session A Courses Begin</td>
<td>August 29</td>
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<tr>
<td>Online Session A Courses End</td>
<td>October 21</td>
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<tr>
<td>Online Session B Courses Begin</td>
<td>October 24</td>
</tr>
<tr>
<td>Online Session B Courses End</td>
<td>December 15</td>
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</tbody>
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### Spring 2016

| Online Session A Courses Begin | January 9 |
| Online Session A Courses End   | February 26 |
| Spring Break                  | February 27-March 12 |
| Online Session B Courses Begin | March 13 |
| Online Session B Courses End   | April 30 |

## Graduate School Calendar

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>Summer 2017</th>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>August 29</td>
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<tr>
<td>Labor Day (no classes)</td>
<td>September 5</td>
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<tr>
<td>Fall Break</td>
<td>October 14</td>
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<tr>
<td>Graduation Application Due-May Graduation</td>
<td>November 1</td>
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<tr>
<td>Thanksgiving Break</td>
<td>November 23-25</td>
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<tr>
<td><strong>Spring 2017</strong></td>
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<tr>
<td>Martin Luther King Jr. Day (no classes)</td>
<td>January 16</td>
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<tr>
<td>Spring Break</td>
<td>March 6-10</td>
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<tr>
<td>Easter Break</td>
<td>April 13-16</td>
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<tr>
<td>Application Due for August and December Conferment</td>
<td>May 1</td>
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Online Undergraduate Admissions Procedures

Ashland University is an Equal Opportunity institution and its programs are available to all students regardless of handicaps, sex, age, race, color, religion, and national or ethnic origin. 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. Each applicant is highly encouraged to visit the campus and meet with an admission representative. A visit provides additional opportunity for the admission staff to assess the applicant and for the applicant to ask questions of the admission representative, AU students, faculty, coaches, and administrators and to tour the campus and facilities. The quality of the academic record is shown by an applicant's grades, class standing and difficulty of courses taken. A well-prepared candidate will have four units of English, three units of social studies, three units of science, three units of mathematics, and two units of foreign language. Ashland University is very interested in the applicant's record as a school citizen and will accept recommendations from guidance counselors and/or teachers as to ability, motivation, and character.

High School Student
Prior to or early in the senior year of high school, the applicant should:
1. Complete and submit the Ashland University Application for Graduate, Online, and Adult Admission which is online at: www.ashland.edu/apply;
2. Ask the guidance counselor to forward a copy of the high school transcript. Test scores, class rank, and a list of senior courses should be included. (Results of the G.E.D. are recognized);
3. If applicant participated in the College Credit Plus Program, contact the registrar at the college/university attended and request an official transcript be sent to the Ashland University Office of Records and Registration. College credit will be granted for any college-level coursework taken in high school in which a "C-" or better grade is received. Also, college credit may be granted for Advanced Placement (AP) coursework depending on the score on the AP test. (See AP test);
4. A minimum undergraduate grade point average (GPA) of 2.25 on a 4.0 scale. Individual programs may choose to admit students on a conditional basis with an undergraduate GPA less than 2.25.
5. Upon high school graduation, a final official transcript must be forwarded to the Ashland University at:
   Office of Records and Registration
   Ashland University
   401 College Avenue
   Ashland, OH 44805
   Official Electronic transcripts should be submitted to: enroll-grad@ashland.edu
6. Ohio residents must send results of the Ohio Graduation Test to the Ashland University Office of Records and Registration.

High School Equivalence Diploma (GED)
Ashland University will recognize the GED instead of a high school diploma for those applicants who did not graduate from high school. Students may also be required to take the ACT.

Home Schooled Student
An applicant who is home schooled should use the following admission guidelines:
1. Complete and submit the Ashland University Application for Graduate, Online, and Adult Admission which is online at: www.ashland.edu/apply;
2. Submit an accredited diploma, GED, grade transcript, or home school credit evaluation form.

Advanced Placement
As credit may be awarded for students who score a 3.0 or higher on A.P. Exams, please visit https://www.ashland.edu/admissions/admission-requirements/undergraduate-admissions to see which scores on various A.P. Tests translate into AU course credit.

Transfer Student
A student from an accredited institution of higher learning may be considered for admission as a transfer student to Ashland University provided he or she is in good standing socially and academically with at least a 2.25/4.0 cumulative GPA at the previous college(s) attended.

Credit earned through a recognized accredited college or university will be accepted at Ashland University as long as the credit earned is "C-" or better. Credits will be awarded for specific Ashland University courses when transferable credits are for equivalent courses. When the transferable courses do not have Ashland University equivalents, credits will be awarded as 'elective' credits. A candidate for a degree must take a minimum of 30 semester hours at Ashland University. The last 12 hours of coursework and at least one half of the student's work in his or her major must be taken at AU. A student interested in transferring to Ashland University should:
1. Complete and submit the Ashland University Application for Graduate, Online, and Adult Admission which is online at: www.ashland.edu/apply;
2. Contact the Registrars at all colleges where coursework was attempted and request that official transcripts be sent to the Ashland University Office of Admission; and
3. Contact the high school guidance office to request that an official transcript be sent to the Ashland University Office of Records and Registration if the applicant has fewer than 45 credit hours (semester) earned. The final decision regarding course equivalence of transfer credit will be made by the Office of Records and Registration. A student may receive an unofficial evaluation of credit by visiting www.transfer.org or scheduling an appointment with the appropriate Admissions Representative or sending a written request including intended major and transcript(s) to the Graduate, Online, and Adult Admission.

While Ashland University does not formally participate in Ohio's "Statewide Articulation and Transfer Policy," the Transfer Module is

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one basis for evaluating course equivalencies when transferring general education courses to meet Institutional Baccalaureate Requirements.

Conditional Admission

Freshmen not meeting minimum admission standards may be offered conditional admission for their first semester. Full admission to the University is determined at the end of the first semester of enrollment.

Failure to adhere to the Plan for Academic Achievement at any point during the semester may, of itself, constitute grounds for dismissal.

Academic support options include, but are not limited to, one-on-one meetings with the GOA Center for Academic Support, individual tutoring, restricted course loads, academic advising and success seminars.

Failure to adhere to the expectations set by the GOA Center for Academic Support at any point during the semester may, of itself, constitute grounds for dismissal.

A student admitted conditionally must maintain a 3.0 GPA at the conclusion of 12 semester hours of course work.

Provisional Admission

Students pursuing a degree may be admitted provisionally to 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 Office of Records and Registration.

Readmission

Any student who has been absent from Ashland University for three or more consecutive semesters (including summer) must submit an application for readmission to their program. The entire previous record of the student is reviewed and favorable action is necessary before the student can register for classes. If readmitted to the university, the student is not guaranteed readmission into the same program. A student may apply for readmission at www.ashland.edu/apply.

A student who was academically dismissed is eligible for readmission after a period of one semester. Applications for readmission after dismissal will be reviewed by the Office of Records and Registration. Applicants must submit a personal statement that includes assessment of past performance along with goals and strategies for future improvements. This may include, but is not limited to, employment, education, and training during absence from Ashland University. A student who has been dismissed a second time may not apply for further reinstatement. A student seeking readmission after an absence of more than one year will be subject to the curricular requirements in effect as of the first registration of classes subsequent to readmission. If the student has attended other schools, transcripts from these schools must be sent to the Office of Records and Registration.

Students seeking readmission after a medical withdrawal must follow the steps under "Readmission after Medical Withdrawal" in the Academic Affairs section of the catalog.

Students re-entering 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.

Special Student

A special student at Ashland University is one who is not a candidate for a degree. The classification includes transient students in good standing at another institution, certain international students, post-graduate students, and students wishing to attain specific skills such as music or art. A special student does not need to file the regular application for admission. After earning 12 semester hours, a special student must submit an application for admission. To register as a special student, contact the Office of Records and Registration.

A student who is a college graduate and who submits authenticated evidence of graduation to the Registrar may register for any class without contacting the Office of Admission. If, however, the student is working toward a second degree, or if the student will require the services of Ashland University in securing teacher licensure, the student must fulfill the usual requirements for admission.

Transient Student

A transient student must submit a statement of good standing or permission in writing to take courses at Ashland University. He or she is permitted to take a maximum of 18 semester hours, after which the usual requirements for admission must be fulfilled.

Senior Citizen

A senior citizen (age 60 or older) may take classes as a special student at a reduced rate if space is available. No credit is given for the course.

Veteran

A veteran needs to file a regular application for admission and follow the appropriate admission process. College credit earned while serving in the military will be evaluated by the Office of Records and Registration on an individual basis. Eight semester hours of credit will be granted to veterans who have been honorably discharged from military service to the United States. The eight granted credits will provide a waiver for: Lifetime Wellness (2 credits), Accent on Success (one credit), Global Passport Requirement (3 credits), elective credit (2 credits). Any changes in registration must be reported to the Office of Record’s and Registration and the V.A. Certifying Official immediately for submission to Veterans’ Affairs.

Additional military training maybe considered for academic credit.

Auditor

Any regularly enrolled student in the University may audit a course. Other persons who do not wish to receive college credit and who do not meet admission requirements may also register as auditors upon payment of the audit fee and any special class fees (e.g. lab or music fees). Under no circumstances will audit grades later be changed to credit status. A student may not change from audit to credit, and vice versa, after the third week of a semester. Students may not audit more than 16 hours of class without permission from the Academic Advising Office. If auditing a course previously taken for credit, see Repeat Policy for more information.

Second Degree or Major

The applicant who holds a bachelor's degree from an accredited institution may earn a second degree or major in a different field of study. The applicant must meet specific course requirements appropriate to the degree and/or major, and follow the application procedures outlined in the "Transfer Student" section. Ashland University offers the Bachelor's Plus Program for individuals who have a bachelor's degree from an accredited college or university in a field other than education who now wish to teach. For information, contact the Office of Graduate, Online, and Adult Admissions at 419.289.5738.

Dwight Schar College of Nursing and Health Sciences offers a second degree leading to a Bachelor of Science in Nursing. For information, contact the Graduate, Adult, and Online Admissions Representative for the Accelerated program.
Founders School of Continuing Education
See p. 54 for information about eligibility and the admission process for this program.

International Student
International students are required to have an equivalent of a 2.5/4.0 GPA on the American System, for automatic admission to Ashland University. Students with below a 2.5 GPA will be reviewed for admission on an individual bases. For countries which do not use the grade point average, a determination is made to equate the score to the American System.

The international student should submit the following materials:
1. A completed International Student Application Form;
2. A $50 non-refundable application fee made payable to Ashland University;
3. A bank statement showing the sponsor's ability to support the student with funds equal to or greater than the estimated expenses per year;
4. Academic records from all secondary schools, colleges, or universities attended, both in English and the original language;
5. Results of any state or government comprehensive exams, such as the Baccalaureate or the G.C.E., if applicable;
6. An official TOEFL score of 67 (iBT) or above, or an IELTS score of 6.0 or above. If the TOEFL or IELTS score is below the required level, or these tests have not been taken, the student may enter the Center for English Studies (ACCESS);
   Our nursing programs require a language proficiency level of IELT: 7.0 and TOEFL score of 84 (iBT) and 563 (PBT);
7. Immigration documents; valid copy of passport and/or visa or I-20.

After formal admission, the international student will receive a Form I-20 A-B Certificate of Eligibility for nonimmigrant (F-1) student status. This document is then presented to the U.S. Consul in order to apply for a visa.

International Student Services provides assistance, orientation, and advising to international students. The office also promotes intercultural contacts and provides student organization programs. The services of Ashland University are designed in accordance with federal rules and regulations concerning foreign students, and the principles and guidelines of NAFSA: Association of International Educators. Visit the website: www.ashland.edu/iss.

International Transfer Student
An international student from a recognized institution of higher learning may be considered for admission as a transfer student to AU provided the student has a 2.25/4.0 cumulative GPA at previous colleges/universities attended.

Credits earned at other colleges or universities will be accepted according to the principles described under the "Transfer Student" section.

To apply as a transfer student, the international student needs to follow the procedures outlined under the "International Student" section. However, since the international student will be transferring into the academic program, a TOEFL score of 67 (iBT) or above is required or IELTS of 6.0. Our nursing programs require a language proficiency level of IELT: 7.0 and TOEFL score of 84 (iBT) and 563 (PBT).

Second and Non-Degree Programs for International Students
The University also offers programs for Second Degree and Non-Degree students. A student who already holds a bachelor's degree from an accredited institution can earn a second degree at Ashland in a different field of study. These programs are generally one to three years in length, depending upon which field of study is chosen.

A student who wishes to study for a period of one year or less might consider the Non-Degree program in which the student can study whatever subjects he or she wishes to study without pursuing a degree.

Both the Second Degree and Non-Degree programs require a score of at least 67 (iBT) on the TOEFL or IELTS of 6.0 and a GPA of at least 2.25/4.0. Our nursing programs require a language proficiency level of IELT: 7.0 and TOEFL score of 84 (iBT) and 563 (PBT). To apply for a Second Degree or Non-Degree program, the international student should follow the application procedures outlined in the "International Student" section.
Graduate School Admissions Procedures

Admission to the Graduate School

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. A $30 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.

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 Office of Records and Registration. 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 School Applicants from Non-Regionally Accredited Undergraduate Institutions

Applicants who received an undergraduate degree from a college or university that does not have regional accreditation recognized by the U.S. Secretary of Education may apply for acceptance as a degree-seeking student, using one of the following options:

* Option 1: Obtain an “acceptable score” on a recognized graduate school admission test, as defined by the program to which application is made.
* Option 2: Upon acceptance as a non-degree seeking student, satisfactorily complete 12 semester hours under the supervision of the program director, after which degree-seeking status will be awarded. 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.

Conditional Admission to the Graduate School

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.).
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 International Admissions and evidence of English proficiency may be required of all international students.

- Internet-based TOEFL (iBT): 79;
- Paper-based TOEFL (PBT): 550; or
- IELTS: 6.5.

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. (MBA Only)

Doctoral Program in Leadership Studies (Ed.D)
Admissions Requirements

The admission procedures for the Doctor of Education degree are designed to recruit the highest quality professional persons, representative of a culturally diverse population. A comprehensive system, including both qualitative and quantitative measures, will be used to assess personal characteristics, academic skills, communications, and leadership. Acceptance into the doctoral program is by cohort and is based upon a competitive evaluation of applications.

The Doctoral Admission and Retention Committee reviews the credentials of each candidate. Finalists who qualify will be invited for an interview with members of the Admission and Retention Committee.

Application Options

All cohorts begin in May each year however prospective students can apply when it is most convenient allowing students to begin taking cognate courses if they prefer to get a jump start. There are three application options:

- November 1st – Applicants who submit all application materials by November 1 will be considered for admission Spring semester (January) allowing them to take one or two cognate courses and begin core doctoral coursework in May with the next cohort. Interviews will be held the first and second week of November.
- April 1st – Applicants who submit all application materials by April 1 will be considered for admission Summer semester (May) and will begin core doctoral coursework in May with the next cohort. Interviews will be held on a rolling schedule January through the second week of April.
- June 1st – Applicants who submit all application materials by June 1 will be considered for admission Fall semester (August) allowing them to take several cognate courses during Fall and Spring semesters and begin core doctoral coursework in May with the next cohort. Interviews will be held the first and second week of June

Admission Requirements

The Doctoral Admission and Retention Committee will review the credentials of each candidate. Applicants for the Doctor of Education degree must:

- Possess a master's degree from an accredited institution;
- Have a cumulative post-baccalaureate grade point average of at least 3.3 on a 4.0 scale;
- Be employed full-time; program is for working professionals;
- Submit an online application containing the admissions portfolio items and application fee to the Graduate School

The admissions portfolio for each candidate consists of six items:

1. Documentation/description of a record of successful administrative experience and/or documented evidence of educational leadership activities;
   Examples of leadership competencies include:
   - peer leadership roles/positions
   - leadership in writing curriculum
   - specific administrative assignments/positions/committees/chair role
   - leadership in professional organizations
   - grant writing
   - program administration and/or administration of extracurricular programs
2. Four letters of reference, two from people familiar with the applicant's academic ability and two which describe professional performance citing specific examples of leadership ability;
3. An approximately two-page personal statement describing career goals and reasons for wishing to undertake a doctoral program of study;
4. A complete resume/CV which includes work experience, educational background, professional experience, professional activities, honors, professional publications or presentations, and other relevant information relating to the applicant's leadership background;
5. Official transcripts from all undergraduate and graduate study;
6. A sample of writing ability approximately five pages in length

The admissions interview for each chosen candidate consists of two items:

1. A 30-minute on campus interview with the Leadership Studies doctoral program faculty collectively
2. A 30-minute on-site writing sample

Admission Decisions

Decisions regarding the applicant’s admission to the doctoral program are usually made within a couple of weeks and on a rolling basis. Decisions will be sent to the applicant via email by the program chair, Dr. Judy A. Alston.
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:
Office of Records and Registration
Ashland University
401 College Avenue
Ashland, OH 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 on an unconditional basis.

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

An applicant without these requirements may be admitted on a conditional basis, depending on his or her situation. Students with a GPA less than 2.25 may be considered for 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 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:
Office of Records and Registration
Ashland University
401 College Avenue
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:
Office of Records and Registration
Ashland University
401 College Avenue
Ashland, OH 44805

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.

School Nurse Licensure Program Admission Procedures

A registered nurse (RN) processing a bachelor’s degree from an accredited institution, with a cumulative undergraduate grade point average of at least 3.00 on a 4.00 scale may be accepted for admission to the School Nurse Licensure (SNL) Program.

How to Apply

Applications can be submitted online at https://www.ashland.edu/admissions/apply-now.
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 3.00 or above
5. Submit a copy of active RN Licensure

Transcripts, application fees paid by check or money order, or other correspondence should be mailed to:
Office of Records and Registration
Ashland University
401 College Avenue
Ashland, OH 44805

Official Electronic transcripts should be submitted to:
school-nurse@ashland.edu

Master of Applied Exercise Science 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 Science Applied Exercise Science program on an unconditional basis.
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:

Office of Records and Registration
Ashland University
401 College Avenue
Ashland, OH 44805

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

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 in Creative Writing 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

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 Corporate and Strategic 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 Corporate and Strategic 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 Corporate and Strategic 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:

Office of Records and Registration
Ashland University
401 College Avenue
Ashland, OH 44805

Official Electronic transcripts should be submitted to:
enroll-grad@ashland.edu
RN to BSN

Admission to Nursing Programs

As of April 2002, The Ohio Board of Nursing (OBN) has the authority to refuse to grant licensure to applicants with any of the felony convictions specified in the law. The law requires a criminal records check for new applicants for licensure in Ohio who entered a pre-licensure nursing education program on or after June 1, 2003.

Criminal background inquiries and drug screening (ten panel screen) will take place during the fourth term of enrollment for the traditional four-year program students and prior to clinical experiences for advanced entry and accelerated program students. RN to BSN program students will obtain criminal background inquiries and drug screenings one semester prior to clinical coursework.

Background checks and drug screenings will be performed by the agency chosen by the College for nursing program students. Results are sent directly to the College. RN to BSN students may select an alternative agency at their own cost. Results for all students are sent directly from the agency to the College. Students who fail an initial drug screen will be allowed one additional repeat test to confirm the results. The College reserves the right to deny any student based on the results of the inquiries regardless of whether it is a positive drug screen, a misdemeanor, or a felony conviction.

Basic life support for health care providers from the American Heart Association certification is required prior to clinical classes for the traditional four-year track students and prior to admission to the program for advanced entry and accelerated track students. For post-licensure students, certification is required upon admission.

Nursing students are required to meet the health and clinical requirements by submitting the appropriate student health documentation, including physical examination and immunization records, and documentation of health insurance. The Medical Record and Health History forms are available on the MyAU Portal page on the AU website nursing page for the College of Nursing and Health Sciences. This requirement may be waived for RN to BSN students. See the nursing student handbook for detailed information on these requirements.

School Nurse Licensure

The student must complete all requirements for the School Nurse Licensure (SNL) Program within five years. The time limit normally is from the beginning date of the formal admission to the SNL Program to the last hours applied toward the program. 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 program for a period of three consecutive semesters 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 limit will be observed. The SNL Program Director will reevaluate the student’s courses and recommend any course work for audit.

Bachelor of Arts or Bachelor of Science in Multidisciplinary Studies

The B.A. or B.S. degree in Multidisciplinary Studies (MDS) is an individualized, multidisciplinary degree which allows students flexibility in designing degree programs that relate to their personal academic and career goals. Students will complete the University Core Curriculum requirements, take a cohesive set of courses from two different content areas (cognates), and complete a Multidisciplinary Capstone Experience (3 hours). This degree program will provide a path to achieve baccalaureate degrees for those students whose interests lie in multiple areas and/or whose accumulated semester credit hours may not otherwise combine to qualify them for one of AU’s existing baccalaureate degrees.

"Cognate" is defined as a coherent program of study developed in conjunction with a faculty member from that area of study that consists of 24 credit hours minimum. Of those 24 credit hours, at least 9 hours must be 300/400 level courses.

Students selecting the Multidisciplinary Studies Major will be expected to achieve the following student learning outcomes: (1) identify the issues, problems, or goals addressed by each cognate area; (2) demonstrate familiarity with the terminology commonly used in each cognate area; (3) appraise key texts or significant works used in each cognate area; (4) explain the mode of inquiry or creative process that characterizes each cognate area; (5) describe how the two cognate areas contrast with each other, or complement one another, in ways that create a greater understanding that either would provide alone; and (6) apply knowledge and skills from both cognate areas to address a relevant problem or issue.

Students must take a minimum of 30 semester hours at Ashland University. The last 12 hours of coursework, and at least one half of the student’s work in the two cognate areas, must be taken at AU.

These programs of study are academically rigorous. Conceptualizing the major is the responsibility of the student and a GOA Advisor in consultation with two faculty and deans. In some cases, may be facilitated by using a faculty-designed template. Interested students should contact the GOA Admissions Office who will review program requirements, application process, discuss the student's areas of interest, and assist the student in identifying university faculty members who may be of assistance in advising the student.

Once the program is approved by the two faculty mentors, their respective deans, and the COAS Director of Curriculum, the completed proposal must be submitted to the Office of Records and Registration for verification and inclusion in the student’s permanent file.

Bachelor of Science in Criminal Justice and Associate of Arts with a concentration in Criminal Justice

The criminal justice student acquires an understanding of the importance of the liberal arts to the justice system, a sound knowledge base of criminal justice, and an understanding of the philosophical foundation and the major theories of the cause of crime and the application of law.

Past Military, Academy, and Portfolio training may count as credit hours towards a degree.
Associate of Arts in General Studies with a Cognate in Business

The Associate of Arts (AA) degree in General Studies with a Cognate in Business is designed for students who are entering or continuing careers in business that do not require a Bachelor’s degree. However, the curriculum is designed so that a student earning an AA degree with a Cognate in Business will be able to apply nearly all of their coursework towards either a Bachelor of Arts degree with a major in Business Administration, or towards a Bachelor of Science in Business degree.

Associate of General Studies

Ashland University is continuing its tradition of making high quality education both affordable and attainable with its new Associate’s General Studies online degree program.

The Associate of Arts degree is designed for those students who are entering careers which do not require four years of college. In addition, the general studies online degree program is the perfect degree option for students who haven’t chosen which career path they would like to pursue just yet.

The faculty and staff at Ashland University in our General Studies program select course material suitable for first year learners.
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 Office of Records and Registration web page at https://www.ashland.edu/administration/office-records-and-registration.

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.

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Dr. Eun-Woo Chang

Director of the Graduate School

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College of Online and Adult Studies

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Dean, Founders School
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elinton@ashland.edu
419.289.6965
Center Locations
- Ashland (Main Campus) Center
- Columbus Center
- Elyria/Cleveland Center
- Mansfield Center
- Massillon/Stark Center
- Southwest Center

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.

Online Undergraduate Programs Offered
The College of Online and Adult Studies administers all online undergraduate programs offered by the University. The various undergraduate programs are housed in the academic colleges which provide faculty, curriculum, and policies specific to the unique status of each program. The College of Online and Adult Studies administers the following programs:

* Associate of Arts in General Studies
* Associate of Arts with a concentration in Criminal Justice
* Associate of General Studies with a Business Cognate
* Bachelor of Arts or Bachelor of Science in Multi-Disciplinary Studies
* Bachelor of Science in Criminal Justice
* Bachelor of Arts in Business Administration

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

Courses are available for this degree in the following major program areas:

* M.Ed. 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
* M.Ed. Educational Leadership
* M.S. Applied Exercise Science
* Master of Business Administration
* Master of Arts
* American History and Government
* Social Studies specialization in Teaching American History & Government
* Corporate and Strategic 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.
Office of Records and Registration Services

The Office of Records and Registration’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, Office of Records and Registration, 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/office-records-and-registration/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 via WebAdvisor (https://webadvisor.ashland.edu).

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 Office of Records and Registration.

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. 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.

Courses in the Doctor of Education program are not open for auditing.

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.

The course repeat policy does not apply to the Doctor of Education program.

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 Office of Records and Registration 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.
GPA Requirement for Doctor of Education (Ed.D.) Program

In order to remain in good standing and to graduate from the Ed.D. program, a student must demonstrate satisfactory progress toward completion of the degree. Students must be enrolled every semester beginning the program through graduation and must maintain a 3.5 GPA in the Leadership Studies Program Core courses and an overall 3.2 GPA in all course work completed. If a student’s GPA falls below these minimums, the student will be placed on academic probation for two consecutive semesters. The student and the advisor will immediately meet and write a plan that delineates the expectations for the student’s improvement. This plan will be signed by the student, the advisor and the department chair. A copy of the plan will be placed in the student’s file. After two consecutive semesters, if the student has not improved as defined in the plan, the adviser and chair, in consultation with the Doctoral Admission and Retention Committee, may determine that the student should not be allowed to continue in the program.

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 Office of Records and Registration. 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 Office of Records and Registration. Once the Office of Records and Registration 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.

Residence Requirement (Academic)

Adult Study candidates for degree must take a minimum of 30 semester hours at Ashland University. The last 12 hours of coursework must be taken at AU. A minimum of 12 hours of

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 Nursing 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 Office of Records and Registration.

Master of Arts in Corporate and Strategic Communication

Students in the Master of Arts in Corporate and Strategic Communication are limited to six hours of transfer credit.

1. The course work should have been completed within six years prior to application at Ashland University.
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 Arts in History and Government

Up to six (6) semester credit hours may be transferred from other institutions to satisfy degree requirements in the master’s program. 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.

To transfer credit hours, the following conditions must apply:

- Credit hours transferred cannot have been used for another degree.
- A student must have earned the credit hours no longer than six years prior to acceptance into the master’s program.
- A student must have earned the credit hours at a regionally-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, and all conversions will be rounded down to the nearest semester hour.

Additionally, coursework transferred must be substantially similar to AHG-prefix courses offered by Ashland. The topics of courses for transfer must be in US history (including state and local history), American government (including state and local government), or US-related political science or politics topics. Non-US history (e.g., European history, world history, etc.), comparative government, or other courses with a focus on other than the aforementioned topics cannot be accepted in transfer. Further, courses for transfer must require readings and written assignments commensurate with a similar course at Ashland. Courses for transfer must also have been graded on an A-to-F scale (or equivalent numerical scale). Courses taken on a Pass/Fail or Satisfactory/Unsatisfactory basis may not be transferred.

All transfer credit will be applied as elective hours regardless of the topic of the transferred course. Transfer credit may not be applied to MAHG core course requirements. Grades from transferred courses are not included in the calculation of the student’s cumulative grade point average.

The student’s academic advisor approves credit transfers. Advisors may request a copy of the course syllabus to verify the course’s required readings and written assignments. To transfer credit, a student should ask the registrar of the institution where the credit was earned to send an official, sealed copy of his or her transcript to Ashland University. The transcript should make clear that the credit hours are graduate credits. Transcripts should be sent to:

MAHG Program
Ashbrook Center at Ashland University
401 College Avenue
Ashland, Ohio 44805

Students who plan to take courses elsewhere for transfer after enrollment at Ashland must contact their advisor in writing for approval prior to beginning such coursework. A copy of the course syllabus must accompany the request. No other guarantees exist that credit hours will be transferable. Prior assurances given verbally by faculty or staff at Ashland University must be regarded as estimates or opinions; they do not commit the University to a course of action.

Any exceptions to this policy, which are granted rarely, must be approved by the program's faculty committee.

Master of Arts with a Specialization in Teaching American History and Government

Up to nine (9) semester credit hours may be transferred from other institutions to satisfy degree requirements in the master’s program. To transfer credit hours, the following conditions must apply:

- Credit hours transferred cannot have been used for another degree.
- A student must have earned the credit hours no longer than six years prior to acceptance into the master’s program.
- A student must have earned the credit hours at a regionally-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, and all conversions will be rounded down to the nearest semester hour.

Additionally, coursework transferred must be substantially similar to courses offered by Ashland. To be applicable to AHG core and elective requirements, the topics of courses for transfer must be in US history (including state and local history), American government (including state and local government), or US-related political science or politics topics. Non-US history (e.g., European history, world history, etc.), comparative government, or other courses with a focus on other than the aforementioned topics cannot be accepted in transfer. Further, courses for transfer must require readings and written assignments commensurate with a similar course at Ashland. Courses for transfer must also have been graded on an A-to-F scale (or equivalent numerical scale). Courses taken on a Pass/Fail or Satisfactory/Unsatisfactory basis may not be transferred.

All history, political science, or government transfer credit will be applied as elective hours regardless of the topic of the transferred course. Transfer credit may not be applied to AHG-prefix core course requirements. Grades from transferred courses are not included in the calculation of the student’s cumulative grade point average.

The student’s academic advisor approves credit transfers. Advisors may request a copy of the course syllabus to verify the course’s required readings and written assignments. To transfer credit, a student should ask the registrar of the institution where the credit was earned to send an official, sealed copy of his or her transcript to Ashland University. The transcript should make clear that the credit hours are graduate credits. Transcripts should be sent to:

MASTAHG Program
Ashbrook Center at Ashland University
401 College Avenue
Ashland, Ohio 44805

Students who plan to take courses elsewhere for transfer after enrollment at Ashland must contact their advisor in writing for approval prior to beginning such coursework. A copy of the course syllabus must accompany the request. No other guarantees exist that credit hours will be transferable. Prior assurances given verbally by faculty or staff at Ashland University must be regarded as estimates or opinions; they do not commit the University to a course of action.

Any exceptions to this policy, which are granted rarely, must be approved by the program's faculty committee.

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 Office of Records and Registration of the institution where the credit was earned to send an official, sealed copy of his or her transcript to Ashland University. The transcript should make clear that the credit hours are graduate credits. Transcripts should be sent to:

Office of Records and Registration
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 University 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 the dean and Office of Records and Registration. 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

The Graduate School of Ashland University ascribes to the general policy of granting credit equal to the number of hours per week the student attends class. It is in furtherance of this policy that consideration must be made to the different programs within the Graduate School, as well as changes in the presentation of classes through technology or recognition of learning activity other than in the traditional classroom setting. The following are definitions for the Ashland University Graduate School in determining graduate credit:

1. Contact Hour
   A contact hour is the time scheduled for a class to meet each week during an academic semester. One contact hour consists of 50 minutes.

2. Class
   A class is the scheduled meeting of students with the assigned instructor organized for the pursuit of knowledge according to the description of the course. A distance learning method of presentation is considered a class for the purpose of granting credit.
3. Academic Semester
   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 https://www.ashland.edu/administration/office-records-and-registration/graduation-information. All applications are to be returned to the Office of Records and Registration, 206 Founders Hall.

   December Graduates: September 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 Records and Registration. 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 Office of Records and Registration 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 Office of Records and Registration.

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

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

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

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

Waivers of Degree Requirements

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

Degree Completion Time Limits

Time limits for degree completion vary by program. Students should refer to program areas within this catalog for specific information.

Master of Arts in American History and Government and Master of Arts Specializing in Teaching American History and Government

Students must complete all requirements for the Master of Arts programs in American History and Government within ten years. The period begins with the date of the earliest course and ends with the last coursework applied toward the degree. In extraordinary circumstances, a time extension may be granted through approval of the Master of Business Administration executive director. The student 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 Corporate and Strategic Communication students have a minimum length of 18 months to complete the MACSC program. The maximum length of time to complete the program is five years. Once the maximum allotted time has passed, students must reapply for admission. Any credits earned prior to reapplication cannot be used toward the fulfillment of the degree.

Master of Fine Arts in Creative Writing

The minimum length of time to complete the Master of Fine Arts Program is two years and two weeks. The maximum length of time 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 reapplication cannot be used toward the fulfillment of the degree.

Doctor of Nursing Practice Program

A student is required to satisfy the Doctor of Nursing Practice (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.

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
Disability Services

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

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

Official Student Notification

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

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

Students who have questions about instructional faculty performance or conduct should follow the procedure listed below. Any appeals must be initiated no later than the end of the following semester.

Student Appeal Policy

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

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

3. If the academic head of the graduate program, after having consulted with the individual who is the subject of the complaint, denies the student’s appeal or complaint, the student may submit a copy of the appeal to the dean of the academic college in which the graduate program is housed.

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

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

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 45-46 of its Student Handbook.

Section 1. Purpose

Academic integrity is as important to our mission today as it was at the University’s founding. The founders declared that Ashland “would develop students intellectually,” and our current mission speaks to the purpose of leading meaningful lives in the world community. Since the educational and social environment is built upon a long-standing commitment to Judeo-Christian values, it is clear that academic integrity is an essential part of students’ personal and intellectual growth.

At Ashland University, academic integrity is to be revered, honored, and upheld. Therefore, an academic integrity infraction is considered a very serious matter, as it corrupts the educational process and undermines the foundation of our community.

Section 2. Conduct that Violates Academic Integrity-Academic Dishonesty

Ashland University expects each student to advance the University’s mission by furthering an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be his or her own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use his or her own capabilities to achieve his or her fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty.

Section 3. Forms of Academic Dishonesty

Proper acknowledgment of ideas and sources is central to academic honesty. To ensure academic honesty, it is important to examine that which constitutes academic dishonesty. Academic dishonesty includes:

Plagiarism

Plagiarism is the intentional or unintentional presentation of someone else’s words, ideas, or data as one’s own work. In the event the faculty member deems the plagiarism is unintentional, he or she shall typically require the student to rewrite the assignment. In the event the faculty member believes the plagiarism is willful, the sanctions in this document will apply. If the work of another is used,
acknowledgment of the original source must be made through a recognized reference practice, and, if verbatim statements are included, through quotation marks as well. To assure proper crediting, a student will acknowledge the work of others:
1. Whenever one quotes another person’s actual words.
2. Whenever one uses another person’s idea, opinion, or theory, even if it is completely paraphrased in one’s own words.
3. Whenever one borrows facts, statistics, or other illustrative materials, unless such information is of such common knowledge so as not to be questioned.

Fabrication
Fabrication is the intentional falsification or invention of research, data, citations, or other information. Examples of fabrication include:
1. Citing information not taken from the source indicated.
2. Including in a reference list sources that have not been consulted.
3. Inventing or altering data or source information for research or other academic exercise.
4. Submitting as his or her own any academic assignment (e.g., written work, painting, sculpture, etc.) prepared totally or in part by another.
5. Using a portion of a piece of work previously submitted for another course or program to meet the requirement of the present course or program without the approval of the instructor involved.
6. Permitting one’s work to be submitted by another person as if it were his or hers.
7. Taking a test (or other evaluation) for someone else or permitting someone else to take a test for oneself.
8. Other offenses of this form that incorporate dishonesty for academic gain.

Cheating
Cheating is an act of deception in which a student represents mastery of information that he or she has not mastered. Cheating may be suspected if an assignment that calls for independent work results in two or more solutions, sequences, or language so similar as to merit the charge.

Cheating may be suspected if there is a statistical inconsistency in the student’s performance and the student cannot explain or reproduce both the intricacies of the solution and the techniques used to generate the solution; or in the case of an essay examination, the student cannot explain or reproduce the thought-processes used to generate the writing.

Examples include:
1. Copying from another student’s test paper.
2. Allowing another student to copy from a test paper.
3. Using notes, textbooks, or other information in homework, examinations, tests, or quizzes, except as expressly permitted.
4. Securing, giving, or exchanging information during examinations without authority to do so.
5. Other offenses of this form that incorporate dishonesty for academic gain.

Other Forms of Academic Misconduct
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 un-administered test in which the origins of the materials are suspect.
3. Selling or giving away all or part of an un-administered test including answers to an un-administered test.
4. Inducing any other person to obtain an un-administered 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 Office of Records and Registration 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 Office of Records and Registration.

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 Office of Records and Registration.

d. Upon the filing of an allegation of academic dishonesty, the Office of Records and Registration 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 Office of Records and Registration 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 Office of Records and Registration, 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
modify or amend existing rules and regulations that create and reserve the right to establish and enforce rules and regulations and to them.

University and will be held full acquainted with all published policies, rules, and regulations of the educational institution. Each student is expected to be fully a manner that is compatible with the University's function as an

Section 6. Student Appeal Procedure
a. The student shall have an opportunity to attend the Graduate Academic Integrity Standing Committee’s hearing and refute the allegation of academic dishonesty.

b. Within ten business days of receiving notice of the committee’s decision, the student may appeal the decision to the dean of the Graduate School.

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

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

ADA Accommodation
If you have a disability and are in need of any accommodations for the Academic Integrity Hearing, please contact the Office of Disability Services at 419.289.5904, or visit the Library, 7th Floor at your earliest convenience. The Office of Records and Registration 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 Master of Arts of American History and Government student or the director of the Master of Arts with a Specialization in Teaching American History and Government, in the case of a MASTAHG
student;
The chair of the Department of Leadership Studies, in the case of a Doctor of Education student;
The director of the Master of Fine Arts program, in the case of a Master of Fine Arts student.
The director of the Master of Arts in Corporate and Strategic Communication program, in the case of a MACSCC student.
The director of the Doctor of Nursing Practice Program, in the case of a Doctor of Nursing Practice student.
The director of the School of Nursing Licensure Program, in the case of a School Nurse Licensure student.
The director of the Master of Science in Applied Exercise Science Program, in the case of a Master of Science in Applied Exercise 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:

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

2. Harassment: Threatening to harm, intentionally harassing, 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 a student status either permanently or for a period of no less than two years after which the student may apply for readmission. During this time period the student is not permitted on campus or at University activities. A student dismissed at any time in the first three-quarters of the course meeting time will be assigned a “withdraw (W)” grade, whereas a student dismissed after the first three-quarters of the course meeting time will be assigned an “F” grade in all classes. Readmission following suspension or dismissal may be conditional requiring the continuation or issuance of sanctions (i.e., probation, disciplinary probation, etc.).

d. Restitution
   Reimbursement for damage, destruction, or misappropriation of property. This shall not be considered a punitive fine, but a charge to repair, replace, or compensate for the damage, destruction, or misappropriation of the property involved.

e. Notification to Others
   Providing notice to those deemed necessary or appropriate to further support the student, or to whom such notice may be necessary or required. Persons or institutions that may supervise the licensing of a student or other persons or institutions that may have a direct interest in the conduct of a student may be notified, absent any overriding privacy issue.

f. Education/Judicial Assignment
   An assignment to be completed by a specified time in a satisfactory manner. It can include drug and/or alcohol education or assessment, meeting with University officials, accompanying or assisting staff with responsibilities, or writing letters of apology. Any cost associated with this sanction shall be the responsibility of the student.

g. Loss of Privilege
   The temporary or permanent loss of the privileges associated with the use of services or goods provided by Ashland University or affiliated entities.

h. Removal of Property
   Requiring the student to remove any property owned or possessed by the student and situated on campus property.

i. Restriction
   Restriction and/or revocation of campus privileges for a specified period of time. Such restriction shall exclude the student from a designated area and/or a designated activity.

j. Withholding of Degree
   In order for a student to be approved for graduation, the student must resolve any outstanding judicial charges and must comply with all sanctions issued. A degree shall be withheld should there remain any further activity on the part of a student subject to judicial sanctions.

IX. Interim Suspension

In the event the conduct of a graduate student poses a risk to the health, welfare, or security of members of the University community, or to the property of Ashland University, the University may, during the pendency of any matter, either before or after a complaint has been filed, suspend the graduate student. In such event, the appropriate administrator shall notify the dean of the Graduate School, setting forth facts that state that the conduct of the graduate student poses or could reasonably pose a threat to (a) the stability and continuance of normal University functions; (b) University property, and/or (c) the emotional/physical welfare of the graduate student in question, or to other persons.

In such event the dean of the Graduate School imposes an interim suspension without a hearing, the graduate student will immediately be notified and shall have the right to a hearing on such suspension within ten (10) business days from receiving notice of such suspension. Any hearing requested by the graduate student shall be limited to a determination as to whether grounds exist for the imposition of the interim suspension. The standard of proof shall also be a preponderance of the evidence.

X. Appeals

In the event the graduate student disagrees with the decision of the Committee, he or she may appeal such decision to the graduate dean. The graduate student shall give notice of appeal no later than fifteen (15) business days from the date of the decision. The graduate student shall also indicate the grounds for and evidence in support of such appeal and indicate what relief he or she seeks. Any appeal is limited to proof of (1) prejudicial errors in the procedure of the hearing of the Judicial Committee, (2) the penalty is excessive, (3) the decision of the Judicial Committee is arbitrary and/or capricious, and (4) evidence unavailable for presentation at the hearing of the Judicial Committee, which was unavailable for reasons not caused by the graduate student, is now available (this claim may be brought only within sixty (60) days from the date of the decision of the Judicial Committee). The graduate student shall serve on the appropriate administrator a copy of his or her appeal. The appropriate administrator may, but is not required to, respond to such appeal.

The decision of the dean to any appeal must be in writing and signed. The dean of the Graduate School may:

1. Affirm the findings and conclusions of the Judicial Committee, and affirm the imposition of the sanction involved, or affirm the findings and conclusions of the Judicial Committee, but modify the imposition of any sanction or sanctions, (2) reverse the findings and/or conclusions of the Judicial Committee, and convene another Judicial Committee to hear the matter not inconsistent with the terms of the decision of the appeal, or (3) reverse the findings and/or conclusions of the Judicial Committee, and dismiss the matter.
XI. Exclusions
   This Code shall not apply to matters involving Academic Integrity. Such matters are covered by the Academic Integrity Policy.

XII. Amendments
   The University reserves the right to amend this Code from time to time.
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-on practice in the skills being taught.

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

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

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

Visit the IRC web site for more information including hours of operation and links to the IRC blog, IRC Twitter, and IRC Pinterest sites. Call the IRC directly at 419.289.5406, on campus ext. 5406.
International Programs

Ashland University educates and challenges students to develop intellectually and ethically, to seek wisdom and justice, and to prepare for the rigors of living and working as citizens aware of their global responsibilities. Opportunities to study, work, travel, and teach away from campus enrich the educational experience by increasing awareness and understanding of other cultures, languages, and lifestyles.

Office of International Student Services

At Ashland University, the presence of international students enhances the educational experience. These students bring new perspectives through participation in classroom and extracurricular activities. Staff members of the Office of International Student Services and the Center for English Studies (ACCESS) work to meet their special academic, linguistic, cultural, and immigration needs. Programs of community outreach facilitate interaction between AU’s international students and the residents of Ashland.

Promotion of understanding among people and the development of an appreciation of global issues are the twin goals of our international programs.

Office of Global Education

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

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
John Byron, Interim Academic Dean, Ashland Theological Seminary

Faculty
Richard E. Allison, Professor Emeritus of Christian Education
David W. Baker, Professor of Old Testament and Semitic Languages
John Byron, Professor of New Testament
Brenda Colijn, Professor of Biblical Interpretation and Theology
David DeSilva, Trustees’ Professor of New Testament and Greek
Tony Donofrio, Professor of Counseling
Jerry R. Flora, Professor Emeritus of Theology and Spiritual Formation
Claudia J. Sadler-Gerhardt, 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
Douglas L. Little, Professor Emeritus of Pastoral Counseling
David P. Mann, Professor of Counseling
Dawn Morton, Assistant Professor of Christian Formation and Leadership
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 Emeritus of Counseling
Mitzi J. Smith, 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
Matthew Bevere, Regional Director of Advanced and Doctoral Studies
John Byron, Interim Academic Dean
Mark Harden, President of Ashland Theological Seminary
Dawn Morton, Dean of Intensive, Online, and Off-Site Learning
Roberto Ponce, Vice President of Marketing and Enrollment Management
Jill Slater, Director of Development Programs
Michael Strebler, Chief Financial Officer and Director of Operations
TBD, Chair of Faculty Welfare, and Tenure Promotions

Administration
Laura Bedocs, Registrar
Charlotte Cole, Executive Assistant to the President
Johnathan Cole, I.T. Specialist
Thomas Gilmore, Coordinator of Education, Cleveland Center
Wendy Hall, Senior Admissions Counselor, Coordinator of Student Life
Jerrolyn Hockenhull, Assistant Director, Detroit Center, Director of Detroit Counseling Program
Susan Icenhour, Assistant Registrar
Renee Johnson, Enrollment Counselor, Coordinator of Admissions
Sylvia Locher, Director of the Seminary Library
Jil Slater, Advancement Officer, Grants/Events
John Swope, Director of Field Education
Sarah Thomas, Digital Services Librarian
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 1900 E. Dublin Granville Rd., Columbus, OH 43229. 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.
Mission Statement

The mission of the College of Online and Adult Studies is to provide quality online distance education programs through a variety of modalities, and to establish distance education as an effective method for extending educational opportunities.

Associate Provost

Dr. Todd Marshall

Directors

Executive Director of LearnAU: Dr. Don Tharp
Director of Faculty Services: Shawn Orr

Curricular Structure

Most online courses consist of 7 consecutive weeks of coursework, followed by one week off. Online courses are available in the Fall, Spring, and Summer semesters.

General Admissions Procedures

See Online Undergraduate Admissions Procedures on Page 20 and Graduate School Admissions Procedures on Page 23 for complete details.

- Complete appropriate online application under “Graduate, Online, and Adult” at www.ashland.edu/admissions/apply-now
- Submit high school transcript (or GED) and official transcripts from all previously attended higher education institutions

General Goals of the Ashland University Core Curriculum

The Core Curriculum is foundational to all undergraduate programs at Ashland University. The Core is the central academic experience that unifies students across all programs, departments, and Colleges. It serves as the actual principle of curricular relevance for the university as a whole, with all undergraduate curricular endeavors justified in relation to it. As such, subsequent academic thinking and planning emerges from the Core.

Our University's institutional mission articulates four key elements, those of intellectual development and wisdom, ethical behavior and justice, preparation for living and working as citizens, and awareness of global responsibilities.

For students to develop intellectually means to think critically with regard to their futures as human beings, as employees and citizens. In terms of our liberal arts core, the development of these skills is best measured in terms of critical thinking skills. As such, the Core seeks measureable student learning outcomes in the areas of critical thinking skills, analytical reasoning, problem solving and written communication skills. These outcomes are measured differently in each Core area, but are focused on ensuring that Ashland University students are acquiring the competencies needed to succeed in the 21st Century Workforce.

All undergraduate students seeking a bachelor degree will complete a 45 credit hour Core.

Transfer Students

Transfer students are defined as those who attended another institution of higher education after high school graduation. Post-secondary student credit transfer will be applied to the student academic record based on standard course equivalencies. CLEP, AP, and military credits will be applied to the student academic record based on university guidelines.

1. Liberal arts equivalencies are subject to preliminary comprehensive review by the Core Director and the Director of Records and Registration, in conjunction with primary discipline chairs and representatives. These may be redistributed as general core credits in select transfer cases. These cases are limited to transitional students in uniquely online programs who have transfer credits beyond the requirements of the institutional undergraduate core curriculum, the student’s desired major, and any bachelor’s degree electives.

2. All undesignated liberal arts transfer credits should meet the established Student Learning Outcomes for the area of the core with which they correspond.

3. For those unique students who meet the criteria spelled out in this recommendation, and who have undesignated core equivalencies being applied to the core, are required to complete both Composition requirements, 3 hours in Communications, 3 hours of Religion, 3 hours of Historical reasoning, 3 hours in CCI, 3 hours in Math/Logic and a minimum of 3 hours each in Humanities, Aesthetics, Social Science and Natural Science. An additional 3 hours must be completed within one of these four areas as well. Up to 9 credits from undesignated equivalencies will then be used to reach 45 credit hours. If less than 9 credits are being applied then the student would complete additional courses within the Humanities, Aesthetics, and Social Science and Natural Science areas as required.

4. Where articulation agreements have been signed with other institutions, university officials will strive whenever possible to recommend courses in keeping with the spirit of AU’s Core Curriculum.

5. Students entering with 30-59 transferrable hours must take at least two Core liberal arts courses (Aesthetics, Humanities, Natural Sciences, Social Sciences, and Historical Reasoning categories) at Ashland and students entering with 60 transferrable hours are required to take at least one Core liberal arts course, even if all Core requirements have been met through courses taken at another institution.

6. A redistributive approach shall be applied to undesignated liberal arts transfer credits for up to 9 hours, applicable only to those admitted uniquely in an online program.
Associate of Arts Institutional Degree Requirements

The Associate of Arts degree is designed for those students who are entering careers which do not require four years of college. The associate degree includes the following core requirements:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Course</td>
<td>3</td>
</tr>
<tr>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Math/Logic course</td>
<td>3</td>
</tr>
<tr>
<td>Religion course</td>
<td>3</td>
</tr>
<tr>
<td>(choose 1 course from 4 of the 5 categories)</td>
<td>12</td>
</tr>
<tr>
<td>Aesthetics course</td>
<td>3</td>
</tr>
<tr>
<td>Humanities course</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science course</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences course</td>
<td>3</td>
</tr>
<tr>
<td>Historical Reasoning course</td>
<td>3</td>
</tr>
<tr>
<td>Critical Cultural Inquiry (CCI)</td>
<td>3</td>
</tr>
<tr>
<td>Electives and/or Concentration(s)</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>60 hrs.</td>
</tr>
</tbody>
</table>

Students fulfilling the CCI requirement through the study abroad option may not have hours recorded in the CCI category.

Institutional Baccalaureate Degree Requirements

Institutional Baccalaureate Degree Requirements include: a Core Curriculum of 45 hours.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Course</td>
<td>3</td>
</tr>
<tr>
<td>Critical Cultural Inquiry (CCI)</td>
<td>3</td>
</tr>
<tr>
<td>Math/Logic course</td>
<td>3</td>
</tr>
<tr>
<td>Religion course</td>
<td>3</td>
</tr>
<tr>
<td>Historical Reasoning course</td>
<td>3</td>
</tr>
<tr>
<td>Composition courses</td>
<td>6</td>
</tr>
<tr>
<td>Natural Science courses</td>
<td>6</td>
</tr>
<tr>
<td>Humanities courses</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences courses</td>
<td>6</td>
</tr>
<tr>
<td>Aesthetics courses</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>45 hrs.</td>
</tr>
</tbody>
</table>

Students fulfilling the CCI requirement through the study abroad option may not have hours recorded in the CCI category.

Ashland University Students

Once students enroll at Ashland University, all remaining AU Core requirements must be fulfilled by approved AU courses or by courses at other institutions which are judged appropriate to fit one of the categories of the AU core. Students must fill out a transient student form in advance of taking the course for an evaluation of the proposed transfer course credit.

List of approved Core Courses:

NOTE: Courses listed in two different Core categories satisfy either category, but not both. Courses marked with an asterisk (*) are currently offered online. Courses not marked with an (*) are currently not offered online, but courses may transfer in to satisfy this requirement.

Communication

COM 101 Human Communication
COM 120 Foundations of Health Communication

Composition I

ENG 101 English Composition I

Composition II

ENG 102 English Composition II

Math/Logic

MATH 110 Finite Mathematics
MATH 205 The Calculus I
*MATH 208 Elementary Statistics
MATH 217 Theory of Arithmetic and Geometry
MATH 223 Discrete Mathematics I
PHIL 205 Introduction to Philosophy
PHIL 220 Practical Thinking
PHIL 320 Symbolic Logic

Religion

*REL 106 Exploring the Bible
*REL 107 Exploring World Religions
REL 109 Exploring Christian Ethics
REL 210 The Gospels

Aesthetics

ART 130 Elements of Design
ART 140 Fundamentals of Drawing
*ART 150 Art and Ideas
ART 160 Fundamentals of Studio Art (not open to art majors)
ART 160A Ceramics
ART 160B Painting
ART 160C Printmaking
ART 160D Sculpture
ART 160E Digital Art
ART 161 Fundamentals of Studio Art II
ART 161A Ceramics
ART 161B Painting
ART 161C Printmaking
ART 161D Sculpture
ART 204 Photography
ART 205 Sequencing in Art
MUSIC 010-016, 020, 022, 030, 031, 050-052 (Up to 3 hrs. combined for Core Aesthetics Requirement)
MUSIC 130 Basic Guitar Musicianship
MUSIC 120s, 140s, 240s, 3300s, 340s, 440s, 450s (Up to 3 hrs. combined for Core Aesthetics Requirement)
MUSIC 150 Principles of Music Making
MUSIC 225 Musical Style
MUSIC 226 Music in World Cultures
MUSIC 250 Topics in Music Appreciation
*MUSIC 251 Love Songs
MUSIC 252 Music/Drama Across Cultures
MUSIC 2SGB Teaching Music to Children
MUSIC 381 Music History Seminar II
*TH 203 Theatre Aesthetics
TH 204 Script Analysis
TH 207 The Visual Art of Theatre
TH 208 Vocal Expression of Literature
TH 214 Acting for Non-Majors
TH 303 American Musical Theatre
Humanities
CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force
ENG 203 American Literature
ENG 210 Bible as Literature
ENG 217 British Literature
ENG 304 Short Story
ENG 308 The Poem
ENG 309 African American Literature
*ENG 314 Literature and Gender
ENG 315 German Literature in Translation
ENG 316 Postcolonial Literature
ENG 317 Studies in Shakespeare
ENG 319 Modern Drama
ENG 322 Modern Poetry
ENG 324 Modern Novel
ENG 330 African Literature
ENG 333 American Studies — 19th Century
ENG 334 American Studies — 20th Century
ENG 338 Themes and Topics in Literature
ENG 340 Readings in Jewish Literature
ENG 350 Contemporary American Studies
ENG 360 Literature of Crime & Retribution
ENG 365 Greek Literature
ENG 370 Russian Novel
ENG 372 Nietzsche and the Problem of Values
ENG 3SGB Heidegger & the Question of Interpretation
FL 3SG Quests & Questions in Arthurian Lit, Film, & Life
FREN 353 Introduction to French Literature I
FREN 354 Introduction to French Literature II
*PHIL 204 The Concept of Truth
PHIL 208 Major Thinkers in Dialogue
*PHIL 210 Philosophy of Human Nature
PHIL 215 Ethics
PHIL 217 Thought and Belief
PHIL 280A Sports and Ethics
PHIL 280B Environmental Ethics
PHIL 280D Medical Ethics
*PHIL 280H Workplace Ethics
PHIL 309 Social & Political Philosophy
PHIL 317 Philosophy of Religion
PHIL 318 Topics in Philosophy
PHIL 330 Philosophical Readings
PHIL 450 Great Philosophers
REL 220 Taking Human Life
REL 240 Jewish Religious Traditions
REL 308 Faith and Society
REL 340 Religion & the Civil Rights Movement in America
REL 3SGI Legacy of Paul and Peter in Rome
REL 3SGK Paul in the Greco Roman World
REL 3SGL Luther and the German Reformation
SPAN 372 Survey of Spanish Literature
SPAN 373 Survey of Latin American Literature

Natural Sciences
*BIO 1SGF Concepts in Biology
BIO 100 Human Biology

Social Sciences
ECON 101 Market Fundamentals
*ECON 232 Principles of Microeconomics
*ECON 233 Principles of Macroeconomics
*HS 201 Impact of Chronic Illness
*HSCGH 202 Global Challenges in Public Health
ECON 301 Game Theory
ECON 302 Economics/History of Entrepreneurship
ECON 324 Economics of Government and Business
ECON 331 Comparative Economics
POLSC 101 Understanding Politics
POLSC 345 Western Political Thought III
POLSC 3SG Contemporary Germany
POLSC 431 Human Being and Citizen
*PSYC 101 General Psychology I
PSYC 102 General Psychology II
*PSYC 218 Psychology of Adolescence
*SOC 111 Principles of Sociology
*SOC 301 Race Ethnic, and Minority Issues
SOC 340 Marriage and Family Relationships

Historical Reasoning
HIST 112 Western Civilization
HIST 113 Western Civilization
HIST 212 American History through Civil War
*HIST 213 American History after Civil War
**Critical Cultural Inquiry (CCI) Initiative**

The overall goal of the CCI Initiative is to internationalize our curriculum so as to better prepare students to face conditions of globalization that will greet them upon graduation. The three general paths by which a student can meet this requirement are through language study, travel options, or specially designed coursework.

Students with appropriate military service may elect to complete a narrative illustrating global competencies gained through military service. Students electing this option will enroll in FL 299 and complete a narrative under the direction of the Critical Cultural Inquiry (CCI) Liaison or core director.

*FL 220 Contemporary Latin American Literature in Translation
FL 221 U.S. – Mexico Border Literature
*FL 315 French Women Writers
FL 151 Elementary French I
FL 152 Elementary French II
FL 200 Intermediate Level Intensive French Study Abroad
FL 251 Intermediate French I
FL 252 Intermediate French II
FL 300 Advanced Level Intensive French Study Abroad
FL 301 French Civ. From Lascaux to Versailles
FL 302 French Civ. From Revolution to Present
FL 303 French Written Expression
FL 304 French Stylistics
FL 305 French Phonetics
FL 357 French Oral Expression
GER 161 Elementary German I
GER 162 Elementary German II
GER 261 Intermediate German I
GER 262 Intermediate German II
LTN 110 Elementary Latin I
LTN 210 Elementary Latin II
LTN 310 Intermediate Latin
PORT 141 Elementary Portuguese I
PORT 142 Elementary Portuguese II
PORT 241 Intermediate Portuguese I
*SPAN 171 Elementary Spanish I
*SPAN 172 Elementary Spanish II
SPAN 200 Intermediate Level Intensive Spanish with Study in Costa Rica
SPAN 271 Intermediate Spanish I
SPAN 272 Intermediate Spanish II
SPAN 300 Advanced Level Intensive Spanish Study
SPAN 307 Spanish Phonetics
SPAN 310 Spanish Grammar and Composition
SPAN 311 Civilization of Spain
SPAN 312 Civilization of Latin America
SPAN 377 Conversational Spanish I
SPAN 378 Conversational Spanish for the Professions

**CCI Study-away and study abroad components:**

- AHA, Segovia, Spain
- All CCIS and USAC programs
- COBE in Taiwan
- COST (Consortium of Overseas Student Teaching)
  - EDEC 460 Sa: ECE
  - EDCI 467 Sa: MG
  - EDCI 461 Sa: AYA
- Paris Fashion Institute Study Away
- AU in Germany
- AU in France
- AU in Costa Rica
- Semester at Sea
- Honors 390 (when approved tour is offered)
- HS 221 (when approved tour is offered)
- HS 380 (when approved tour is offered)
- REL 260 (when approved tour is offered)
- REL 375 Understanding Israel
- COBE in Brazil
- Fontys University in the Netherlands Exchange Program
- Blaise Pascal University in France Exchange Program
- UAB in Spain Exchange Program
- Providence University in Taiwan Exchange Program
Founders School of Continuing Education

Dean
Eugene P. Linton

Professional Development Services
Mission
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.

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

Telego Center for Educational Improvement
Director
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 dates.

Director, Gill Center for Business and Economic Education and Outreach Programs
John Dowdell
Outreach Program
David Webb, Director of Correctional Programming
Vickie Taylor, Director of Correctional Instructional Design
Jeremy Vogel, Associate, Director of Enrollment and Financial Aid
Sandra Evans, Assistant Director of Enrollment
Pamela Justice, Louisiana Site Director

Mission
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.

The Gill Center for Business and Economic Education
Mission
The Gill Center for Business and Economic Education facilitates a flow of economic and business intelligence and know-how to students, teachers and business professionals at all levels of education. The Center’s staff provides pre- service and in-service teacher training through professional development programs, graduate level courses, and classroom curriculum materials. The Center also conducts economic research which provides the student with practical experience and simultaneously serves the business community. The tenet of private enterprise – freedom of enterprise, freedom of individual choice, and freedom to gain from one’s efforts – is foundational the Center’s programs.

Mission
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.

Ashland University’s Gill Center for Business and Economics Education is dedicated to improving our youths’ understanding of economic principles and the global economy. Working with teachers and school systems we strive to prepare students to be knowledgeable consumers, prudent savers and investors, productive members of the workforce, responsible citizens and effective participants in the global economy. The Center is affiliated with the Ohio Council on Economic Education (http://ohiocee.org/) and the Council for Economic Education (http://councilforeconed.org/).

Corporate Education
The Corporate Education Program was established to better serve the needs of the business community. Ashland University is in a position to offer services to business and industry throughout northeastern Ohio. This program provides business and industry with on-site training and services tailored to the needs of the organization.
Chillicothe Correctional Institution, Grafton Correctional Institution, Lake Erie Correctional Institution, Richland Correctional Institution Mansfield Correctional Institution Programs and the Louisiana Correctional Institution Programs

These programs provide inmates with a recognized educational certificate program. The certificates include Basic Business, Business Management, Hospitality Administration, Hospitality Sales, Hotel/Restaurant Administration, Hotel/Restaurant Management, Office Management, Office Skills, Retail Administration, Retail Management, and Retail Sales

Degrees Offered

Associate of Arts degree in General Studies

Certificate Programs Paralegal Certificate

This intensive program is designed for beginning as well as advanced legal workers. Training includes instruction on how to assist trial attorneys, interview witnesses, investigate complex fact patterns, research the law, and assist in preparing cases for courtroom litigation. The instruction is practice-oriented and relates to those areas of the law in which paralegals are most in demand. The Paralegal Certificate Course© offers instruction on how to work as a full-time or part-time paralegal, or how to open your own freelance business. There are no prerequisites other than a high school diploma (or GED), but students must be prepared to complete a significant amount of homework each week.

This program can help students increase their office's efficiency, productivity, and billable hours as well as learn new marketable job skills.

This course is available in Live Lecture, Online, DVD, and Text-Only formats.

Successful graduates will be awarded a Certificate of Completion from Ashland University. To receive a Certificate, students must pass numerous quizzes and successfully complete several legal document writing assignments.

Advanced Paralegal Certificate

These classes build upon the Paralegal Certificate Course. Students can interact through an online forum, and assignments and exams are completed online for critique and grading. Each of these topics is completed in one 7-week online session, and due to significant homework requirements, students can take a maximum of three topics per session.

The Advanced Paralegal Certificate Course enhances understanding of many of the substantive law areas that are discussed during the Paralegal Certificate Course©. The additional training gained through participation in these advanced classes can embellish legal knowledge and skills.

Students who successfully complete at least six advanced topics will receive a Certificate of Completion.
Dwight Schar College of Nursing and Health Sciences

Dean
Faye Grund, PhD, APRN

Directors
Accelerated Nursing: Patricia Clayburn
Advanced Entry/Traditional Nursing: Juanita Reese Kline
Athletic Training: Dennis Gruber
Dietetics: David Vanata
Doctor of Nursing Practice: Lisa Young (Interim)
Interim FNP Specialization: Julie Lehrer
Exercise Science: Randall Gearhart
RN to BSN Nursing: Jacqueline Owens
School Nurse Licensure: Kimberly Stanislo
Simulation Center: Lisa Young
Gerontology: Karen Estridge

Coordinators
Athletic Training: Jarrod Gable
Exercise Science: Beth Patton

Faculty and Clinical Staff

Health Sciences
Chair: Dennis Gruber, Clinical Assistant Professor
Randall Gearhart, Professor
Glen Fincher, Associate Professor
Beth Patton, Associate Professor
David Vanata, Associate Professor
Denise Reed, Clinical Assistant Professor
Jarrod Gable, Professional Instructor

Nursing
Chair: Juanita Reese Kline, Associate Professor
Jacqueline Owens, Associate Professor
Robin Brian, Assistant Professor
Valerie Burris, Assistant Professor
Karen Estridge, Assistant Professor
Lisa Young, Assistant Professor
Jeri Berryman, Clinical Assistant Professor
Patricia Clayburn, Clinical Assistant Professor
Jada Craze, Clinical Assistant Professor
Laura Gilmore, Clinical Assistant Professor
Deana Kehres, Clinical Assistant Professor
Carol Reec, Clinical Assistant Professor
Sharon See, Clinical Assistant Professor
Kimberly Stanislo, Clinical Assistant Professor
Melessa Starnes Damoff, Clinical Assistant Professor
Jody Hostetler, Professional Instructor
Julie Lehrer, Professional Instructor
Jill Matthes Reiter, Professional Instructor
Jessica Ungerer, Professional Instructor
Victoria Willis, Professional Instructor
Kendra Bise, Clinical Education Staff
Ashley Christman, Clinical Education Staff
Kelly Cominsky, Clinical Education Staff
Tracy Crum, Clinical Education Staff

Degrees Offered
Bachelor of Science
Bachelor of Science in Nursing

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.

College Facilities
The Health Sciences Department is located in the Arthur L. and Maxine Sheets Rybolt Recreation and Health Sciences Center. The state-of-the-art center houses six fully equipped multi-media classrooms, a 4,000 square foot athletic training room, and the 1,600 square foot Messerly Human Performance Laboratory. The Recreation Center contains a walking/running track, fitness center, golf simulator, racquetball court, climbing wall, billiard lounge, natatorium, two basketball courts, and a multi-purpose court.

Students enrolled in the nursing program will take classes on the AU main campus, in classroom and laboratory/simulation spaces located at 1020 S. Trimble Road, Mansfield, and in the on-line environment. Campus housing is available on both the Ashland University main campus and the Mansfield campus.

Simulated learning experiences are a vital part of student nurses education. The simulation center on the Mansfield campus includes a health foundations laboratory, family health laboratory, adult health laboratory, complex health laboratory, intensive care/advanced care laboratories, community health laboratory, and examination rooms. High and mid-level fidelity simulators are computerized and interactive. They may be programmed to give realistic patient responses and outcomes. Simulation is used to teach the basics of nursing care such as intravenous, Foley catheter, and nasogastric insertions. Students participate in complex patient care such as cardiac arrest, prioritization, and delegation scenarios. Simulation is not a replacement for clinical, but supplements clinical experiences, enhancing student outcomes.

Health Sciences Programs

Mission
The mission of the Department of Health Sciences is to prepare students for professional success as athletic trainers, dietitians, and exercise professionals as well as create a positive, challenging, and rigorous learning environment for students at the undergraduate and graduate level. Faculty are dedicated to personal life-long learning and strive to be at the forefront of their respective disciplines.
Online Doctor of Nursing Practice

College of Nursing and Health Sciences

Dean
Faye Grund, PhD, APRN

Doctor of Nursing Practice
Interim Program Director
Lisa Young, DNP, APRN, CNS

Interim FNP Specialization Director
Julie Lehrer, MSN, APRN, FNP

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 in 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 nursing practitioners via two entry levels, BS to DNP or MS to DNP.

Curriculum Transition for DNP Program
Note that in this transitional year, as the DNP program transitions to 7 week online courses, some curriculum requirements will change. These changes will be under review by the overseeing committees during the 2016-2017 academic year. Once approved, next year’s catalog will list this revised curriculum in full. The changes involve increasing the number of credit hours required to complete the program.

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
Course Title
Advanced Pathophysiology
Advanced Pharmacology
Advanced Health Assessment
Scientific Basis for Advanced Practice Nursing

Core Doctor of Nursing Courses
Course Title
DNP Role and Interprofessionalism
Epidemiology and Biostatistics
Research Methods and Evidence Based Practice
Healthcare Informatics
Healthcare Delivery, Quality, and Safety
Health Policy and Advocacy
Principles of Practice Management
Interprofessional Seminar
Scholarly Project I
Scholarly Project II
Residency I
Residency II
MSN-DNP Residency

Family Nurse Practitioner Courses
Course Title
Primary Care I
Primary Care II
Primary Care III
Primary Care IV
Online Master of Science in
Applied Exercise Science

College of Nursing and Health Sciences

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

Admission Requirements
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 Science Applied Exercise Science program on an unconditional basis.

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:
Office of Records and Registration
Ashland University
401 College Avenue
Ashland, OH 44805

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

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. Students are encouraged to complete the program within 5 years of their start date to assure that content knowledge is relevant when they enter practice. 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.
Online RN to Bachelor of Science in Nursing

College of Nursing and Health Sciences

Program Director
Jacqueline Owens, Ph.D., RN, CNE

Admission Requirements
Registered nurses (RN) are provided the knowledge and skills to advance their nursing careers and build on their basic nursing education. They have the opportunity to earn the baccalaureate degree in nursing while building a strong foundation in the arts, sciences, and humanities.

To facilitate access to baccalaureate education for working registered nurses, all nursing courses for the RN to BSN program are offered in an online format. Full and part-time study is available. Non-nursing courses are available online.

Admission requirements:
1. Complete the RN to BSN application form and submit official transcripts from all institutions of higher education.
2. Hold a current, valid license (a license that is not inactive, suspended, revoked, or subject to restrictions, and for which the individual continues to meet all requirements for issuance) to practice as a registered nurse in one U.S. state or territory, or be dually enrolled in a RN licensure program, or be a graduate of a RN program and eligible for the NCLEX. Students admitted without a current, valid license shall adhere to additional program progression requirements.

Clinical Locations
Clinical experiences prepare students for nursing practice in diverse settings. Clinical experiences occur in acute care facilities, community agencies, and long-term care in the Mansfield area and surrounding counties. In addition, clinical rotations occur in facilities located within a 60-mile radius including Akron, Cleveland, and Columbus. Students participating in clinical experiences are responsible for providing their own transportation to and from the clinical site.

Course of Study

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 302 Theoretical Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>NUR 303 Individual Health</td>
<td>3</td>
</tr>
<tr>
<td>NUR 325 Intro to Informatics in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NUR 336 Genetics and Health</td>
<td>3</td>
</tr>
<tr>
<td>NUR 362 Research &amp; Evidence Based Practices</td>
<td>3</td>
</tr>
<tr>
<td>NUR 405 Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>NUR 408 Legal, Ethical, Political Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>NUR 414 Community &amp; Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HS 309 International/Transcultural Perspectives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>27 hrs.</td>
</tr>
</tbody>
</table>

Required Non-Nursing Courses

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 125 Anatomy &amp; Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 126 Anatomy &amp; Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>Choose one from:</td>
<td></td>
</tr>
<tr>
<td>BIO 240 Microbiology for Nursing</td>
<td>(4)</td>
</tr>
<tr>
<td>BIO 340 Microbiology</td>
<td>(4)</td>
</tr>
</tbody>
</table>

Math 208 Elementary Statistics 3
Philosophy Course
Choose one from:
PSYC 101 General Psychology (3)
PSYC 209 Developmental Psychology (3)
19 hrs.

Plus remaining Institutional Baccalaureate Degree Requirements.

Course and Descriptions:
See Course Descriptions section of catalog

Elective Concentration:
Courses may be taken as needed to obtain 120 credit hours for degree completion. Student will work with their advisor for this option. Options include, but are not limited to the following: Design Your Own (e.g., nursing electives, gerontology electives, management electives, and/or other electives) and School Nurse Licensure Prep.

For information on the School Nurse Licensure Prep, see the Graduate Catalog. It requires 15-17 hours. A bachelor’s degree is required for acceptance into the program. Students selecting this concentration will work with an advisor to petition to take 3 graduate-level courses concurrently while earning the BSN, and upon graduation will be prepared to apply and finish the SNL requirements.

Readmission to RN to BSN Nursing Program
Students who have withdrawn from the RN to BSN program for personal reasons are to notify the Online/Adult college admissions counselor and the RN to BSN program director of intent to return.

Students who are readmitted to the nursing program are subject to the degree and graduation requirements in the AU catalog and nursing student handbook at the time of readmission.

If a student is dismissed from the RN to BSN program for academic performance or conduct reasons, the CONHS Admission, Progression, and Retention Committee will determine if a student will be readmitted to the nursing program. Students may be readmitted to the nursing program no more than one time.

Readmission Criteria:
1. Applicant continues to meet RN to BSN program admission criteria.
2. Applicant’s stated reason for requesting readmission.
3. Past academic performance and any work completed while absent is evaluated to determine potential for success.
4. Applicant’s ability to complete the program within the 6-year requirement

International Student Admission to the RN to BSN Program
In addition to the nursing program admission requirements, international students will also need to meet the following requirement:
- Applicants will need to have passed the NCLEX examination and be licensed to practice nursing in the United States

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Online School Nurse Licensure
College of Nursing and Health Sciences

Program Director
Kimberly Stanislo, MS, APRN, LSN, CPNP

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 nurses holding a Bachelor’s degree. 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.

Admission Requirements
A registered nurse (RN) processing a bachelor’s degree from an accredited institution, with a cumulative undergraduate grade point average of at least 3.00 on a 4.00 scale may be accepted for admission to the School Nurse Licensure (SNL) Program.

How to Apply
Applications can be submitted online at https://www.ashland.edu/conhs/majors/school-nurse-licensure.
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 3.00 or above
5. Submit a copy of active RN Licensure

Transcripts, application fees paid by check or money order, or other correspondence should be mailed to:
Office of Records and Registration
Ashland University
401 College Avenue
Ashland, OH 44805

Official Electronic transcripts should be submitted to school-nurse@ashland.edu.

For further information, contact a Graduate Admission Representative at 419.521.6831 or 419.289.5058 or email: school-nurse@ashland.edu.

Curriculum Transition for School Nurse Licensure Program
Note: Some curriculum changes will be under review by the overseeing committee during the 2016-2017 academic year. Once approved, next year’s catalog will list the revised curriculum in full. The changes involve increasing the number of credit hours for one course and changes to course prefixes.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Strategies for Healthcare Providers</td>
<td>None</td>
</tr>
<tr>
<td>Health Care of the School Community</td>
<td>Admittance to the SNL Program</td>
</tr>
<tr>
<td>Introduction to Educational Intervention</td>
<td>None</td>
</tr>
<tr>
<td>School Health and Environmental Issues</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Study of Child Development</td>
<td>Permission, Completion of all listed courses</td>
</tr>
<tr>
<td>School Nurse Internship</td>
<td></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.
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.

Dean
Elad Granot, Professor of Marketing

Associate Dean
Raymond A. Jacobs, Professor of Management

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

Faculty by Department

Accounting/Information Systems
Chair: Victoria L. Kaskey, Associate Professor of Accounting
J. David Lifer, Professor of Information Systems
Paul G. Schloemer, Professor of Accounting
Beverly J. Piper, Associate Professor of Accounting
Nitin Walia, Associate Professor of Information Systems
B. Sue Mullen, Professional Instructor of Accounting

Economics/Finance
Chair: Mark A. Nadler, Associate Professor of Economics
Hongxia Wang, Associate Professor of Finance
Jeffrey E. Russell, Associate Professor of Economics
Paul Holmes, Assistant Professor of Economics
Terry E. Rumker, Assistant Professor of Finance
Wendy Wasnich, Assistant Professor of Economics

Management/International Business/Entrepreneurship/Supply Chain Mgt.
Chair: Robert Stoll, Assistant Professor of Management
Raymond A. Jacobs, Professor of Management
Khushwant K. Sidhu Pittenger, Professor of Management
Sivakumar Venkataramany, Professor of International Business
Daniel W. Sullivan, Associate Professor of Entrepreneurship
Debra Westerfelt, Associate Professor of Management
Paskel (Pat) Berry, Professional Instructor of Management
Joan Berry-Kalamas, Professional Instructor of Management
Rebecca Schmeller, Professional Instructor of Management

Marketing/Hospitality Mgt./Fashion Merchandising/Sport Management
Chair: Daniel Fox, Associate Professor of Marketing
Elad Granot, Professor of Marketing
Lance Kaltenbaugh, Associate Professor of Sport Management
Jennifer Parsons, Associate Professor of Sport Management
Kristen B. Hovsepian, Assistant Professor of Marketing
Diane B. Moretz, Assistant Professor of Marketing
Rene Rawraway, Assistant Professor of Hospitality Management
Kenneth Brubaker, Professional Instructor of Sport Management
Alison Rossi, Professional Instructor of Fashion Merchandising

MBA
J. David Lifer, Professor of Information Systems
Khushwant K. Sidhu Pittenger, Professor of Management
Paul G. Schloemer, Professor of Accounting
Sivakumar Venkataramany, Professor of International Business
Daniel Fox, Associate Professor of Marketing
Lance Kaltenbaugh, Associate Professor of Sport Management
Victoria L. Kaskey, Associate Professor of Accounting
Mark A. Nadler, Associate Professor of Economics
Jennifer Parsons, Associate Professor of Sport Management
Beverly J. Piper, Associate Professor of Accounting
Jeffery E. Russell, Associate Professor of Economics
Daniel W. Sullivan, Associate Professor of Entrepreneurship
Nitin Walia, Associate Professor of Information Systems
Honxia Wang, Associate Professor of Finance
Debra Westerfelt, Associate Professor of Management
Paul Holmes, Assistant Professor of Economics
Terry E. Rumker, Assistant Professor of Finance
Robert Stoll, Assistant Professor of Management
Wendy Wasnich, Assistant Professor of Economics
Paskel (Pat) Berry, Professional Instructor of Management
Kenneth Brubaker, Professional Instructor of Sport Mgmt.
Joan Berry-Kalamas, Professional Instructor of Management
B. Sue Mullen, Professional Instructor of Accounting
Rebecca Schmeller, Professional Instructor of Management
Accreditation of the 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. 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 U.S. and the first school in Ohio to be so recognized. The degree programs are also approved by the Ohio Department of Higher Education (formerly known as the Ohio Board of Regents). 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.

Vision/Mission/Core Values

Our program's vision is to be the provider of choice of managerial resources to organizations in the geographical areas we serve.

Our mission is to help our students achieve those competencies most prized by organizations wishing to hire or promote individuals into positions of increasing responsibility.

The core values of the program are:

* Competency-based education;
* Student-centered, experiential learning;
* Systematic stakeholder involvement and outcomes assessment;
* Continual program review and improvement;
* Partnership with current and potential employers; and
* Scholarly activities in research, application, integration, teaching, and service.

Facilities and Equipment

Offices and classrooms are in the Dauch College of Business and Economics building, completed in 2004, and the Rybolt Sport Science Center. Dauch includes the Burton D. Morgan Center for Entrepreneurial Studies. The business and economics programs provide more than 100 personal computers for student use with wireless Internet access available throughout the building. All classrooms are equipped with advanced instructional technology. The entrepreneurship program maintains a creativity/innovation lab that is available for all Ashland University students to use. A fully-equipped trading room is used by the finance program's Eagle Investment Group, enabling students to manage an investment portfolio with funds from the University's endowment.

Student Learning Outcomes

Success in business requires competence in the areas of communication, critical thinking, business knowledge and technical skills, leadership and teamwork skills, ethics, analytical and quantitative skills, and international and global perspective. Students graduating with a degree in Business Administration will demonstrate:

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

Institute for Contemporary Financial Studies

The mission of the Institute is to complement the work in the discipline of finance, balancing theoretical understanding of the principles of corporate finance and investment management with hands-on experience in the field. The objective is to link the classroom with current financial research, elements of corporate finance, securities trading, and investment management functions as conducted by leading financial management firms across the country.

Specifically, it is the goal of the Institute to prepare students of finance to be able to "Walk Down Wall St. With Anyone."

Student Organizations

The College of Business and Economics offers student groups which assist in the professional development of their disciplines: The American Marketing Association (AMA); APICS The Association for Operations Management; Business & Economics Scholars Team (BEST); Eagle Investment Group; Eagle Entrepreneurs; Eagle Eye Marketing; Enactus; Institute of Management Accountants (IMA); National Society of Minorities in Hospitality (NSMH); Sport Business Club (SBC); Society for Human Resource Management (SHRM); and Delta Mu Delta honor society (see below).

Student Honor Society

Students who excel in business administration are eligible for membership in Delta Mu Delta, an international honor society in business. The society honors junior and senior undergraduate students who have completed at least one-half of the work required for the degree with a GPA of 3.5 and who are in the top 20 percent of their college class in cumulative average grades. It also honors graduate students who have completed at least one-half of the MBA requirements with a GPA of 3.8. Candidates must receive faculty approval to join.

Description of Majors

Accounting – Accounting majors find jobs in public accounting firms as well as internal accounting departments of businesses and government agencies. Accounting is also an excellent background for those who desire leadership and executive positions. In addition to a focus on specialized knowledge, managerial thinking skills, and communication skills, the program highlights the following competencies that are relevant to success in the accounting field: maintaining high ethical and professional standards, teamwork, and pro-activity.

Accounting Program Mission: The mission of the accounting program is to help our students achieve CPA licensure, professional accounting certifications, and those competencies most prized by accounting firms and other organizations wishing to hire or promote individuals into position of increasing responsibility.
Students may choose to broaden their career options by pursuing one of the following professional certifications:

- CPA – Certified Public Accountant
- CMA – Certified Management Accountant
- CIA – Certified Internal Auditor
- CFE – Certified Fraud Examiner

Eligibility requirements for taking the examinations to earn these certifications include a baccalaureate degree in accounting with a prescribed core of additional business courses. The student who plans to take one of the professional certification exams should meet with his or her advisor for guidance in selecting the appropriate electives.

Those planning to take the CPA exam in the state of Ohio must complete at least 150 hours of undergraduate and/or graduate education. AU graduates must, therefore, take an additional 30 semester hours of coursework beyond the 120-hour requirement for their baccalaureate degree in order to take the CPA examination. These courses may be taken at AU or another university in either an undergraduate or graduate program. Students planning to take the CPA examination outside the state of Ohio should contact the relevant State Board of Accountancy for specific course and degree requirements.

Ashland University offers an accelerated BS/MBA (Bachelor of Science/Master of Business Administration with an Accounting Specialization.) Students who meet the admissions requirements can apply during their junior year and, if accepted, begin taking graduate classes during their senior year. Both the baccalaureate and graduate degrees will be conferred upon the completion of all program requirements. The combined degrees will require a minimum of 150 hours.

Business Management – Business management majors are provided the knowledge and skills to be successful business managers, form effective teams, lead people, manage resources, understand the conceptual frameworks required to operate a business, and pursue graduate programs or management careers in a wide variety of business and non-business enterprises. Majors develop personal portfolios listing accomplishments and showing examples of their work to prepare for the interview process and to provide prospective employers information about their potential.

In addition to a focus on specialized knowledge, managerial thinking skills, and communication skills, our finance program will help students develop the competencies of logical thinking, conceptualization, and the application of theories and concepts to the real world.

In addition to a focus on specialized knowledge and communication skills, the IS program focuses heavily on the key managerial thinking competencies of logical thinking, conceptualization, and the application of theories and concepts to the real world.

International Business – This major combines a solid core of business courses with classes in international business/culture, international marketing, global finance, global management, international economics, and foreign languages. This major prepares the student to work for a foreign corporation or serve as an international business specialist for an American company.

Marketing – Organizations increasingly rely on marketing professionals to guide all aspects of business, from product conception to promotion to distribution. The marketing courses at Ashland provide the knowledge to succeed in many areas such as advertising, market research, brand management, new product planning, sales, and international marketing, to name just a few.

Our students take professional internships in the fashion industry. A cooperative program between Ashland University and the Fashion Institute of Technology in NYC gives the interested student the opportunity to spend the junior year completing an associate's degree in fashion merchandising management at FIT.

Finance – Finance students obtain knowledge in corporate finance, financial strategies, security analysis, investment portfolio management, money and banking, insurance, and global finance. They also have the unique opportunity to manage a portion of Ashland's endowment fund—actually making decisions about buying and selling of equity, fixed income, and other securities. They may also choose a curriculum to prepare to take the NASD Series Seven examination and become a licensed securities broker immediately upon graduation.

In addition to a focus on specialized knowledge, managerial thinking skills and communication skills, our finance program will help students to develop the competency of maintaining high ethical and professional.

Hospitality Management – The hospitality management program concentrates on the management aspects of the industry. The major begins with the business administration core and adds courses in hospitality operations, both lodging and food and beverage, hospitality marketing, hospitality human resources, food safety, and strategic management of hospitality operations.

A wide range of elective courses allow the students to focus their studies in the areas of hospitality in which their career interest lies. Our students work at industry leading companies such as Disney, Marriott, and Hyatt. Students who complete internships and work experience obtain first-hand knowledge of the industry and a head start on their career.

Our hospitality management students are in demand because, in addition to a focus on specialized knowledge, managerial thinking skills, teamwork, and communication skills, a special emphasis is placed on the students to set and achieve high standards and to develop stamina and adaptability.

Information Systems – Information systems (IS) combines the fields of computers and information technology with business to prepare students for careers in systems analysis, systems design, or IS. Our program focuses on managing technology and change, a very real challenge for those who work with computing and IS.

In addition to a focus on specialized knowledge and communication skills, the IS program focuses heavily on the key managerial thinking competencies of logical thinking, conceptualization, and the application of theories and concepts to the real world.

International Business – This major combines a solid core of business courses with classes in international business/culture, international marketing, global finance, global management, international economics, and foreign languages. This major prepares the student to work for a foreign corporation or serve as an international business specialist for an American company.

Marketing – Organizations increasingly rely on marketing professionals to guide all aspects of business, from product conception to promotion to distribution. The marketing courses at Ashland provide the knowledge to succeed in many areas such as advertising, market research, brand management, new product planning, sales, and international marketing, to name just a few.

Our students take professional internships and participate in organizations such as the student chapter of the American Marketing Association and Students In Free Enterprise (SIFE) to gain different perspectives and experience.

In addition to focusing on specialized knowledge, managerial thinking skills, and communication skills, marketing majors also focus on competency of teamwork as they learn to work well with others.

Student Learning Objectives for Marketing
1. To provide an understanding of marketing principles and how these concepts play a part in the overall management and organization of a business entity.

2. To enhance the liberal arts philosophy in terms of what motivates people and how business must satisfy consumer wants and needs in the long term in order to survive and profit.

3. To prepare non-majors with a basic understanding of marketing principles and to prepare majors to understand and excel in their upper level courses.

4. To prepare those students interested in graduate work in marketing with the essentials, such as marketing research, marketing plan development, and insights into marketing-related fields such as advertising, retail merchandising, and sales.

5. To provide majors with the ability to create feasible business and marketing plans.

6. To provide those planning to teach the information to teach effectively the basic and more advanced principles of marketing.

Supply Chain Management – Supply chain management (SCM) prepares students to become leaders in supply management, the emerging paradigm for world-class corporations. It is a total systems approach taken by companies, suppliers, and partners to deliver manufactured products and services to the end customer. Information technology is used to coordinate all elements of the supply chain from sourcing parts to coordination of retailers to achieve a level of integration that results in a competitive advantage not available in traditional logistics systems. SCM is a major for students who wish to be involved in the management of operations (value-adding) processes; i.e., manufacturing, service production and delivery, distribution, and supply.

SCM builds on other areas of functional expertise that are part of the business degree, including marketing, finance, accounting, and strategic planning. The major provides a framework for linking these functional areas with specific areas of skill development that are focused in SCM, i.e., total quality management, productivity enhancement, and time-based competition. The major also provides in-depth analysis of operations decisions such as new product development, supply chain capacity planning, process technology planning, factory automation, and production systems planning.

Opportunities for Global Study

There are programs for summer and semester-long study abroad specifically for business students in Taiwan, France, and the Netherlands. Shorter-term business study-tours are available as well. In addition, business students can participate in all other options available through the Global Education office. For all the details, visit Global Education on-campus or on-line:
https://www.ashland.edu/administration/office-provost/academic-affairs/study-abroad.

Degree Requirements

Assessment – The assessment of student learning outcomes for all business majors includes both internal and external assessments in selected courses, culminating in the MGT 489 Senior Seminar - Business Capstone course and the MGT 499 Senior Assessment course.
Master of Business Administration
Dauch College of Business and Economics

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.

Dean
Elad Granot, Dean, Dauch College of Business and Economics; and Professor of Marketing

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

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

Master of Business Administration
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 four program centers across the state. Classes meet in the evenings, on alternate Saturdays, or in a hybrid online model, and virtual (synchronous online) options are often an alternative to classroom attendance. These options enable students to learn without interrupting their normal working schedules and to choose the format that best fits their individual learning styles. 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 management system (LMS), ensuring high quality.

The MBA program also is offered in an accelerated, 1-year format, with two international study tours. Cohorts for the 1-Year International MBA program typically begin in January and August, although it is possible to join a cohort at other entry points. Contact the MBA office for information on timing, pricing, location, and course options for specific cohorts.

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 of 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 three 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 44269

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>

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>
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<tr>
<td>MBA 505 Financial Management</td>
<td></td>
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<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>(various courses, see following sections)</td>
<td></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>
</tbody>
</table>

Foundations Program

Applicants holding non-business baccalaureate degrees may be required to complete MBA Foundations course work. The MBA Foundations Program offers accelerated, intensified learning of basic business concepts.

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

MBA Foundation courses may be taken concurrently with MBA core courses as long as the core prerequisites are met. However, students considering this option must obtain approval from the program director. Students taking six hours per semester are considered full-time students. Those taking less than six hours per semester are considered part-time.

MBA Foundation courses are offered in many formats and modalities. MBA Foundation courses can be taken fully online, in the face-to-face classroom, a virtual (synchronous online), or hybrid format.

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. These courses are also available in both face-to-face and online formats. 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. Some of our special topics/specialization courses are also available online allowing for a fully online program, if desired.

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 Management
- 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 courses 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, Accounting, Business Analytics, Sport Management, and Health Care Management and Leadership.

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 (Available Online)**

- MBA 530 Foundations of Project Mgmt.
- MBA 531 Increasing Organizational Capacity In Project Mgmt.
- MBA 533 Adv. Topics in Communications for Project. Managers

**Entrepreneurship**

Required Course: MBA 540 Entrepreneurship an 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 (Available Online)
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 (Available Online)
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 (Available Online)
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

Sport Management (12 Hours, Available Online)
SMG 572 Sport Management
SMG 574 Social & Ethical Issues in Sport
SMG 580 Sport Marketing & Promotion
SMG 581 Legal Aspects in Sport Organizations

Health Care Management and Leadership
MBA 575 The Health Care Organization
MBA 577 Managing the Health Care Organization
MBA 579 Improving the Health Care Organization

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. Krispinsky, Academic Program Director:

- Call: 1.888.MBA.CLAS
- Write: MBA Office
  Ashland University
  401 College Ave.
  Ashland, OH 44805
- E-mail: mba@ashland.edu
- [https://www.ashland.edu/graduate-admissions/mba-programs](https://www.ashland.edu/graduate-admissions/mba-programs)


Online Bachelor of Arts in Business Administration

Dauch College of Business and Economics

Dean
Elad Granot, Professor of Marketing

Associate Dean
Raymond A. Jacobs, Professor of Management

Program Director
Stephen W. Krispinsky, Academic Program Director for COBE Graduate, Online and Adult Programs

Accreditation of the 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. 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 U.S. and the first school in Ohio to be so recognized. The degree programs are also approved by Ohio Department of Higher Education (formerly known as the Ohio Board of Regents). 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.

Vision/Mission/Core Values
Our program’s vision is to be the provider of choice of managerial resources to organizations in the geographical areas we serve. Our mission is to help our students achieve those competencies most prized by organizations wishing to hire or promote individuals into positions of increasing responsibility.

The core values of the program are:
* Competency-based education;
* Student-centered, experiential learning;
* Systematic stakeholder involvement and outcomes assessment;
* Continual program review and improvement;
* Partnership with current and potential employers; and
* Scholarly activities in research, application, integration, teaching, and service.

Student Learning Outcomes
Success in business requires competence in the areas of communication, critical thinking, business knowledge and technical skills, leadership and teamwork skills, ethics, analytical and quantitative skills, and international and global perspective. Students graduating with a degree in Business Administration will demonstrate:
* The ability to communicate correctly and purposefully, integrating technology into writing and presentations;
* The ability to identify problems, analyze information, and form conclusions within the business context;
Bachelor of Arts in Business Administration

Course of Study

Candidates for the BA degree with a major in Business Administration must complete the following courses for the major, plus a minor (or a second major.) Candidates also must complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 Financial Acct.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ACCT 202 Managerial Acct.</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>ECON 232 Prin. Of Microecon.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ECON 233 Prin. Of Macroecon.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FIN 228 Financial Management</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>IS 221 Information Technology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100, ACT 18 or SAT 480</td>
</tr>
<tr>
<td>MGT 240 Intro to Mgmt</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MGT 323 Bus. Communication</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>MGT 401 Business Law</td>
<td>3</td>
<td>Jr. Status</td>
</tr>
<tr>
<td>MGT 499 Sr. Assessment</td>
<td>1</td>
<td>COBE Major, Sr. Stat.</td>
</tr>
<tr>
<td>MKT 233 Principles of Mkgt.</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

37 hrs.

Plus remaining Institutional Baccalaureate Degree Requirements.
Online Associate of Arts in General Studies
with a Concentration in Business
Dauch College of Business and Economics

Dean
Elad Granot, Professor of Marketing

Associate Dean
Raymond A. Jacobs, Professor of Management

Program Director
Stephen W. Krispinsky, Academic Program Director for COBE Graduate, Online and Adult Programs

Vision/Mission/Core Values
Our program’s vision is to be the provider of choice of managerial resources to organizations in the geographical areas we serve.

Our mission is to help our students achieve those competencies most prized by organizations wishing to hire or promote individuals into positions of increasing

The core values of the program are:
* Competency-based education;
* Student-centered, experiential learning;
* Systematic stakeholder involvement and outcomes assessment;
* Continual program review and improvement;
* Partnership with current and potential employers; and
* Scholarly activities in research, application, integration, teaching, and service.

Student Learning Outcomes
Success in business requires competence in the areas of communication, critical thinking, business knowledge and technical skills, leadership and teamwork skills, ethics, analytical and quantitative skills, and international and global perspective. Students graduating with a degree in Business Administration will demonstrate:
* The ability to communicate correctly and purposefully, integrating technology into writing and presentations;
* The ability to identify problems, analyze information, and form conclusions within the business context;
* Business knowledge from a variety of sub-disciplines and the ability to apply the knowledge and skills to reach solutions to business needs;
* The ability to inspire a shared vision, foster a realization of that vision, and facilitate a culture to realize goals of the vision;
* An understanding of the ethical behaviors and issues relevant to the business community;
* The ability to apply analytical and quantitative skills appropriate to support business decision making;
* An international and global perspective appropriate to a progressive business community that engages in international business activities

Associate of Arts with a Concentration in Business
Course of Study

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 202 Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON 232 Prin. Of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 233 Prin. Of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 322 Personal Asset Management</td>
<td>3</td>
</tr>
<tr>
<td>IS 221 Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 240 Intro to Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 323 Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT 401 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>MKT 233 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>37 hrs.</td>
</tr>
</tbody>
</table>

Plus remaining Associate of Arts Institutional Degree Requirements.
Programs are offered through the Departments of Criminal Justice; English; History and Political Science; and Communication Studies

Dean
Dawn Weber

Assistant Dean
Cindy Moseman

Faculty by Department

Art
Chair: Daniel McDonald, Associate Professor of Art
Keith Dull, Professor of Art
Priscilla Roggenkamp, Associate Professor of Art
Wendy Schaller, Associate Professor of Art
Michael Bird, Professional Instructor of Art
Cynthia Petry, Professional Instructor of Art / Director of Coburn Gallery

Biology/Toxicology
Chair: Mason Posner, Professor of Biology
Soren Brauner, Professor of Biology
Douglas A. Dawson, Professor of Biology/Toxicology
Paul Hyman, Associate Professor of Biology
Patricia A. Saunders, Associate Professor of Biology
Andrew J. Trimble, Associate Professor of Biology/Toxicology
Dolly L. Crawford, Assistant Professor of Biology
Merrill Tawse, Professional Instructor of Biology
Jenna Dolhi, Visiting Assistant Professor of Biology
Kristin Simokat, Visiting Assistant Professor of Biology

Chemistry/Geology/Physics
Chair: Rebecca W. Corbin, Professor of Chemistry
Nigel Brush, Professor of Geology
Perry S. Corbin, Professor of Chemistry
Brian K. Mohney, Professor of Chemistry
Jeffrey D. Weidenhamer, Professor of Chemistry, Trustees' Professor
Robert G. Bergosh, Associate Professor of Chemistry
Michael R. Hudson, Associate Professor of Geology
Rodney A. Michael, Associate Professor of Physics
Trina M. Mohney, Professional Instructor of Chemistry
Nicholas A. Johnson, Visiting Assistant Professor of Chemistry

Communication Studies
Chair: Dariela Rodriguez, Associate Professor of Communication Studies
Deleasa Randall-Griffiths, Associate Professor and Director of the Communication Studies program for adult online and corrections
Dan O'Rourke, Associate Professor of Communication
Amanda Weed, Visiting Instructor of Communications

Criminal Justice
Chair: Mitchell Metzger, Professor of Psychology
Marc Hedrick, Professional Instructor of Criminal Justice

English
Chair: Hilary Donatini, Associate Professor of English
Deborah Fleming, Professor of English
Joseph Mackall, Professor of English
Naomi Saslaw, Professor of English
Russell Weaver, Professor of English
Linda Joyce Brown, Associate Professor of English
Jayne Waterman, Associate Professor of English
Maura Grady, Assistant Professor of English and Director of the University Writing Center
Sharleen Mondal, Assistant Professor of English

Environmental Science
Director: Patricia A. Saunders, Associate Professor of Biology
Soren Brauner, Professor of Biology
Nigel Brush, Professor of Geology
Douglas A. Dawson, Professor of Biology/Toxicology
Mason Posner, Professor of Biology
Jeffrey D. Weidenhamer, Professor of Chemistry, Trustees' Professor
Andrew J. Trimble, Associate Professor of Biology/Toxicology
Dolly Crawford, Assistant Professor of Biology
Merrill Tawse, Professional Instructor of Biology

Foreign Languages
Chair: Jennifer Rathbun Professor of Foreign Languages
Barbara Schmidt-Rinehart, Professor of Foreign Languages
Richard Gray, Associate Professor of Foreign Languages

History and Political Science
Chair: David Foster, Associate Professor of Political Science
Duncan R. Jamieson, Professor of History
John E. Moser, Professor of History
Jeffrey Sikkenga, Professor of Political Science
Christopher Burkett, Associate Professor of Political Science
Justin Lyons, Associate Professor of Political Science
Rene Paddags, Assistant Professor of Political Science
Jason Stevens, Assistant Professor of Political Science
Emily Hess, Visiting Assistant Professor of History
Jason Stevens, Visiting Assistant Professor of History

Journalism and Digital Media
Chair: David McCoy, Assistant Professor of Journalism & Digital Media
John Skrada, Operations Manager
Maggie Cogar, Professional Instructor in Journalism and Digital Media
Mathematics/Computer Science
Chair: Iyad Ajwa, Professor of Computer Science
Gordon Swain, Professor of Mathematics
Christopher Swanson, Professor of Mathematics
Darren Wick, Professor of Mathematics

Music
Chair: Thomas Reed, Professor of Music
Rowland F. Blackley, Professor of Music
Christina Fuhrmann, Professor of Music
Scott Garlock, Professor of Music

Philosophy
Chair: Louis A. Mancha, Associate Professor of Philosophy
William Vaughan, Professor of Philosophy
Mark Hamilton, Associate Professor of Philosophy

Psychology
Chair: Mitchell Metzger, Professor of Psychology
Diane Bonfiglio, Associate Professor of Psychology
Curt Ickes, Associate Professor of Psychology
Christopher Chartier, Assistant Professor of Psychology

Religion
Chair: Peter Slade, Professor of Religion
David C. Aune, Associate Professor of Religion
Sue Dickson, Associate Professor of Religion
Craig Hovey, Associate Professor of Religion

Social Work
Chair: Mitchell Metzger, Professor of Psychology
Nancy Udolph, Field Director, Associate Professor of Social Work
Michael Vimont, Program Director, Associate Professor of Social Work

Theatre
Chair: Thomas Reed, Professor of Music
Teresa Durbin-Ames, Associate Professor of Theatre; Artistic Director
Sean Parker, Assistant Professor of Theatre, Director
J. Michael Desper, Technical Director
The Master of Arts in Corporate and Strategic Communication (MACSC) 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 MACSC 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 Corporate and Strategic Communication (MACSC) 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
Dariela Rodriguez, Chair, Associate Professor of Communication Studies

Honored Visiting Graduate Faculty
Theodore Avtgis, Professor of Communication Studies, University of Akron
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

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 Corporate and Strategic 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 Corporate and Strategic 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.

All students take 18 hours of required courses. They select one of the two tracks (9 hours), and one course (3 hours) form the other track to equal the 30 required hours.

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</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 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 Corporate and Strategic 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

Health and Risk Track

Course of Study

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 540 Health Communication</td>
<td>3</td>
<td>COM 510, 520, 530</td>
</tr>
<tr>
<td>COM 650 Risk &amp; Crisis Communication</td>
<td>3</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>
</tbody>
</table>

Public Relations Track

Course of Study

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 590 Public Relations</td>
<td>3</td>
<td>COM 510, 520, 530</td>
</tr>
<tr>
<td>COM 680 Seminar in Social Media Platforming</td>
<td>3</td>
<td>COM 510, 520, 530</td>
</tr>
<tr>
<td>COM 690 Public Relations Campaigns</td>
<td>3</td>
<td>COM 510, 520, 530</td>
</tr>
</tbody>
</table>
Online Bachelor of Science in Criminal Justice
Department of Criminal Justice
The College of Arts and Sciences

Chair
Mitchell Metzger, Professor of Psychology

Faculty
Marc Hedrick, Professional Instructor of Criminal Justice

degrees Offered
Associate of Arts
Bachelor of Science

Mission
The mission of the Criminal Justice program is to provide a strong knowledge base in law enforcement, courts, and corrections in an effort to prepare students with practical and professional knowledge for employment in the criminal justice system.

Student Learning Outcomes
Students will:
1. Explain the major components of the criminal justice system including police, courts, and corrections;
2. Describe the importance of the criminal justice system to society;
3. Differentiate between the Classical School explanation of crime and the Positivist School explanations of crime including biological, psychological, and sociological theories;
4. Create and defend solutions to a criminal justice ethical dilemma using an ethical theory.

Description of Major
The criminal justice major is built upon a strong liberal arts base provided by the University’s core curriculum. Course work in the major include courses in law enforcement, corrections, and the courts. The major addresses the criminal justice system as a concept that demonstrates the connectedness and the interdependence of making laws, breaking laws, and reacting to the breaking of law. This process is referred to as justice, and its application as the criminal justice system.

The criminal justice student acquires an understanding of the importance of the liberal arts to the justice system, a sound knowledge base of criminal justice, and an understanding of the philosophical foundation and the major theories of the cause of crime and the application of law.

Student Honor Society
Students who have excelled in criminal justice are eligible for membership in Alpha Phi Sigma, a national honor society. Membership is by invitation to those students who have demonstrated good character, maintained an overall GPA of 3.2 and a 3.2 in criminal justice course work, and completed at least three semesters or equivalent of full-time studies and a minimum of 12 hours in criminal justice. Students must also have the recommendation of the Alpha Phi Sigma adviser.

Pre-Law
There is no one way to prepare for law school or a legal career. The study of law requires a variety of skills, including proficient writing, critical reasoning, analytical reading, and self-discipline. Good legal practice requires an appreciation of history, social and political institutions, and, in general, a developed understanding of human nature. Those approaching a profession in law should possess an especially acute sense of values, since their actions will affect the lives of many people.

We do not believe that any particular major or set of courses uniquely provides these skills, sensitivities, and values. Thus, Ashland University does not offer a Pre-Law major or minor. We instead believe that a broad background in the liberal arts is the best way to prepare for the study of law, perhaps supplemented by some courses which introduce legal concepts. Students are encouraged to get in touch with one of the Pre-Law advisers through the Academic Advising office in order to further define their course of studies.

Degree Requirements
Assessment – Students will submit specified assignments during certain CJ classes as indicated on the course syllabi and assessment plan. These assignments will be analyzed to determine whether the student learning outcomes of the department have been met.

Bachelor of Science with a comprehensive major in Criminal Justice
The concentration requirement can be met through the completion of an 18-hour minor from another discipline, a second major from another area, or a collection of 18 hours from another area which supports the student’s interest. All concentrations must be approved by the chair of the Department of Criminal Justice/Sociology.

Course of Study

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 111 Principles of Sociology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 130 Intro to Criminal Justice</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 227 Intro to Corrections</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 270 Role of Police</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>CJ 242 Criminology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 362 Criminal Law</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>CJ 450 Ethics in Criminal Justice</td>
<td>3</td>
<td>CJ 130, 362, and Jr. or Sr. Status</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>SOC 460 Research Methods</td>
<td>3</td>
<td>MATH 208, SOC 111</td>
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</table>

Electives (choose 18 hours) 9 hours must be at the 300 level or above

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 200 Crim. Investigation I</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>CJ 235 Courts and Justice</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>CJ 240 Crim. Investigation II</td>
<td>3</td>
<td>CJ 130, 200</td>
</tr>
<tr>
<td>CJ 244 Juvenile Delinquency</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 275 Gangs and Cults</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 307 Victimology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 332 Terrorism and Homeland Security</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 331 Topics in Criminal Justice</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>
CJ 360 Read. In Crime & Justice (3) None
CJ 366 Criminal Procedure (3) None
CJ 403 Field Experience (3) None
CJ 415 Adv. Criminology & Profiling (3) None
SOC 202 Alcoholism & Sub. Abuse (3) None
SOC 301 Race, Ethnic, & Minority Issues (3) None

Concentration Area 18 CJ Chair Approval

60 hrs.

Plus Institutional Baccalaureate Degree Requirements

**Associate of Arts with a Concentration in Criminal Justice**

**Course of Study**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 111 Principles of Sociology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 130 Intro to Criminal Justice</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 227 Intro to Corrections</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 270 Role of Police</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>CJ 242 Criminology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Electives in CJ</td>
<td>9</td>
<td>None</td>
</tr>
</tbody>
</table>

24 hrs.

**Plus Associate of Arts Institutional Degree Requirements**
Online Bachelor of Arts/Bachelor of Science in Multidisciplinary Studies

The College of Arts and Sciences

Program Director
Director of Curriculum

Admission Requirements

The B.A. or B.S. degree in Multidisciplinary Studies (MDS) is an individualized, multidisciplinary degree which allows students flexibility in designing degree programs that relate to their personal academic and career goals. Students will complete the University Core Curriculum requirements, take a cohesive set of courses from two different content areas (cognates), and complete a Multidisciplinary Capstone Experience (3 hours). This degree program will provide a path to achieve baccalaureate degrees for those students whose interests lie in multiple areas and/or whose accumulated semester credit hours may not otherwise combine to qualify them for one of AU's existing baccalaureate degrees.

"Cognate" is defined as a coherent program of study developed in conjunction with a faculty member from that area of study that consists of 24 credit hours minimum. Of those 24 credit hours, at least 9 hours must be 300/400 level courses.

Students selecting the Multidisciplinary Studies Major will be expected to achieve the following student learning outcomes: (1) identify the issues, problems, or goals addressed by each cognate area; (2) demonstrate familiarity with the terminology commonly used in each cognate area; (3) appraise key texts or significant works in each cognate area; (4) explain the mode of inquiry or creative process that characterizes each cognate area; (5) describe how the two cognate areas contrast with each other, or complement one another, in ways that create a greater understanding that either would provide alone; and (6) apply knowledge and skills from both cognate areas to address a relevant problem or issue.

Students must take a minimum of 30 semester hours at Ashland University. The last 12 hours of coursework, and at least one half of the student's work in the two cognate areas, must be taken at AU.

These programs of study are academically rigorous. Conceptualizing the major is the responsibility of the student and a GOA Advisor in consultation with two faculty and deans. In some cases, may be facilitated by using a faculty-designed template.

Interested students should contact the GOA Admissions Office who will review program requirements, application process, discuss the student's areas of interest, and assist the student in identifying university faculty members who may be of assistance in advising the student (contact information on the Proposal Form).

Once the program is approved by the two faculty mentors, their respective deans, and the COAS Director of Curriculum, the completed proposal must be submitted to the Office of Records and Registration for verification and inclusion in the student's permanent file.

Bachelor of Arts/Bachelor of Science in Multidisciplinary Studies

Course of Study

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>3</td>
</tr>
<tr>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Math/Logic</td>
<td>3</td>
</tr>
<tr>
<td>Religion</td>
<td>3</td>
</tr>
<tr>
<td>Aesthetics/Fine Arts</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Natural Science</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
</tr>
<tr>
<td>Historical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>CCI (Critical Cultural Inquiry)</td>
<td>3</td>
</tr>
<tr>
<td>MDS 490 Multidisciplinary Capstone</td>
<td>3</td>
</tr>
<tr>
<td>Experience</td>
<td></td>
</tr>
</tbody>
</table>

48 hrs.
Online Associate of Arts in General Studies

The College of Arts and Sciences

Program Director
Director of Curriculum

Associate of Arts in General Studies

Student Learning Outcomes

- Produce written and/or oral communication befitting the context and audience.
- Utilize mathematical, symbolic, logical, graphical, or statistical analysis for the interpretation and solution of problems.
- Identify and analyze a problem, generate and consider potential solutions, and defend the best solution based on evidence and reasoning.
- Synthesize information from a variety of academic disciplines

Course of Study

The Associate of Arts degree is designed for those students who are entering careers which do not require four years of college. Ashland University offers an associate degree with concentrations in General Studies (see note below); Art (see Art); and Criminal Justice (see Criminal Justice). The associate degree includes the following core requirements:

**Course Number and Title** | **Hrs.**
--- | ---
Communications | 3
Composition I | 3
Composition II | 3
Math/Logic | 3
Religion | 3
Choose four (3 hrs) out of the five categories
Aesthetics/Fine Arts | 3
Humanities | 3
Natural Science | 3
Social Science | 3
Historical Reasoning | 3
CCI (Critical Cultural Inquiry) | 3
Electives and Concentration(s) | 28-32
60 hrs.

(NOTE: For the Associate Degree with a concentration in General Studies, the student chooses the electives of interest to make up the 36 hours above. For specific programs, see the alphabetical listing for that subject.)
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
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
Erika Krouse, freelance writer and mentor for The Book Project, Lighthouse Writers Workshop
Alex Lemon, Associate Professor of English, Texas Christian University
E. J. Levy, Associate Professor of English, Colorado State University
Leila Philip, Associate Professor of Literature and Creative Writing, College of the Holy Cross

Robert Root, Emeritus Professor of English, Central Michigan University
Bonnie J. Rough, freelance writer
Ruth L. Schwartz, freelance writer, former Associate Professor of Creative Writing, Goddard College *
Carmen Gimenez Smith, Associate Professor, New Mexico University
Kathryn Winograd, Assistant Professor of English, Arapahoe Community College *

*Founding faculty members

Administrators
Christian Kiefer, Director of MFA Program and Associate Professor of English
Cassandra Brown, 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 prose, 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>
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<td>English 501: Residency I</td>
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<td>English 631: Mentorship I (non-residential semester)</td>
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<td>English 632: Mentorship II (non-residential semester)</td>
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<td>ENG 631</td>
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<td>English 502: Residency II</td>
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<td>English 633: Mentorship III (non-residential semester)</td>
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<td>English 701: Mentorship IV MFA Thesis (non-residential semester)</td>
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Master of Arts in American History and Government

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

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
Jeffrey Sikkenga, Professor of Political Science
Christopher Burkett, Associate Professor of Political Science
David Foster, Associate Professor of Political Science
Emily Hess, Visiting Assistant Professor of History
Jason Stevens, Visiting Assistant Professor of Political Science

Adjunct Graduate Faculty
Dennis K. Boman, Lecturer in History, Lindenwood University
Jason Jividen, Associate Professor of Politics, Saint Vincent College
Eric Pullin, Associate Professor of History, Carthage College
S. Adam Seagrave, Associate Professor of Political Science, University of Missouri
Sarah Morgan Smith, Lecturer in Political Science, Montclair State University
Jonathan W. White, Associate 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, Associate Professor of Government, Wofford College
William J. Atto, Associate Professor of History, University of Dallas
Jeremy D. Bailey, Professor of Political Science, University of Houston
Andrew E. Busch, Professor of Government, Claremont McKenna College
John Dinan, Professor of Politics, Wake Forest University
Todd Estes, 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
Joseph Fornieri, Professor of Political Science, Rochester Institute of Technology
Jennifer D. Keene, Professor of History, Chapman University
Stephen Knott, Professor of National Security Studies, U.S. Naval War College, and Thomas and Mabel Guy Professor of American History and Government, Ashland University
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, Senior Fellow, Ashbrook Center at Ashland University
Ken Masugi, Lecturer in Government, Johns Hopkins University
Robert M.S. McDonald, Professor of History, United States Military Academy
Peter McNamara, Associate Professor of Political Science, Utah State University
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
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 Tootle, Associate Professor of History, College of the Sequoias
David Tucker, Senior Fellow, Ashbrook Center at Ashland University
Jace Weaver, Professor of Native American Studies, University of Georgia
David Wrobel, Professor of History, University of Oklahoma
Scott Yenor, Professor of Political Science, Boise State University
Scot Zentner, Professor of Political Science, California State University, San Bernardino

Administrators
Christopher Burkett, Co-Chair
John Moser, Co-Chair
Christian A. Pascarella, Director
David Tucker, Associate Director
Emily Hess, Academic Advisor
Jason Stevens, Academic Advisor
David Foster, Chair, Department of History and Political Science and Thesis/Capstone Coordinator
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 qualifying 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 Qualifying Examination, Capstone Project, and the Thesis Tracks

Students may choose the thesis, the capstone project, or the qualifying examination track. In choosing a track, students should consider their professional and educational goals and needs in consultation with their academic advisor. The qualifying 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 qualifying 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.

Qualifying 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 qualifying examination.

The qualifying 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, 16 hours of elective credit, and successfully complete 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 an 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. The capstone project requires the approval of the student's capstone project 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 committee, the student may begin work on the project. Each student will have a capstone advisor, who also heads the capstone project committee, to help him or her complete the capstone project.

**Thesis Track**

Students who choose this option must earn 12 hours of core course credits, 16 hours of elective credit, and successfully complete 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. The thesis requires the approval of the student's thesis 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 committee, the student may begin work on the thesis. Each student will have a thesis advisor, who also heads the thesis committee, 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 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 505: The Progressive Era</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 506: The Rise of Modern America</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>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
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</table>

**Elective Courses:**

All students must earn 20 semester hours of elective credit. Students on the Thesis or Capstone Project tracks must complete 8 elective courses (16 semester hours), and either AHG 691 or AHG 692 (4 semester hours). Students on the Qualifying 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 European 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 608 Civil War and Reconstruction
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 Statement
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 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
Jeffrey Sikkenga, Professor of Political Science
Christopher Burkett, Associate Professor of Political Science
David Foster, Chair of the Department of History and Political Science and Associate Professor of Political Science
Emily Hess, Visiting Assistant Professor of History
Jason Stevens, Visiting Assistant 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 semester credit hours 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.

Qualifying Exam
The qualifying 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 qualifying 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>
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<th>Prerequisites</th>
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<tbody>
<tr>
<td><strong>The Education Core</strong></td>
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<td>Curriculum Foundations (choose one):</td>
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<td>EDFN 521 Theory and Practice of Curriculum Development</td>
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<td>EDCI 523 Reading and Literacy Curriculum</td>
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<td>EDFN 524 Democracy in Education</td>
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<td><strong>Social &amp; Historical Foundations (choose one):</strong></td>
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<td>EDFN 503 School and Society</td>
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<td>EDFN 645 Educational Psychology and Human Development</td>
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<td>EDIS 579 Special Education law, Policies, and Procedures</td>
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<td>EDFN 505 Introduction to Applied Educational Research</td>
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<td>EDFN 506 Qualitative Research</td>
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<td>EDFN 507 Understanding Statistical Research for Classroom Professionals</td>
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<td><strong>Diversity (choose one):</strong></td>
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<td>EDFN 512 Teaching and Learning Process</td>
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<td>EDFN 510 The World in Your Classroom: Multicultural and Global Education</td>
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<td>EDCI 533 Culturally and Linguistically Diverse Learners</td>
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<td>EDIS 550 Social and Educational Perspectives of Disability</td>
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<td>AHG 601 Sources of the American Regime</td>
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<td>AHG 602 European Discovery and Settlement</td>
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<td>AHG 605 The Age of Enterprise</td>
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<td>AHG 611 The American Way of War</td>
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<td>AHG 631 American Political Rhetoric</td>
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<td>AHG 632 The American Presidency I, Washington to Lincoln</td>
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<td>AHG 640 The Congress</td>
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</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.
Dwight Schar College of Education

Programs are offered through the Departments of Initial Programs, Doctoral Studies, and Advanced Programs

Dean
Dr. Donna Breault

Director of Field Experiences and Internships
Dr. Carla Abreu-Ellis

Director of UG Teacher Education at Elyria
Sandra Gallagher

Columbus Field Experiences and Internships Placement Coordinator
William White

Elyria Field Experiences and Internships Placement Coordinator
Tina Flock

Coordinator of College Assessment and OAE Test Preparation/Support Services
Mitchell Slater

Faculty by Department

Department of Initial Licensure
Co-Chair, Deanna Romano, Associate Professor
Co-Chair, Carla Abreu-Ellis, Associate Professor
Joan Knickerbocker, Professor
Jacalyn Wood-Morton, Professor
Maria Sargent, Professor
Carl Walley, Professor
Bonnie Adams, Associate Professor
Penny Arnold, Associate Professor
Fredrick Burton, Associate Professor
Brenda Rosler, Associate Professor
Tanzeah Sharpe, Assistant Professor
James Chapple, Professional Instructor
Diane Craig, Professional Instructor
Robert Cyders, Professional Instructor
Susan Franz, Professional Instructor
Terri Jewett, Professional Instructor

Department of Doctoral Studies and Advanced Programs
Co-Chair, James Olive, Associate Professor
Co-Chair, Linda Billman, Associate Professor
Judy Alston, Professor
Jane Piirto, Trustees Professor
Howard Walters, Professor
Cathryn Chappell, Associate Professor
Allison Dickey, Associate Professor
Jason Ellis, Associate Professor
Carol Engler, Associate Professor
Sarah Hall, Associate Professor
Rosaire Ifedi, Associate Professor
Amy Klinger, Associate Professor

Mission of the College

The Dwight Schar College of Education guides all students through innovative and diverse field-based experiences that are grounded in theory and result in skilled and responsive practitioners, well-prepared to meet tomorrow’s challenges.

Values and Student Learner Outcomes

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 understanding, 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 leadership studies.

Students with Special Needs

It is the student's responsibility to inform the Office of Disability Services and Peer Tutoring if special learning accommodations are required for course and/or field work. Teacher education faculty or administrators are not required to make accommodations unless appropriate documentation is on file with the Office of Disability Services. Personnel from Teacher Education as well as the Office of Disability Services work together closely to ensure fair and reasonable accommodations for the teacher education student.

Early Childhood Department Mission

The mission of the Department of Early Childhood is to prepare Early Childhood and Early Childhood Intervention Specialist pre-service and practicing teachers to positively impact children, schools, and society. We support and implement the five principles of knowledge, collaboration, and ethics, accent on the individual, and reflections which are advocated by the Dwight Schar College of Education.
Educational Foundations and Instruction Mission

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 undergraduate and graduate programs offered by the department help each individual develop the personal and professional qualities needed to become an agent of change who positively influences all 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.

Inclusive Services and Exceptional Learners Mission

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

Leadership Studies Mission

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 (EDL) and the Doctoral Program in Leadership Studies (DPLS). The Program in Educational Leadership (PK-12) 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 PK-12 schools, higher education, government, industry, and human service organizations.

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 M.Ed. and Ed.D. Programs: Ashland University, 401 College Ave., Ashland, OH 44805 419.289.5081.

The Columbus Center

The Columbus Education Center is located on Dublin-Granville Road/State Route 161, five blocks east of interstate 71. You can visit us at the Ashland University, Columbus Education Center, 1900 East Dublin-Granville Rd., Columbus, Ohio 43229 or contact us at 614.794.0803.

The Columbus Education Center includes education and meeting rooms, computer labs, office suites and resource rooms. Students can access the Ashland University and many other libraries through Ohio Link on the web. Our administrative staff works with Faculty, Field Placement, Career Development, and Professional Development Services to assist you with your educational needs. In addition to the education program, we are proud to feature MBA and Seminary programs.

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; 440.366.4080.

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. Phone: 330.837.5244.

The Cleveland Center

The 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. Phone: 216.292.1100.
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 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 programs 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.

**Mentorship Plan**

Doctoral students have the responsibility of developing a plan which will define the mentorship experience. The plan will describe an in-depth organizational action research project 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 students’ 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 Dissertation (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 Ed.D. 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, 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:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative Leadership</td>
<td>EDLS 9800</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Dynamics (9 hours):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Organization Development</td>
<td>EDLS 9889</td>
<td>3</td>
</tr>
<tr>
<td>*Organizational Behavior</td>
<td>EDLS 9881</td>
<td>3</td>
</tr>
<tr>
<td>*Leadership Theory</td>
<td>EDLS 9880</td>
<td>3</td>
</tr>
<tr>
<td>*Policy Analysis (6 hours):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Human Capital and Public Policy</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>*Institutional Law and Policy</td>
<td>EDLS 9887</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Core**

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:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Becoming a Researcher</td>
<td>EDLS 9819</td>
<td>3</td>
</tr>
<tr>
<td>*Qualitative Inquiry</td>
<td>EDLS 9821</td>
<td>3</td>
</tr>
<tr>
<td>*Quantitative Statistical Analysis</td>
<td>EDLS 9820</td>
<td>3</td>
</tr>
<tr>
<td>*Dissertation Research Design</td>
<td>EDLS 9823</td>
<td>3</td>
</tr>
<tr>
<td>*Mentorship Project</td>
<td>EDLS 9830</td>
<td>4</td>
</tr>
<tr>
<td>*Dissertation</td>
<td>EDLS 9899</td>
<td>10</td>
</tr>
</tbody>
</table>

**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 Leadership/Administration*
- *Professional Development*
- *School Building Administration*
- *Superintendency*
- *Theology*

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

**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 coursework must be completed and the minimum number of hours by area are as follows:

**Coursework:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Organizational Leadership Core</em></td>
<td>18</td>
</tr>
<tr>
<td>*Research Core</td>
<td>16</td>
</tr>
<tr>
<td>*Cognate Area</td>
<td>15</td>
</tr>
<tr>
<td>*Dissertation</td>
<td>10</td>
</tr>
</tbody>
</table>

**Completion of Degree**

Doctoral students have seven (7) years to complete the doctoral degree. The seven years begins with the first core course that is taken. Depending upon special circumstances, a student may petition for an extension of up to two years provided all requirements of the degree except approval of the dissertation have been met. Students may submit an appeal in writing, stating the reasons for the request, as well as a timeline for completion of any requirements for the degree still to be met. The email should be forwarded to the Chair of the Department of Leadership Studies.
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 a wide range of 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.

**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 the 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 of 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 Ohio Department of Higher Education (formerly known as the Ohio 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 Department of Higher Education (formerly known as 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, six 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: Teaching and Learning, six hours (b) Curriculum and Instruction: Literacy, three hours: (c) Curriculum and Instruction: Talent Development, three hours. The resident program chair must approve workshop credits. For information regarding Ashland University’s Professional Development Service’s workshops, refer to the 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 and educational administration. 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 web site.
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, or EDAD 737), 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
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.

(1) 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.

M.Ed. Core Course, by Standard 2016-2017

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
EDFN 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 Professions
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 study 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: Graduate</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Major Professional Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 646 Education Assessment Introduction to TL 21</td>
<td>3</td>
<td>EDCI 521 (may be concurrent)</td>
</tr>
<tr>
<td>EDCI 521 Technology for the 21st Century</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Choose One cognate</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>Advanced Field Practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADUC 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>
<tr>
<td>30-33 hrs.</td>
<td></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.

Certificates that are embedded in the TL 21 Program
The following certificates may be completed as a part of the TL-21 program. A given certificate will be awarded from Ashland University only after the candidate has successfully completed all requirements for the degree, including the embedded certificate, and has graduated from the M.Ed. Program. Certificates cannot be attached to teacher or administrative licenses.

Certificate Programs
These certificates, which are not attached to teacher or administrative licenses, provide candidates with specific skills.

Certificate Programs

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 Century Classroom</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>
<tr>
<td>12 hrs.</td>
<td></td>
<td></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 Improvement</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 507 Understanding Stat. Research for Classroom 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>
<tr>
<td>12 hrs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>None</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>33-36 hours</td>
</tr>
</tbody>
</table>
M.E.D. Curriculum and Instruction: Talent Development Education

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Major Professional Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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 Curriculum Develop. For Educ. Of the Talented</td>
<td>3</td>
<td>EDIS 650 suggested</td>
</tr>
<tr>
<td>EDIS 652 Develop. and Supervision of Programs for the Talented</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>EDIS 653 Guidance/Counseling for the Talented</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>EDIS 654 Creativity for Teaching the Talented</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>EDIS 710 Advanced Field Practicum</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Three Hours Electives Talent Development</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Choose One:</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 781 Thesis Capstone in Talent Development</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 788 Capstone Inquiry Seminar in Talent Development</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>32 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

*Meets Reading requirements for Ohio Standards.

M.E.D. 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.

<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>Required Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 522 Teaching &amp; Learning in the 21st Century Classroom</td>
<td>3</td>
<td>EDIS 522 or EDIS 505</td>
</tr>
<tr>
<td>EDIS 512 Networking and Technology Infrastructure for Schools</td>
<td>3</td>
<td>EDIS 522 or EDIS 505</td>
</tr>
<tr>
<td>EDIS 536 Instructional Design for Technology Integration</td>
<td>3</td>
<td>EDIS 522 or EDIS 505</td>
</tr>
<tr>
<td>EDIS 537 Social, Cultural, and Political Aspects to Technology Use in the Education of All Students</td>
<td>3</td>
<td>EDIS 522 or EDIS 505</td>
</tr>
<tr>
<td>EDIS 538 Designing and Implementing Professional Development for the Technology Leader</td>
<td>3</td>
<td>EDIS 522 or EDIS 505</td>
</tr>
<tr>
<td>EDIS 633 Organization and Transformational Change Through Technology</td>
<td>3</td>
<td>EDIS 522 or EDIS 505</td>
</tr>
<tr>
<td>EDUC 781 Thesis Capstone</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDUC 788 Thesis Capstone Inquiry Seminar</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Field Practicum</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>30-33 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

M.E.D. 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.

<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>Literary Core:</td>
<td>7</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 521 Technology for the 21st Century Leader</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 523 Reading and Literacy Curriculum meets core requirement</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 563 Advanced Studies in Language Arts</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Literature Study (choose one):</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 564 Adv. Studies of Lit. for Adolescents</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 566 Adv. Studies of Lit. for Children (PreK-5)</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Literary Methods &amp; Assessment (choose one):</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 567 Adv. Studies of Lit. in Elem. Classroom</td>
<td>(3)</td>
<td>None</td>
</tr>
</tbody>
</table>
M.Ed. Educational Administration

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

The Educational Administration department will be transitioning to the Educational Leadership Program during the 2016-2017 school year. This change will result in revisions to the courses and requirements listed on the checklists below. Students entering the current EDAD program will receive additional advising assistance to transition to the new Educational Leadership program in the spring of 2017. Courses taken in the current program will be accepted in the new program.

<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>None</td>
</tr>
<tr>
<td>EDAD 550 Intro to School Admin</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 552 School Law &amp; Ethics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 555 Human Behavior in Admin</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 683 Educational Leadership</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 686 Admin. Prog. For Students with Disabilities</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Field Practicum</td>
<td></td>
<td>**</td>
</tr>
<tr>
<td>EDAD 735 Education Admin. Intern. I</td>
<td>3</td>
<td>**</td>
</tr>
<tr>
<td>AND EDAD 736 Building Principal Intern. II</td>
<td>3</td>
<td>**</td>
</tr>
<tr>
<td>OR EDAD 737 Curr. Instruct. &amp; PD Inter.</td>
<td>3</td>
<td>**</td>
</tr>
<tr>
<td>Capstone Experience</td>
<td></td>
<td>Faculty approval</td>
</tr>
<tr>
<td>EDAD 788 Capstone Inquiry Seminar</td>
<td>3</td>
<td>Faculty approval</td>
</tr>
<tr>
<td>Leading School Improvement</td>
<td></td>
<td>33 hrs.</td>
</tr>
</tbody>
</table>

All Educational Administration internships are year-long experiences.

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

M.Ed. Educational Administration candidates who want to attain the Administrative License must, in addition to the above requirements, successfully complete three of the following four courses (9 credits) and pass the OAE Educational Leadership test, passing score 220.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 681 Resource Management in Administration</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 682 Educational Politics, Policy, &amp; School Community Relations</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 684 Professional Development</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 688 Technology in Admin.</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>
Online Master of Education
Curriculum and Instruction: Educational Technology
Dwight Schar College of Education

Mission Statement
The Dwight Schar College of Education guides all students through innovative and diverse field-based experiences that are grounded in theory and result in skilled and responsive practitioners, well-prepared to meet tomorrow’s challenges.

Program Director
Dr. Jason Ellis

Master of Education 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 of Study
Course Number and Title | Hrs.
--- | ---
Core Courses | 12
Major Professional Courses | 3
EDCI 522 Teaching & Learning in the 21st Century Classroom | 3
EDCI 512 Networking and Technology Infrastructure for Schools | 3
EDCI 536 Instructional Design for Technology Integration | 3
EDCI 537 Social, Cultural, and Political Aspects to Technology Use in the Education of All Students | 3
EDCI 538 Designing and Implementing Professional Development for the Technology Leader | 3
EDCI 633 Organization and Transformational Change through Technology | 3
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.

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.

Course of Study
Course Number and Title | Hrs.
--- | ---
EDCI 522 Teaching and Learning in the 21st Century Classroom | 3
EDCI 512 Networking and Technology Infrastructure for Schools | 3
EDCI 536 Instructional Design for Technology Integrated | 3
EDCI 537 Social, Cultural, and Political aspects to Technology Use in the Education of All Students | 3
EDCI 538 Designing and Implementing Professional Development for the Technology Leader | 3
EDCI 633 Organization and Transformational Change through Technology | 3
| 18 hrs.
Bachelor’s Plus, Graduate Licensure and Endorsement Program

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.

Accreditation of the College

The teacher education programs have been approved by the Ohio Department of Higher Education. 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, 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 223-007. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

These two agencies serve to (a) assure the public that Ashland University offers an educator preparation program that meets national standards of quality, (b) ensure that children and youth are served by well-prepared school personnel, and (c) 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 Department of Higher Education and/or Ohio law.

According to the 2016 Title II Report, 96% of those candidates who completed Ashland University’s initial licensure teacher preparation programs during the 2014-2015 academic year passed their state-mandated licensure tests.

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.

Graduate courses are generally taught in online, 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.

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 from:

- Language Arts
- Mathematics
- Science
- Social Studies

Grades 7–12

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

Multi-Age

- Visual Arts

Multi-Age PreK–12

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

Field and Clinical Experience

All education students are required to complete the number of clock hours of field and clinical experiences determined by their licensure prior to their student teaching and a minimum of 14 weeks of student internship. The departments have established an excellent working relationship with area schools to provide these experiences. Students enrolled in field experiences and student internship are responsible for providing their own transportation to and from the field site locations.

Policies Related to the Teacher Education Program

1. Students must sign a “Good Moral Character” statement verifying his or her awareness of the law in order to become licensed in Ohio.

2. Students must undergo a background check at the Bureau of Criminal Identification and Investigation (BCI) and a background check at the Federal Bureau of Identification and Investigation (FBI). The background checks are required for the student’s first active field experience. Subsequently, the BCI must remain current for any additional field experiences or internships.

3. 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.

4. 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.
Admission to Teacher Education

1. Achieve a GPA of 3.0 or better in all coursework completed at AU. Candidates admitted to teacher education must maintain a 3.0 GPA or better or they will be subject to dismissal.

2. Satisfactorily complete one of the following assessments BEFORE taking the first Field Experience course:
   a. Achieve an ACT composite score of at least 21;
   b. Achieve a SAT combined score of at least 1010 on the Mathematics and Critical Reading sections;
   c. Achieve a GRE score of at least 153 on both of the Verbal Reasoning and Quantitative Reasoning sections;
   d. Achieve Praxis 1 scores of 172 on each of the Reading, Writing, and Mathematics tests;
   e. Achieve Core Academic Skills for Educators test scores of: Reading 156, Writing 162, and Mathematics 150. Preparation material for the Core tests is available at ets.org/praxis. Register for the Core tests at ets.org/praxis.
   f. If a student has not successfully achieved one of the above assessments (2. a. through c.), the student may elect to partially fulfill the requirement with the Academic Pathway. If the student has taken all three sections of the CORE test at least once and has not passed either the math or the writing section, he or she may opt to participate in the Academic Pathway. The Academic Pathway may not be taken for both the math and writing requirements. Note that there is no Academic Pathway for the Reading test; students must meet the Core Reading Test score of 156 or higher.

The Academic Pathway requires that the student show evidence of success (a grade of B or above) in an appropriate math (general mathematics – not math methods, statistics, or business math) or a writing course. This course must have been completed within five years of the start of course work at Ashland University. The area (math or writing) used for the Academic Pathway must not be in the same content area or concentration as the student’s sought after license. (Example: The middle grades math concentration may not use the Academic Pathway for math.) The Assessment Coordinator will determine if the course can be used in place of an assessment test. Students should contact their advisor or the Assessment Coordinator for Academic Pathway information and the application.

3. Upon admission, foreign language educators must pass the Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) at the level of Intermediate-High or above, within the first semester and prior to applying for any field experience placement. See your advisor for further details.

4. Meet other requirements as determined by the College of Education and associated accreditors

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

Recommendation for Licensure

The Ohio Department of Higher Education (formerly known as 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.

Bachelor’s Plus Program: Early Childhood Education (PreK-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</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</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 323 Tradebooks &amp; Technology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 540 Phonics and the English Language* OR</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 140 Phonics and the English Language</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 564 Curr. and Methods of Early Childhood Mathematics OR</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 363 E.C. Math Curriculum &amp; Methods.</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</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 448 Bio-Medical Issues</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>PSYC 594</td>
</tr>
<tr>
<td>EDEC 603 Early Intervention &amp; Integration for Young Children with Special Educational Needs OR</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 403 Early Interv. &amp; Integration for Young Children w/ Special Educ. Needs</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 638 Advanced Classroom and Individual Management OR</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 400 Behavior &amp; Social Intervention</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 669 Assess. with &amp; Eval. Of Young Children w/ Special Ed. Needs OR</td>
<td>3</td>
<td>A course in Child Devel.</td>
</tr>
<tr>
<td>EDEC 369 Asses. &amp; Eval. Of Young Children w/ Special Educational Needs</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 330EC 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 Internship</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 586 Effective Instruction</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 512 Teaching &amp; Learning Process</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDIS 546 Intro. to Education Interventions</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>EDFN 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>EDEC 515 Foundations of Literacy Professional Courses: Undergraduate</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYC 218 Adolescent Psychology</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>EDCI 505 Introduction to the Principles of Instructional Technology</td>
<td>3</td>
<td>To be taken concurrently with EDCI 602</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experiences</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>Plus the content of the two concentrations</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>EDCI 563 Advanced Studies in the Language Arts</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 517 Teaching the 21st Century Adolescent: Mathematics</td>
<td>(3)</td>
<td>To be taken concurrently with EDFN 588</td>
</tr>
<tr>
<td>EDCI 518 Teaching the 21st Century Adolescent: Science</td>
<td>(3)</td>
<td>To be taken concurrently with EDFN 588</td>
</tr>
<tr>
<td>EDCI 519 Teaching the 21st Century Adolescent: Social Studies</td>
<td>(3)</td>
<td>To be taken concurrently with EDFN 588</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 520 Social &amp; Professional Issues in Education Internship</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EDCI 601 Internship for Middle Childhood</td>
<td>10</td>
<td>EDFN 587, 588</td>
</tr>
<tr>
<td>*Meets Reading requirements for Ohio Standards</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Contains 42 hrs.

### Bachelor's Plus Program: Special Field (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 586 Effective Instruction</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 512 Teaching &amp; Learning Process</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDFN 505 Introduction to the Principles of Instructional Technology</td>
<td>3</td>
<td>To be taken concurrently with EDCI 602</td>
</tr>
<tr>
<td>EDIS 546 Intro. to Education Interventions</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 560 or 563</td>
</tr>
<tr>
<td>EDCI 562 Internship for Multi-Age PreK-12</td>
<td>10</td>
<td>EDFN 587, 588</td>
</tr>
<tr>
<td>*Meets Reading requirements for Ohio Standards</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Contains 42 hrs.

---

### 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 586 Effective Instruction</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 512 Teaching &amp; Learning Process</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDIS 546 Intro. to Education Interventions</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 560 or 563</td>
</tr>
<tr>
<td>PSYC 209 Psychology of Growth &amp; Dev.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 218 Adolescent Psychology</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 520 Social &amp; Professional Issues in Education Internship</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EDCI 607 Internship for Multi-Age PreK-12</td>
<td>10</td>
<td>EDFN 587, 588</td>
</tr>
</tbody>
</table>

*For designated content area. Select one area.*
Visual Arts, Foreign Language, and Music Education methods courses require EDFN 586 as prerequisite

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 586 Effective Instruction</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 587 Elementary Intervention Specialist Field Exp. (concurrent w/ EDIS 581, 582, &amp; 584)</td>
<td>2</td>
<td>Admission to Field</td>
</tr>
</tbody>
</table>

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 Department of Higher Education (formerly known as 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 their field.

Additional 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

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>EDIS 587</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 586 Effective Instruction</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

(Prerequisites: 12 add. Hrs. of reading, including 3 hrs. of phonics. These must be taken prior to taking EDIS 535, EDIS 541, & EDIS 548)

Related Professional Courses:

* EDIS 546 Intro. to Education Interventions (concurrent w/ EDIS 587)
* EDIS 535 Curr/Meth. for Career/Daily Living Skills for Students with Needs for Mild/Moderate Intensive Educational
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 Educational Leadership Test.

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
M.Ed. Course Work | 36 | None

EDAD 550 Intro to School Admin | (3) | None
EDAD 552 School Law & Ethics | (3) | None
EDAD 555 Human Behavior in Educ. Admin. | (3) | None
EDAD 683 Educational Leadership | (3) | None
EDAD 686 Admin. Of Programs for Students w/ Disabilities | (3) | None
EDAD 735 Educational Admin. Internship | (3) | 21-24 hrs.
EDAD 736 Building Principal Internship | (3) | EDAD 735
Required professional courses (select 3 of 4)
EDAD 681 Resource Management in Admin. | 3 | None
EDAD 682 Educational Politics, Policies, & School/Community Relations | 3 | None
EDAD 684 Professional Development | 3 | None
EDAD 688 Technology in Admin. | (3) | 42-45 hrs.

Note:
* If required, EDAD 735 and EDAD 736 must be scheduled together as a year-long experience
* Master’s degree and successful completion of the state required specialty area test in Educational Leadership required prior to licensure application
* Candidates must have two years of successful teaching experience under a professional license prior to licensure application

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.

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
M.Ed. Course Work | 36 | None
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):
EDAD 550 Intro to School Admin | (3) | None
EDAD 552 School Law & Ethics | (3) | None
EDAD 555 Human Behavior in Educ. Admin. | (3) | None
EDAD 683 Educational Leadership | (3) | None
EDAD 686 Admin. Of Programs for Students w/ Disabilities | (3) | None
EDAD 735 Educational Admin. Internship | (3) | 21-24 hrs.
EDAD 737 curriculum, Instruction, and Professional Development Internship | (3) | EDAD 735
Required Professional Courses (Select 3 of 4)
EDAD 681 Resource Management in Admin. | 3 | None
EDAD 682 Educational Politics, Policies, & School/Community Relations | 3 | None
EDAD 684 Professional Development | 3 | None
EDAD 688 Technology in Admin. | (3) | 42-45 hrs.

Note:
* If required, EDAD 735 and EDAD 736 must be scheduled together as a year-long experience
* Master’s degree and successful completion of the state required specialty area test in Educational Leadership required prior to licensure application
* 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. Students must successfully complete 60 semester hours, including hours required for the master’s degree, to qualify for superintendent’s license.
Additional Post Master's Degree Courses for Licensure as a School Superintendent:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 559 Bldg., Grounds, Facilities</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 690 Staff Personnel Serv.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 691 The Superintendency</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 693 School Finance</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 694 Org. Mgt. Sem. &amp; Intern. For Superintendents</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

15 hrs.

NOTE: Superintendent License candidates must successfully complete a comprehensive exam created by the faculty of the Department of Leadership Studies.

School Treasurer License

A program for persons seeking licensure as a school treasurer.

Prerequisite Before Beginning Program: Must have undergraduate degree in business or have taken nine semester hours of undergraduate accounting.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 552 School Law and Ethics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 559 Buildings, Grounds, and Facilities.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 683 Educational Leadership</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 693 School Finance and Economics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 733 Internship School Treasurer</td>
<td>5</td>
<td>None</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years applicable experience*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17 hrs.

*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.

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 Course:

*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>EDIS 591 Reading/Principles of Instruction</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 650 Reading &amp; Language Arts</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 651 Reading in Science and Social Studies</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 652 Reading in Language Arts</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Prerequisites are suggested.

12 hrs.

Gifted Intervention Specialist Endorsement

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIS 650 Nature/Needs Talented</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 651 Curr. Dev. Talented</td>
<td>3</td>
<td>EDIS 650 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 Talented</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>EDIS 654 Creativity for Teaching the Talented Internship: (Prerequisite: Approval of Director of Talent Development)</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>EDIS 591 Student Teaching for Talented Programs OR</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>EDIS 796 Talented Education Internship</td>
<td>18 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

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 505 Intro. to the Principles of Instructional Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 597 Middle Grades Philosophy</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 6 hrs. each of the following areas, Science, Social studies, Math & English/Language Arts 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.

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

This endorsement along with the comprehensive major in middle grades (4-9) enables the student to teach all four subject areas in grades 4-6. Choose the two subject areas not chosen as the concentrations in the major. Successful completion of appropriate OAE exam(s) required. See undergraduate catalog for additional information.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 567 Advanced Methods of Literacy in Elementary Classroom</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 663 Intervention in Literacy Learning</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 664 Interventions &amp; Assessments for the Secondary Learner</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 611 Graduate Literacy Internship</td>
<td>3</td>
<td>EDEC 663, 664</td>
</tr>
</tbody>
</table>

15 hrs.

Note: Passage of the appropriate state required reading test required prior to endorsement application.
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>None</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>

Total 15 hrs.
Course Descriptions

Course Abbreviations

ACCT Accounting
AEXS Applied Exercise Science
AHG American History and Government
ART Art
BIO Biology
CHEM Chemistry
ECED Economics Education
EDAD Educational Administration
EDCI Curriculum and Instruction
EDEC Early Childhood
EDFN Foundations, Inquiry, and Community Education
EDIS Inclusive Services and Exceptional Learners
EDLS Leadership Studies
EDSS Educational Sport Science
EDU Continuing Education
EDUC Education
ENG English
FL Foreign Language
FREN French
GEOL Geology
HIST History
HS Health Sciences
MATH Mathematics
MBA Master of Business Administration
MBAF Master of Business Administration Foundations
MUSIC Music
NUHS Nursing and Health Sciences
NUR Nursing
PHYS Physics
POLSC Political Science
PSYC Psychology
REL Religion
SMG Sport Management
SOC Sociology
SPAN Spanish

ACCOUNTING

ACCT 201 FINANCIAL ACCOUNTING  3
Prerequisite: None
The first of a two-course sequence in basic accounting. This course develops an understanding of the basic elements of financial accounting. Students are introduced to accounting concepts, procedures, and terminology. Topics covered include processing of transactions through the accounting cycle, applying generally accepted accounting principles, and preparing and interpreting financial statements.

ACCT 202 MANAGERIAL ACCOUNTING  3
Prerequisite: ACCT 201
The second of a two-course sequence in basic accounting. This course develops an understanding of the basic elements of managerial accounting. Students are introduced to accounting information for the purpose of making informed business decisions. Topics covered include the accounting information necessary for managers to plan operations, control activities, evaluate performance, and make decisions.

ACCT 514 ACCOUNTING SPECIAL TOPICS  3
Prerequisite: Take ACCT*208 ACCT*302 ACCT*309 ACCT*406
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.

ACCT 535 FUNDAMENTAL AND NON-PROFIT ACCOUNTING  3
Prerequisite: Take ACCT*208
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.

ACCT 540 ADVANCED ACCOUNTING  3
Prerequisite: Take ACCT*208
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.

APPLIED EXERCISE SCIENCE

AEXS 671 THE SCIENTIFIC BASIS OF SPORT  3
Prerequisite:
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.

AEXS 675 SCIENTIFIC FOUNDATIONS OF NUTRITION IN SPORT  3
Prerequisite:
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.

AEXS 677 THE PHYSIOLOGICAL BASIS FOR EXERCISE AND SPORT  3
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  3
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 3

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.

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  RESEARCHFOUNDATIONS 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 obtain 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, though field-based gathering of data, 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.

AMERICAN HISTORY AND GOVERNMENT

AHG 501  THE AMERICAN REVOLUTION 2

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 2

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 anti-federalist writings.

AHG 503  SECTIONALISM AND CIVIL WAR 2

Prerequisite: This class is a study of the sectional conflict beginning with 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 2

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 2

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 506  RISE OF MODERN AMERICA 1914-1945 2

Prerequisite: With the exception of the Civil War era, it is difficult to find another thirty-year period in U.S. history during which the nation underwent such dramatic change. In 1914 the United States was no more than a regional power, with a primarily rural demography and a relatively unobtrusive federal government. Thanks to the experience of two world wars, a major cultural conflict (the 1920s), and a disastrous economic crisis the country was transformed into the global economic and military power that it remains to this day. This course will examine the cultural, economic, military, and diplomatic events and trends of the period 1914-1945.
AHG 510  GREAT AMERICAN TEXTS  2  
**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  2  
**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  2  
**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  2  
**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  2  
**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  2  
**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.

AHG 606  AMERICA BETWEEN WORLD WARS  2  
**Prerequisite:**
In the 1920s, changes in America that had been underway for several decades came fully into view. This is the period when cultural wars first appeared (e.g., The Scopes Trial) and the transformative effects of industrial capitalism touched every part of American life. In the 1930s, an economic crisis challenged received views of the proper relationship of the government to the economy. The course examines various political and economic changes that occurred in this period, with a special emphasis on the New Deal.

AHG 607  AMERICA DURING THE COLD WAR  2  
**Prerequisite:**
The simmering conflict between the United States and the Soviet Union from 1945 to 1989 was the defining phenomenon of the age, affecting not only the country's foreign policy but its politics, society, economy, and culture as well. In this course students will examine the most important events, ideas, and personalities of the forty-four years from the end of World War II to the end of the Reagan administration.

AHG 608  CIVIL WAR AND RECONSTRUCTION  2  
**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 610  AMERICAN FOREIGN POLICY  2  
**Prerequisite:**
Students examine events and issues in the foreign policy of the American republic. Topics include the major schools of thought and approaches, the connection between domestic and foreign politics, and the connection between the principles of the American regime and its foreign policy. Course may be taken twice with the permission of the program Chair.

AHG 611  THE AMERICAN WAY OF WAR  2  
**Prerequisite:**
The course examines how Americans have used military force, focusing on the relationship between civilian and military leaders, characteristic strategic approaches, and the connection between our political principles and our military practices.

AHG 620  THE REFORM TRADITION IN AMERICA  2  
**Prerequisite:**
America has lived through three periods of sustained interest in reforming its political and social life, the first in the decades preceding the Civil War, the second in the decades preceding World War I and the third in the decade or two following World War II. The course examines aspects of these reform movements, particularly their connection to religion and Protestant theology.

AHG 621  RACE AND EQUALITY IN AMERICA  2  
**Prerequisite:**
This course explores the history of black Americans as they strove to secure their dignity as human beings, and rights as American citizens, in the face of racial prejudice. Students will examine the writings of leading black intellectuals and activists about human equality, slavery, self-government, the rule of law, emancipation, colonization, and citizenship. The course will also review laws, constitutional amendments, court cases, and social criticism addressing civil and political rights in America.

AHG 622  RELIGION IN AMERICAN HISTORY AND POLITICS  2  
**Prerequisite:**
From the time that the first Europeans arrived in America, religion has been an important part of American life. This course examines the various ways in which religion has played a role in American history, with particular emphasis on the role of religion in American politics.

AHG 623  GENDER AND EQUALITY IN AMERICA  2  
**Prerequisite:**
This course explores the history of women in America from the early 19th century to the present, especially the political struggle to gain increased civil and political rights. Using primary source material from leading female intellectuals and activists, this course will consider the myriad ways that women have helped to shape the course of U.S. history.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>AHG 630</td>
<td>AMERICAN STATESMEN</td>
<td>2</td>
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<tr>
<td>Prerequisite:</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>
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<tr>
<td>AHG 631</td>
<td>AMERICAN POLITICAL RHETORIC</td>
<td>2</td>
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<tr>
<td>Prerequisite:</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>
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<tr>
<td>AHG 632</td>
<td>THE AMERICAN PRESIDENCY I, WASHINGTON TO LINCOLN</td>
<td>2</td>
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<tr>
<td>Prerequisite:</td>
<td>This course is an examination of the political and development of the office of president from the Founding era through the Civil War. It focuses on how the presidency shaped American political life as the country grew and struggled with rising sectional tensions.</td>
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<tr>
<td>AHG 633</td>
<td>THE AMERICAN PRESIDENCY II, JOHNSON TO THE PRESENT</td>
<td>2</td>
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<tr>
<td>Prerequisite:</td>
<td>This course is an examination of the political and constitutional development of the office of president from Reconstruction to the present. It focuses on how changing conceptions of the presidency have shaped American political life in the 19th and 20th centuries, especially as America has become a global power.</td>
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<tr>
<td>AHG 640</td>
<td>THE CONGRESS</td>
<td>2</td>
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<tr>
<td>Prerequisite:</td>
<td>This course focuses on the legislative branch of the US government. It examines topics such as the constitutional powers of Congress, the relations between Congress and the other branches of the federal government and the states, and the changing structure and internal politics of Congress.</td>
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<tr>
<td>AHG 641</td>
<td>THE SUPREME COURT</td>
<td>2</td>
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<tr>
<td>Prerequisite:</td>
<td>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.</td>
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<tr>
<td>AHG 642</td>
<td>POLITICAL PARTIES</td>
<td>2</td>
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<tr>
<td>Prerequisite:</td>
<td>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.</td>
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<tr>
<td>AHG 660</td>
<td>TOPICS IN AMERICAN HISTORY AND GOVERNMENT</td>
<td>2</td>
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<tr>
<td>Prerequisite:</td>
<td>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.</td>
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<tr>
<td>AHG 670</td>
<td>DIRECTED STUDY</td>
<td>2</td>
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<tr>
<td>Prerequisite:</td>
<td>Permission of Chair</td>
<td>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.</td>
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<tr>
<td>AHG 691</td>
<td>THESIS</td>
<td>4</td>
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<td>Prerequisite:</td>
<td>Take AHG 690</td>
<td>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.</td>
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<tr>
<td>AHG 692</td>
<td>CAPSTONE PROJECT</td>
<td>4</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Take AHG 690</td>
<td>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.</td>
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<tr>
<td>AHG 693</td>
<td>QUALIFYING EXAMINATION</td>
<td>0</td>
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<tr>
<td>Prerequisite:</td>
<td>Completion of all required coursework and permission of Program Director</td>
<td>The qualifying 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.</td>
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<tr>
<td>ART 130</td>
<td>ELEMENTS OF DESIGN</td>
<td>3</td>
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<tr>
<td>Prerequisite:</td>
<td>Note: not open to students who have taken ART 134 or ART 135</td>
<td>A fundamental study of two-dimensional application of visual elements and principles of design. Students will explore composition through line, shape, value, texture, and color, and will be introduced to and use various materials and design techniques. For non-art majors. Meets Core credit for aesthetics.</td>
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<tr>
<td>ART 140</td>
<td>FUNDAMENTALS OF DRAWING</td>
<td>3</td>
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<tr>
<td>Prerequisite:</td>
<td>Note: not open to students who have taken ART 141</td>
<td>This fundamental course provides a variety of approaches to improve individual skills in drawing. Attention to line, shape, value, texture, and perspective are used to develop an understanding of what we see in relation to how we represent them visually. For non-art majors. Meets Core credit for aesthetics.</td>
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<tr>
<td>ART 150</td>
<td>ART &amp; IDEAS</td>
<td>3</td>
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</table>
| Prerequisite: | Note: Note open to students who have taken ART 256 or ART 257 | A combined visual and thematic introduction to Western art. The form and content of painting, sculpture, architecture, and graphics will be studied through a series of themes and purposes. Students will
investigate the interplay of form and meaning of art objects from multiple eras through such themes as death and the macabre, entertainment, power and politics, religious beliefs, and landscape and the environment. The course introduces many of the issues associated with the visual arts including iconoclasm, restoration, aesthetic quarrels, and questions of cultural property. Meets Core credit for aesthetics.

ART 160 FUNDAMENTALS OF STUDIO ART 3
160A CERAMICS
160B PAINTING
160C PRINTMAKING
160D SCULPTURE
160E DIGITAL ART
Prerequisite: None
This course is an exploration of the processes and philosophies of various studio art disciplines. Using the study of traditional studio topics (Ceramics, Painting, Printmaking, Sculpture, or Digital Art - subjects will vary each semester), students will learn the principles of art aesthetics, studio processes, and a general history of the relevant discipline. This course is designed for non-art majors to fulfill institutional core requirements in aesthetics, and is not open to students who have taken ART 211, 261, 271, or 281 respectively. Students may take two different topics to fulfill Core aesthetics requirements, but they may not repeat the same topic for credit.

ART 161 FUNDAMENTALS OF STUDIO ART II 3
161A CERAMICS
161B PAINTING
161C PRINTMAKING
161D SCULPTURE
161E DIGITAL ART
Prerequisite: ART 160 in the appropriate studio area
This course is a continuation of the introduction to the aesthetic processes and philosophies of various studio art disciplines developed in ART 160. By studying more advanced problems in traditional studio topics (Ceramics, Painting, Printmaking, or Sculpture), students will become acquainted with the wide range of options, and the decisions necessary, of studio artists. The course delves more deeply into the visual art aesthetic, studio processes, and the general history of the relevant discipline. This course is designed for non-art majors to fulfill institutional Core requirements in aesthetics.

ART 204 PHOTOGRAPHY 3
Prerequisite: None
A course dealing with the process and principles of digital photography. Technical and aesthetic considerations will be explored. Adobe Photoshop will be the software used in this class and students are expected to provide their own digital camera. Meets Core credit for aesthetics.

ART 205 SEQUENCING IN ART 3
Prerequisite: ART 204
This course explores how groups of images called sequences are used in art. This is done through the study of filmmakers and fine artists who have focused on the use of sequence in their own work. The lecture component of this class is balanced by studio practice, during which students learn to convey conceptual meaning and aesthetic relationships through specific image arrangements in digital video and photographic mediums.

ART 221 ART EDUCATION THEORY AND PRACTICE FOR EARLY AND MIDDLE GRADES 3
Prerequisite: None
Provides a comprehensive overview of the ideas and concepts that inform the contemporary teaching of art at the early and middle grade level. In addition, it provides hands-on experiences and practical information for the day-to-day procedures and management of early and middle grades classrooms.

BIOLOGY

BIO 100 HUMAN BIOLOGY 4
Prerequisite: None
This course addresses the questions of what it means for cells to be alive and how individual cells are integrated into a complex, self-regulating human organism capable of survival in its own right. This includes an examination of the functions of cells, the idea of homeostasis (physiological equilibrium) and the mechanisms of disease. Three lectures and one two-hour laboratory per week. This course does not count toward a biology major or minor. Offered every semester and online during the summer.
Meets Core Credit for natural sciences.

BIO 107 PLANTS AND CIVILIZATION 3
Prerequisite: None
An examination from a global perspective of the role that plants have played in the history of civilization, with consideration of the biology and chemistry of plants, their availability in different parts of the world, and their uses for food, fiber, beverages, and medicine. Current issues in agriculture and plant biotechnology are also considered. Two lecture-discussion periods and one two-hour laboratory per week. This course does not count toward the biology major or minor. Meets Core Natural Science requirements. Offered each Spring.

BIO 110 ECOLOGY AND THE HUMAN ENVIRONMENT 4
Prerequisite: None
This course examines the characteristics of ecosystems, the ways in which they change with time, and the impact of human activities on those changes. Included in this will be the study of the science behind current issues such as biological resource management, pollution, and global climate change. Three lectures and one two-hour lab per week. This course does not count toward a biology major or minor. Offered each semester. Meets Core credit for natural sciences.

BIO 111 WETLANDS AND WATERWAYS 3
Prerequisite: None
This course is organized around the central question: How does the cycling of water shape the world in which we live? This course will use scientific method to investigate the ecological roles of aquatic ecosystems (streams and rivers, lakes, wetlands, groundwater) and to study the ways in which humans and other species alter the functioning of these ecosystems. Students will practice a variety of investigative techniques from library study to field and laboratory work, and they will exercise their skills in critical thinking and analysis. Written and oral communications will also be emphasized. This course does not count toward a biology major or minor. Meets Core credit for natural sciences. Not currently on the standard rotation.

BIO 125-126 ANATOMY & PHYSIOLOGY I & II 3-4
Prerequisite: BIO 125 for 126
A systematic study of the structure and function of the vertebrate body with particular reference to man. Two one-hour lectures and one two-hour laboratory period per week. Offered each year.

BIO 129 DRUGS, POISONS, POLLUTANTS, AND THE HUMAN PERCEPTION OF RISK 3
Prerequisite: None
In this course, students will learn about the basic principles of toxicology, the study of poisons and their effects on the body. Discussions will revolve around the central theme of risk as it relates to...
potentially toxic chemicals that we are exposed to in our everyday lives. Specifically, students will learn to distinguish between chemicals that are truly dangerous and those that are only perceived to be dangerous by critically evaluating competing predictions of toxicity from potentially biased rival sources. They will also learn how to assess the actual risk posed to living organisms from contamination, which is often contrary to the information that is presented to the public by various media, industry, and environmental groups. In addition, students will learn how contamination produced on a local scale can ultimately become a risk to the entire global community. This course does not count toward a biology or toxicology major or minor. Meets Core requirement for natural sciences.

BIO 201 MOLECULAR & CELLULAR BASIS OF LIFE 4
Prerequisite: High school biology and chemistry or equivalent strongly recommended
This course centers on the question: What are the molecular and cellular processes that define life, and how are they sustained from generation to generation? In the process of studying this question, students will have the opportunity to examine the application of the scientific method to the study of the fundamentals of cellular structure and function, as well as to investigate the molecular transmission of information from generation to generation and the integration of cells into whole functioning organisms. Three lectures and one 2-hour lab per week. This course is designed for science majors and those planning careers in the health sciences. Meets Core credit for natural sciences. Offered each semester.

BIO 202 ORGANISMS, ADAPTATION, AND DIVERSITY 4
Prerequisite: None
This course centers on the question: How do organisms solve the problems of survival, and how are the solutions that have evolved influenced by the environment? Students will examine how observed similarities and differences in organismal structure and function relate to environmental pressures, as well as studying how these observations can be used to construct a logical theory of evolutionary relationships between different organisms. In addition, the complex interactions that have developed between different organisms and between organisms and their environment will be examined. Three lectures and one 2-hour lab per week. This course is designed for science majors and those planning careers in the health sciences. Meets Core credit for natural sciences. Offered each semester.

BIO 240 MICROBIOLOGY FOR NURSING 4
Prerequisite: Enrollment as nursing major
This course focuses on the basics of prokaryotic and eukaryotic microbiology. Topics covered include cellular structure and function, microbial growth and metabolism, microbial genetics, microbial diversity and evolution, and interactions between microbes and humans, with a focus on microbial pathogenesis, disease transmission, the host immune system, and antimicrobial chemotherapy. This is a laboratory-intensive course designed to provide students with hands-on experience manipulating biological samples. Class will combine both lecture and lab sessions. This course does not provide credit toward the biology major or minor. Offered every semester.

BIO 340 MICROBIOLOGY 4
Prerequisite: BIO 201 and CHEM 104
This course explores the characteristics of microorganisms including bacteria, viruses, protists and fungi, with an emphasis on bacteria. Topics discussed include cellular structure and function, molecular genetics of bacteria, microbial metabolism and physiology, microbial diversity and ecology, and mechanisms of pathogenesis and host immunity. Through this course students will gain a deeper understanding of the microbial world and its relevance to human life, and master the tools and techniques necessary for successful laboratory investigations involving microbes. Offered each Spring.

BIO 525 ADV HUMAN PHYSIOLOGY 4
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 4
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 Smoky Mountains.

BIO 640 SPECIAL TOPICS 1
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.

CHEM 103 GENERAL CHEMISTRY 4
Prerequisite: High school chemistry, 3 yrs. High School math
This course introduces the properties of atoms and molecules using the logical processes of scientific reasoning and investigation. Models of the atom are developed using periodicity and quantum mechanics, and these models are extended to molecules, with an emphasis on the effects of forces within a molecule and between molecules. Applications will be made to the biological and geological sciences, medicine, and the environment. The laboratory emphasizes the development of technical skills using safe laboratory practices. Inquiry approaches to problem-solving are introduced, and conclusions are drawn based on data at hand. Chemical and scientific thinking skills are assessed using formal laboratory reports. Offered every fall. Meets Core credit for natural sciences.

CHEM 104 GENERAL CHEMISTRY 4
Prerequisite: CHEM 103
This course examines chemical reactions using the logical processes of scientific reasoning and investigation. Chemical reactions are studied from the perspectives of thermodynamics, equilibrium and kinetics. Applications will be made to the biological and geological sciences, medicine, and the environment. The laboratory emphasizes the development of technical skills using safe laboratory practices. Inquiry approaches to problem-solving are introduced, and conclusions are drawn based on data at hand. Chemical and scientific thinking skills are assessed using formal laboratory reports. Offered every spring. Meets Core credit for natural sciences.

CHEM 250 LEAD AND CIVILIZATION 3
Prerequisite: None
An intensive examination of the role lead has played in the history of civilization, with emphasis on how the uses and toxicity of this metal are related to its chemical properties. Meets Core credit for natural sciences.
CHEM 251  MOLECULAR ARCHITECTURE  3
Prerequisite: None
The vibrant world of chemistry is explored by seeking answers to three specific questions: 1) What is a molecule? 2) How are molecules constructed? 3) How are molecules characterized? Answers to these questions are sought by an in-depth investigation of organic molecules that are either encountered in daily life or, in part, critical for sustaining life. Consequently, students are introduced to the logical processes of scientific reasoning and investigating and invited to contemplate the impact of chemistry upon society. Meets Core credit for natural sciences.

CHEM 252  CHEMISTRY OF CRIME SCENE INVESTIGATION  3
Prerequisite: High school chemistry
This course relates real world applications of analytical chemistry to the investigation of crimes. The underlying chemistry and biochemistry involved in forensic analysis are addressed. Also, the exploration of scientific inquiry as it relates to developing hypotheses and providing proof of a crime based on chemical evidence is investigated. This course does not count toward any major in the natural sciences. Meets Core credit for natural sciences.

CHEM 253  CHEMICAL PERSPECTIVES ON LIFE  4
Prerequisite: None
This course explores the question: What do living organisms look like from a chemical perspective? Answering this question requires an understanding of fundamental chemical concepts of inorganic, organic and biochemistry. The laboratory will enhance understanding of chemical concepts and the scientific method, and develop the student's critical thinking skills. The course assumes no chemistry background. It does not meet major or elective requirements of majors in Chemistry/Geology/Physics or Biology/Toxicology Departments. Three lectures and one 1hr.50min. lab per week. Meets core credit for natural sciences. It does not meet major or elective requirements in CHEM/GEOL/PHYS and BIO/TOX departments.

CHEM 250  SCIENCE AS A CULTURAL FORCE  3
A-THE MAKING OF THE BOMB
B-THE TOBACCO WARS
C-SCIENCE AND HUMAN NATURE
D-EVOLUTION: FOR & AGAINST
E-SCIENCE AND RATIONALITY
Prerequisite: Any natural science core course
An inquiry into the nature of the scientific method in relation to human culture and its use in gaining and applying new knowledge. This course constitutes a substantial interdisciplinary investigation of the impact of science and technology upon society by way of a sustained look at one particular scientific issue or question for the semester. The ethical dimensions of advances in science and technology are explored in detail. Meets Core credit for humanities or natural sciences, but not both. May be taken only once for Core credit. CHEM/GEOL/PHYS/PHIL credit.

CHEM 550  INQUIRY CHEMISTRY INSTRUCTION USING CASE STUDIES  3
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.

CRIMINAL JUSTICE

CJ 130  INTRODUCTION TO CRIMINAL JUSTICE  3
Prerequisite: None
An overview of the philosophical, historical, and operational aspects of the justice system in the United States.

CJ 200  CRIMINAL INVESTIGATION  3
Prerequisite: CJ 130
Provides the student with an opportunity to study the technical, theoretical and legal aspects of criminal investigation.

CJ 227  INTRODUCTION TO CORRECTIONS  3
Prerequisite: None
This course is an overview of the process and institutions involved in the supervision, treatment, control, and incarceration of those individuals who have been adjudicated and sentenced by the court. Corrections in the United States encompass a variety of public and private institutions including: probation and parole systems, jails, prisons, half-way houses and post-release supervision.

CJ 235  COURTS AND JUSTICE  3
Prerequisite: CJ 130
Affords the student a concentrated study of the functions, operations and decision-making process of the American court system.

CJ 240  CRIMINAL INVESTIGATION II  3
Prerequisite: CJ 130, CJ 200
A continuation of CJ 200. The course will focus on investigative theory and technique for major felonies including murder offenses, sexual assault, and theft related to crimes, recognizing that each crime category involves different processes to properly investigate that incident. The legal concept of forensic science and the differing roles of the coroner, forensic scientists, technicians, crime scene investigator, and the crime lab in investigations will also be discussed.

CJ 242  CRIMINOLOGY  3
Prerequisite: None
An introduction to the history of crime, the sociology of criminal law, the operation of the criminal justice system, including roles of police, prosecutors, defense attorneys and judges. Also considered are offender types; conventional, white collar and organized crime; theories of causation, victimology, prison, probation, and parole, and trends and issues in criminology. CJ/SOC credit.

CJ 244  JUVENILE DELINQUENCY  3
Prerequisite: None
A course planned to aid the student in the examination of juvenile delinquency as a social problem from the perspectives of control prevention and rehabilitation. Delinquency will be viewed as to definition, genesis and extent. The social institutions of families and schools will be discussed in detail. The juvenile courts, probation, parole, correction institutions and child placement programs are to be examined with respect to their effectiveness, philosophy and goals. CJ/SOC credit.

CJ 270  ROLE OF POLICE IN MODERN SOCIETY  3
Prerequisite: CJ 130
Study of the role behavior and life of the line officer within the police subculture and within society. Topics examined are the influence of coercive power, role behavior, subcultural influences, and personal issues relating to loyalty, stress, health, critical incidents, family, and faith.
CJ 275  GANGS AND CULTS  3
Prerequisite: See SOC 275 for course description.

CJ 307  VICTIMOLOGY  3
Prerequisite: None
Victimology is the study of the role of the victim in criminology and the criminal justice system. Areas to be investigated include the relationship between victims and their criminal offenders, societies' responses to the victims, the victim's role in the criminal justice process and programs directed at assisting victims of crime. CJ/SOC credit.

CJ 331  TOPICS IN CRIMINAL JUSTICE  3
Prerequisite: None
A seminar open to criminal justice majors/minors which will provide an opportunity to explore, in-depth, topics pertinent to or impacting on the field of criminal justice. This may include critical observations or historical, contemporary or future issues. Repeatable to a maximum of 9 hours.

CJ 332  TERRORISM & HOMELAND SECURITY  3
Prerequisite: None
This course will look at what terrorism is and what a terrorist group is. This course will also examine theories explaining terrorist behavior and how economics, race, religion and other factors influence terrorism and motivate terrorist groups. The course will also look at the responses to terrorism, and particularly how it is being fought through the concept of Homeland Security.

CJ 360  READINGS IN CRIME AND JUSTICE  3
Prerequisite: None
This course surveys major literary works that deal with crime and punishment and examines these works in terms of motivation, social milieu, culture and legal systems that affect our understanding of justice and the laws that attempt to achieve that justice.

CJ 362  CRIMINAL LAW  3
Prerequisite: CJ 130
Analysis and evaluation of the growth of legal relationships between the individual and government with special attention to problems of law enforcement-law adjudication and the impact of their decisions on the citizen and the criminal justice system.

CJ 366  CRIMINAL PROCEDURE  3
Prerequisite: CJ 130, CJ 362
Examination of the area of law that balances between governmental power and individual rights. Issues that address balancing controlling crime with due process rights include search and seizure, detention and arrest, interrogation, trial rights and sentences.

CJ 403  FIELD EXPERIENCE/INSTRUCTION-CJ  1-12
Prerequisite: Permission of instructor
Provides an opportunity for CJ majors to observe and experience the criminal justice system in action. The student selects from a variety of agencies or organizations willing to offer this opportunity and, with the help and guidance of the field coordinator, participates in an experience designed to bring academic preparation together with the reality of being professional criminal justice practitioners. Experience may be taken for up to a total of 12 hours.

CJ 415  ADVANCED CRIMINOLOGY AND PROFILING  3
Prerequisite: CJ/SOC 242
Advanced Criminology and Profiling is a case study approach to applying theory to the practice of criminology. The case histories of some infamous and not-so-infamous criminals will be examined for the purpose of applying criminological theory. Students will determine the probable cause(s) of those individuals' criminality. CJ/SOC credit.

CJ 450  ETHICS IN CRIMINAL JUSTICE  3
Prerequisite: CJ 130, CJ 362, and Jr. or Sr. Status
This course will analyze ethical behavior and provide criminal justice practitioners with decision-making skills to enhance the practitioner, duty performance and the public interest. The focus will be on making moral, rational, and responsible decisions which will lead to ethical professional behavior. Must be taken at AU.

COMMUNICATION

COM 101  HUMAN COMMUNICATION  3
Prerequisite: None
This course encompasses communication theory, interpersonal communication, small group communication and public speaking. Emphasis is placed on speaking, critical thinking, listening skills. Attention is also paid to nonverbal communication. Meets Core credit for communications.

COM 120  FOUNDATIONS OF HEALTH COMMUNICATION  3
Prerequisite: None
This course encompasses communication theory, interpersonal communication, small group and team communication and public speaking specific to the healthcare setting. Emphasis is placed on speaking, critical thinking, listening, and feedback skills. Attention is also paid to nonverbal communication. Meets Core credit for communications.

COM 510  INTRODUCTION TO GRADUATE STUDIES IN COMMUNICATION  1
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  3
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  3
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  3
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  3
Prerequisite: COM 510, 520, 530
This course provides an explanation of crisis communication, crisis communication theory, and research of events that require the use of crisis communication messages. A broad range of topics will be discussed including many real world situations that have required a crisis approach to achieve effective resolution. Topic will include a review of crisis management in the public and private sectors, health care organizations, as well as cultural issues that influence how a crisis should be approached and interventions implemented.

COM 610  RISK COMMUNICATION  3
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  3
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  3
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 communications. 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 630  ORGANIZATIONAL COMMUNICATION  3
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  3
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 will 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  3
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  3
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

ECON 101  MARKET FUNDAMENTALS  3
Prerequisite: None
This course will engage students in the economic way of thinking by taking an in-depth look at market fundamentals. Why, how, and who uses markets and what do we do when they fail? Students will be introduced to the economist's view of the world through extensive discussion, analysis, and writing. Does not count toward an economic major or minor. Meets Core credit for social science.

ECON 232  PRINCIPLES OF MICROECONOMICS  3
Prerequisite: None
Analysis of the pricing processes in a private enterprise economy under varying competitive conditions, their role in the allocation of resources and the functional distribution of national income. Special emphasis is given to theoretical analysis as applied to business problems. Meets Core credit for social sciences.

ECON 233  PRINCIPLES OF MACROECONOMICS  3
Prerequisite: None
An examination of the determinants of national income, employment and the price level in the private enterprise system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interaction between money and national income. International economic relations are also emphasized. Meets Core credit for social sciences.

ECON 301  GAME THEORY  3
Prerequisite: Core math/logic requirement
Techniques using classical game theory, auction design, controlled human-subject experiments, evolutionary game theory, and agent-based computer models are used to understand and solve situations involving potential conflict and cooperation such as military strategies, the auction of FCC licenses, the Middle East conflict, and the rise of resistant strains of bacteria in hospitals. While game theory is demanding in terms of reasoning ability, the focus of the class will be qualitative rather than quantitative analysis. Meets Core credit for social sciences.
ECON 302  THE ECONOMICS AND HISTORY OF ENTREPRENEURSHIP  3
Prerequisite: None
This course examines the social, institutional, and economic environment from which some important American entrepreneurs have emerged and analyzes their impact on society. Emphasis is put on the institutional and economic environment in which an entrepreneur operates and the impact of the entrepreneur on this environment. Entrepreneurship is an important part of the modern social and business milieu, and an understanding of this phenomenon is important to a well-educated person. Meets Core credit for Social Sciences.

ECON 324  ECONOMICS OF GOVERNMENT AND BUSINESS  3
Prerequisite: ECON 101 or ECON 232 or ECON 233
This course examines the economic effects of the attempts of government to regulate natural monopolies and monopolistic behavior, and other business practices in the public interest and to promote and maintain competition in other areas of the economy. This course will provide the students with a perspective on how economics analyzes the interaction of government and business. Government regulation is pervasive in the social and business environment, and the ability to analyze this phenomenon is important to a well-educated person. Meets Core credit for social sciences.

ECON 331  COMPARATIVE ECONOMICS  3
Prerequisite: ECON 232 or ECON 233
In today's world economy, countries around the globe have fashioned their own versions of economic system compatible with their culture and social values. This course will focus on why and how this has occurred, through the investigation and critique of various countries' economic systems from a cultural point of view. Special emphasis will be given to the understanding of selected countries (including Germany, Japan, France, Sweden, Brazil, Russia, China, and India) and cultures and prevailing economic policies and institutions. Meets Core credit for social science CCl - Critical Cultural Inquiry.

ECONOMICS EDUCATION

ECED 580  MICROECONOMIC ANALYSIS AND ITS APPLICATION TO THE CURRICULUM  2
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  2
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  2
Prerequisite: Take ECED 580 or ECED 581
For elementary and secondary teachers. Designed to provide application of an economic analysis to economic policy and courses of study.

ECED 583  CORPORATE BUSINESS IN THE UNITED STATES  2
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  1
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 curriculum related to special bases such as multimedia based, activities-based community or cultural-based.

ECED 586  PERSONAL FINANCE  1
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 ADMINISTRATION

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

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

EDAD 552  SCHOOL LAW AND ETHICS  3
Prerequisite: None
A course in basic school law related to teaching and school administration. Legal and ethical principles originating in constitutional statutory, judicial and common law relevant to curriculum, contracts, personnel administration, liability, pupil and employee rights, and finance are included.

EDAD 554  COLLECTIVE BARGAINING  3
Prerequisite: None
A course providing a foundation in State and Federal law, negotiating processes and strategies, and fiscal and administrative concerns dealing with collective bargaining.

EDAD 555  HUMAN BEHAVIOR IN EDUCATIONAL ADMINISTRATION  3
Prerequisite: None
This course is designed to acquaint the prospective entry level school leader with the interpersonal skills needed to function successfully in today's educational setting. The course addresses the various publics which the successive school leader must interact, and the various process skills needed. Case studies will be used to demonstrate real-life situations and promote discussion to determine issues and probable solutions.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDAD 559</td>
<td>BUILDING, GROUNDS, AND FACILITIES</td>
<td>1</td>
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<td><strong>Prerequisite:</strong> None</td>
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<td>The course explores present and future facility planning and equipment needs of schools. The course examines the efficiency of facilities, operations, and maintenance programs. It also reviews the planning process for school construction programs. Plans for financing construction are discussed. The role of educational facilities in the teaching/learning process is a central theme throughout the course.</td>
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| EDAD 681   | RESOURCE MANAGEMENT IN ADMINISTRATION                  | 1       |
| **Prerequisite:** None | | | 
| This course explores school-based decision making in the areas of personnel, facility utilization, budgeting and time. Revenue generation at both the state and local level are examined, but emphasis is on processes for empowering school staff and community members through their involvement in deciding and implementing priorities in the above mentioned areas. Assessment of needs at the building level regarding personnel, facilities, finances, and time are emphasized. |

| EDAD 682   | EDUCATIONAL POLITICS, POLICIES, AND SCHOOL COMMUNITY RELATIONS | 3       |
| **Prerequisite:** None | | | 
| Policy, politics, and school community relations are the unifying elements in this course. An understanding of different philosophical and cultural values is developed. Political leadership is explored to ensure that educational goals are realized in the larger community. Model school policies and procedures are developed. Effective school community relations programs are analyzed. |

| EDAD 683   | EDUCATIONAL LEADERSHIP                                  | 3       |
| **Prerequisite:** None | | | 
| Organizations and leadership and their inter-relationship are examined in this course. Various facets of educational leadership are emphasized, specifically the history of leadership thought; intellectual, political, and social forces that have influenced the evolving understanding of leadership in educational institutions; and the importance of human behavior within the context of the school organization. Leadership theories and findings are applied by considering both the skills and the underlying meaning of one’s leadership agenda. Attention is given to the traditional school bureaucratic design and the ongoing influence and integration of human resources leadership in these educational bureaucracies. In addition, educational institutions are examined in light of the consistency between their inherent design and their subsequent aims and effects in delivering what these institutions espouse. The integration of theory and research with actual practice is at the heart of both the curriculum for this course as well as the means of evaluating student performance. |

| EDAD 684   | PROFESSIONAL DEVELOPMENT                                | 3       |
| **Prerequisite:** None | | | 
| This course is designed to prepare leaders who have the knowledge and skills to develop, implement, and evaluate effective professional development programs. Participants will be expected to demonstrate effective utilization of knowledge-based skills related to adult learning, teachers and their world, and professional development. |

| EDAD 686   | ADMINISTRATION OF PROGRAMS FOR STUDENTS WITH DISABILITIES | 1       |
| **Prerequisite:** None | | | 
| This course provides school administrators with knowledge and skills to apply in the development of legally sound policies and procedures to ensure an appropriate education for students with disabilities. |

| EDAD 688   | TECHNOLOGY IN ADMINISTRATION                            | 3       |
| **Prerequisite:** None | | | 
| This course is designed to allow future school leaders to develop the knowledge and skills needed to use technology for personal productivity and in administrative tasks; to provide leadership for the instructional use of technology and in data-driven decision making. |

| EDAD 690   | ADMINISTRATION OF STAFF PERSONNEL SERVICES              | 3       |
| **Prerequisite:** None | | | 
| This course is designed as an advanced course for the graduate student seeking licensure as a school superintendent. The student obtains an overview of recruitment, selection, induction, mentorship, staff development, staff evaluation, collective bargaining, contract management, employee/employer relations, employment practices, personnel problems, and standards for school personnel administration. In addition, the role of school administration, board of education members, and other professionals who carry out those managerial functions and personnel services is considered. |

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

| EDAD 693   | SCHOOL FINANCE AND ECONOMICS                           | 3       |
| **Prerequisite:** None | | | 
| A course in school finance with emphasis on Ohio applications. The course is designed to provide the practicing administrator and school treasurer/business manager with the background necessary to predict revenues, contract budgets, monitor spending plans, and conduct school levy campaigns. Students will construct a broad theoretical knowledge base pertaining to finance issues. |

| EDAD 694   | ORGANIZATIONAL MANAGEMENT                              | 1       |
| **Seminar & Internship for Superintendents** | | | 
| **Prerequisite:** Building Administrator or Educational Specialist license | | | 
| The seminar is designed to provide superintendent candidates with an understanding of the school district as a system by defining processes for gathering, analyzing, and using data for decision making. Opportunities will be made available for students to frame and solve problems and make quality decisions to meet internal and external expectations. The superintendent-board, superintendent-administrative team, and superintendent community relationships will be studied. Seminar input will help determine the problems considered by the seminar group. The Organizational Management Seminar provides an internship experience for superintendent candidates. Under the supervision of a university professor and an onsite superintendent site mentor, the candidate participates in district level leadership activities and demonstrates the ability to lead, facilitate, and make decisions typical of those made by a district leader. Visitation with other superintendents is part of the internship experience. |

| EDAD 700   | CAPSTONE I: EMERGING ISSUES IN INSTRUCTIONAL LEADERSHIP  | 1       |
| **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 733  INTERNSHIP: SCHOOL TREASURER  5  
Prerequisite:  
The School Treasurer/Business Manager Internship is planned, supervised and evaluated field-based experience. The internship will allow students to observe the functions of a school treasurer and assume leadership in planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in school finance. Intent fee required to cover cost of APA seminar advisor, misc. expenses.  

EDAD 735  EDUCATIONAL ADMINISTRATION  3  INTERNSHIP  
Prerequisite:  Students should have completed the Core requirements and approximately 21 semester hours in Educational Administration, or approval of the department chair in order to begin the internship  
The Educational Administration Internship I is a planned, supervised, and evaluated field-based experience. It is designed as the culminating field experience for the Master of Education in Administration. The internship requires students seeking licensure as an administrator to work in a school setting and with cooperating administrators appropriate for the licensure sought. The internship allows students to engage in a major administrative project which involves problem identification, analysis of related research, development of a process or procedure to address the problem, development of an evaluation process, and preparation of a project product. The internship will allow students to observe the functions of administrators, assume leadership in planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in school administration. EDAD 735 must be taken in conjunction with EDAD 736 or 737  

EDAD 736  BUILDING PRINCIPAL INTERNSHIP  3  
Prerequisite:  Must be taken in conjunction with EDAD 735, Educational Administration Internship I, unless special permission is granted due to unique circumstances  
The Internship is the second course in a year-long planned, supervised and evaluated field based experience. It is designed as the culminating field experience for the Master of Education in Administration. The internship requires interns seeking licensure as a building administrator (principal) in early childhood, middle childhood or adolescence to young adult to work in a school setting and with cooperating administrators (site mentors) appropriate for the licensure sought. Interns will engage in administrative activities in at least two different buildings representing diverse student age populations. The internship will allow interns to observe the functions of a principal, assume leadership in planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in school administration.  

EDAD 737  CURRICULUM INSTRUCTION AND PROFESSIONAL DEVELOPMENT  3  INTERNSHIP  
Prerequisite: None  
The Internship is the second half of a year-long planned, supervised and evaluated field based experience. It is designed as the culminating field experience for the Master of Education in Administration. The internship requires interns seeking licensure as an Administrative Specialist in Curriculum, Instruction, and Professional Development to work in school settings appropriate for the licensure sought. The internship will allow interns to observe the functions of central office leaders and supervisors. The intern 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.  

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

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 settings.  

EDCI 517  TEACHING THE 21ST CENTURY ADOLESCENT—MATHEMATICS  3  
Prerequisite: To be taken concurrently with EDFN 588, Assessment, Instruction, Evaluation, and Intervention Field Experience  
This course is designed to prepare the middle childhood and AYA mathematics teacher to plan, deliver and assess effective instruction to adolescents. It will provide the student with classroom instructional skills, methods, and strategies for teaching mathematics in grades 4-12.  

EDCI 518  TEACHING THE 21ST CENTURY ADOLESCENT—SCIENCE  3  
Prerequisite: To be taken concurrently with EDFN 588, Assessment, Instruction, Evaluation, and Intervention Field Experience  
This course is designed to prepare the middle childhood and AYA science teacher to plan, deliver, and assess effective instruction to adolescents. It will provide teacher candidates with classroom instructional skills, methods, and strategies for teaching science in grades 4-12.  

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EDCI 519 TEACHING THE 21ST CENTURY ADOLESCENT—SOCIAL STUDIES 3
Prerequisite: To be taken concurrently with EDFN 588, Assessment, Instruction, Evaluation, and Intervention Field Experience
This course is designed to prepare middle childhood to high school social studies teachers to plan, deliver and assess effective instruction to young adolescents. Emphasis in the course will include how teachers must respond to the unique developmental nature of the learner. As life-long learners teachers should be familiar with the National Council for the Social Studies, and other appropriate professional organizations, to help guide their professional development. Creating effective lessons, using appropriate assessment techniques and using the resulting data to drive instruction are central to the course objectives. Other topics include grading practices and building a positive learning environment while managing the class appropriately.

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 3
Prerequisite: Take EDCI 534; Field/Clinical Hours: 20 Prerequisites: EDCI 534: Language Acquisition and Elements of Linguistics for Teaching English Language Learners
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 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 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 3
Prerequisite: Take EDCI 505 or EDCI 522
Prerequisite: EDCI 505 Introduction to Principles of Instructional Technology or EDCI 522 Teaching & Learning in the 21st Century Classroom (or equivalent). This course offers students the understanding of social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and assist students in applying the understanding in their practice. This course focuses on four main areas: (a) legal and ethical practice related to technology use, (b) application of technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, (c) promotion of safe and healthy technology resources, and (d) facilitation of equitable access to technology resources for all students.

EDCI 538 DESIGNING AND IMPLEMENTING PROFESSIONAL DEVELOPMENT FOR THE TECHNOLOGY LEADER 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 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 3
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 3
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 non-print 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 3
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 storytelling and story reading, adaptations for special populations, visual literacy, writing in a variety of forms (poetic, narrative, expository, and persuasive), handwriting, spelling instruction, and assessment.

EDCI 564 ADVANCED STUDIES OF LITERATURE FOR ADOLESCENTS (GRADES 4-12) 3
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.

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

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

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

EDCI 597 MIDDLE GRADES PHILOSOPHY ORGANIZATION & CLIMATE 3
Prerequisite:
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.

EDCI 601 INTERNSHIP FOR MIDDLE CHILDHOOD 10
Prerequisite: 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.

EDCI 602 INTERNSHIP FOR ADOLESCENT/YOUNG ADULT 7-12 10
Prerequisite: 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.

EDCI 607 INTERNSHIP FOR MULTI-AGE PREK-12 10
Prerequisite:
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.

EDCI 633 ORGANIZATION AND TRANSFORMATIONAL CHANGE THROUGH TECHNOLOGY 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 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, (c) initiating and sustaining technology innovations and managing the change process, and (d) advancing a robust technology infrastructure.

EDCI 645 INTERNSHIP FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) ENDORSEMENT 3
Prerequisite:
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
Emphasis will be placed upon content, processes, using resources and instructional methodology appropriate for teaching that content. A study of the science and social studies curriculum content recommended for prekindergarten through grade three, along with the instruction methodology appropriate for that content. Emphasis will be placed upon the role of curriculum standards and the core curriculum in developing a curriculum that is responsive to the needs and interests of adolescents. Various approaches in evaluation of curriculum experiences; professional techniques of curriculum development; and role of pupils, teachers, administrators, scholars, parents, and other groups in shaping curriculum will also be explored. Current literature and research are emphasized.

**EDCI 664 INTERVENTIONS AND ASSESSMENTS FOR THE SECONDARY LEARNER**

**Prerequisite:** 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.

**EARLY CHILDHOOD EDUCATION**

**EDCI 515 FOUNDATIONS OF LITERACY**

**Prerequisite:**

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.

**EDC 540 PHONICS AND THE ENGLISH LANGUAGE**

**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.

**EDC 545 INTERDISCIPLINARY SCIENCE AND SOCIAL STUDIES METHODS**

**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 and instructional methods, materials and assessments to plan and evaluate 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.

**EDC 564 CURRICULUM AND METHODS OF EARLY CHILDHOOD MATHEMATICS**

**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.

**EDC 567 ADVANCED METHODS OF LITERACY IN CHILDHOOD**

**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.
ASHLAND UNIVERSITY

EDUCATIONAL FOUNDATIONS, INQUIRY, AND COMMUNITY EDUCATION

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.

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 PROCESS  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 professionals 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  INTRODUCTIONS 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, 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 3
Prerequisite: 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 512 TEACHING AND LEARNING PROCESS 3
Prerequisite:
This course deals with the major theories of human development, motivation and learning. Planning of instruction, teaching strategies, assessment and classroom management are examined. Authentic pedagogical practices are used to gain an understanding of the teaching and learning process.

EDFN 520 SOCIAL AND PROFESSIONAL ISSUES IN EDUCATION 3
Prerequisite:
This course focuses on the social and cultural forces that currently shape school policy and practice and on the expectations that must be met in order to be a fully recognized member of the teaching profession. Candidates will evaluate their professional progress by using the Ohio Standards for Teaching Professionals and will explore issues facing the education profession that have implications for their future career.

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 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 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 526 USING THE SCHOOL YARD AS AN INSTRUCTIONAL TOOL 3
Prerequisite:
This course focuses on utilizing 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- economically 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 Admittance 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 3-5
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: Admission to the Teacher Leader Program
The focus of Ethics and Responsibilities of Teacher Leadership is on becoming a leading learner in one's educational setting. The course will consist of readings and discussions, as well as developing plans to empower others by building communities and a culture of respect in classrooms and schools.

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

EDFN 622 UNDERSTANDING GROUP DYNAMICS IN SCHOOLS 3
Prerequisite: 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: 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 assessment 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 505 LEGAL, SOCIAL, AND PROFESSIONAL ISSUES FOR INTERVENTION SPECIALISTS 3
Prerequisite: Must be a Teacher Education student. Must have completed all method courses.
A course designed to study current issues in education, with a view toward understanding the issues surrounding special education and its role within education as a social institution. Students review the American legal system and laws governing special education at federal and state levels and address issues from a teaching perspective. Special education law, social, historical, and philosophical effects will be explored. The course includes procedures specific to programs for learners with need for educational intervention. This course cannot be used as part of a M.Ed. degree.

EDIS 507 LANGUAGE/COMMUNICATION DISORDERS IN CHILDREN & INTERVENTION 3
Prerequisite: Take EDIS 546, EDIS 505
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: The course is an introduction to deaf culture, etiology, advocacy groups related to persons who are deaf and/or nonverbal, and nonverbal communication methods
Historical, sociological and literary aspects will also be studied. Students will develop elementary conversational skills in the use of sign language and with communication with individuals who are deaf and/or nonverbal.

EDIS 534 TRANSITION AND CURRICULUM METHODS FOR CHILDREN W/ MILD/MODERATE NEEDS 3
Prerequisite: EDIS 546; this section is only for the Bachelors Plus internship 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 CURRICULUM/METHODS FOR CAREER AND DAILY LIVING SKILLS FOR STUDENTS WITH NEEDS FOR MILD/MODERATE/INTENSIVE EDUCATION INTERVENTION 3
Prerequisite: EDIS 546
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.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>EDIS 540</td>
<td>DEVELOPING CLASSROOM LEARNING ENVIRONMENTS</td>
<td>3</td>
<td>Prerequisite: EDIS 546; This course is only for Bachelors Plus initial licensure students in the ISMM program. This course is taken concurrently with EDIS 589</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>EDIS 541</td>
<td>CREATING EFFECTIVE LEARNING ENVIRONMENTS</td>
<td>3</td>
<td>Prerequisite: EDIS 546;</td>
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<td></td>
<td>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.</td>
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<tr>
<td>EDIS 542</td>
<td>COMMUNICATION, CONSULTATION, AND TEAMING SKILLS</td>
<td>3</td>
<td>Prerequisite:</td>
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<td>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 solving skills, effective handling of confrontational situations and seeking and utilizing interdisciplinary support from other professionals.</td>
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<tr>
<td>EDIS 546</td>
<td>INTRODUCTION TO EDUCATIONAL INTERVENTION</td>
<td>3</td>
<td>Prerequisite:</td>
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<td>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.</td>
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<tr>
<td>EDIS 548</td>
<td>ASSESSING AND TEACHING CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS</td>
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<td>Prerequisite: EDIS 546;</td>
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<td>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.</td>
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<tr>
<td>EDIS 549</td>
<td>ASSESSMENT &amp; INTERVENTIONS FOR CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS</td>
<td>3</td>
<td>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 588</td>
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<td></td>
<td>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.</td>
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<td>EDIS 550</td>
<td>SOCIAL AND EDUCATIONAL PERSPECTIVE OF DISABILITY</td>
<td>3</td>
<td>Prerequisite:</td>
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<td></td>
<td>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 interpretative 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.</td>
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<tr>
<td>EDIS 553</td>
<td>INTERVENTION AND REMEDIATION IN MATH: ASSESSMENT AND INSTRUCTIONAL METHODS</td>
<td>3</td>
<td>Prerequisite: EDFN 546, EDFN 586</td>
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<td>This course is designed to teach candidates assessment and instructional techniques for working with individuals grades K-12 in need of intervention and remediation in mathematics based on the Common Core Mathematics Standards. Emphasis will be placed on working with students with mild to intensive need for educational intervention. This course cannot be used as part of a M.Ed. program.</td>
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<tr>
<td>EDIS 579</td>
<td>SPECIAL EDUCATION LAW, POLICIES, AND PROCEDURES</td>
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<td>Prerequisite:</td>
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<td>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.</td>
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<tr>
<td>EDIS 581</td>
<td>ASSISTIVE &amp; INSTRUCTIONAL TECHNOLOGY FOR INTERVENTION SPECIALISTS</td>
<td>3</td>
<td>Prerequisite: EDIS 546; concurrent with EDIS 587</td>
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<td>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.</td>
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<tr>
<td>EDIS 582</td>
<td>ADVANCED SENSORY MOTOR INTERVENTION</td>
<td>3</td>
<td>Prerequisite: EDIS 546; concurrent with EDIS 587</td>
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<td>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.</td>
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<tr>
<td>EDIS 583</td>
<td>ADVANCED SENSORY/MOTOR INTERVENTION SPECIALIST FIELD</td>
<td>1</td>
<td>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.</td>
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<td>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.</td>
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EDIS 584  COMMUNICATION: INTERVENTION SPECIALIST MODERATE/INTENSIVE
Prerequisite: EDIS 546; concurrent with EDIS 587
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 EDCI 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: Admission to fields; concurrent with EDIS 581, 582, 584
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.

EDIS 588  MIDDLE SCHOOL INTERVENTION SPECIALIST MULTICULTURAL FIELD EXPERIENCE
Prerequisite: Admission to fields; concurrent with EDIS 549, 543
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.

EDIS 589  HIGH SCHOOL INTERVENTION SPECIALIST FIELD EXPERIENCE
Prerequisite: Admission to fields; concurrent with EDIS 534, 540
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.

EDIS 591  INTERNSHIP FOR TALENED PROGRAMS
Prerequisite: Take EDFN 586, EDFN 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.

EDIS 592  INTERNSHIP FOR INTERVENTION SPECIALIST
Prerequisite: Admission to internships
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.

EDIS 606  INTERNSHIP INTERVENTION SPECIALIST MILD-MODERATE
Prerequisite: Candidates must have completed all methods courses and post-baccalaureate (Bachelor's Plus) program requirements in preparation for initial licensure; concurrent with EDIS 505
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.

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

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

EDIS 652  DEVELOPMENT AND SUPERVISION OF PROGRAMS FOR THE TALENTED
Prerequisite: EDIS 650, EDIS 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.

EDIS 653 GUIDANCE AND COUNSELING FOR THE TALENTED
Prerequisite: 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
Prerequisite: 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
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
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
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 and 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
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.

EDUCATIONAL LEADERSHIP

EDLS 9800 INTEGRATIVE LEADERSHIP SEMINAR
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 to create and implement a developmental plan to improve their leadership potential and effectiveness. This seminar is mandatory to meet the doctoral program residency requirement.

EDLS 9802 ETHICS OF LEADERSHIP
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.

EDLS 9819 BECOMING A RESEARCHER
Prerequisite:
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.

EDLS 9820 QUANTITATIVE RESEARCH DESIGN
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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>EDLS 9821</td>
<td>QUALITATIVE RESEARCH DESIGN</td>
<td>3</td>
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<tr>
<td>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.</td>
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<tr>
<td>EDLS 9822</td>
<td>SEMINARS IN EDUCATIONAL RESEARCH</td>
<td>3</td>
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<tr>
<td>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.</td>
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<tr>
<td>EDLS 9823</td>
<td>DISSERTATION RESEARCH DESIGN</td>
<td>3</td>
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<tr>
<td>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.</td>
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<tr>
<td>EDLS 9824</td>
<td>SEMINARS IN EDUCATIONAL RESEARCH</td>
<td>3</td>
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<tr>
<td>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.</td>
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<td>EDLS 9825</td>
<td>SEMINARS IN EDUCATIONAL RESEARCH</td>
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<td>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.</td>
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<tr>
<td>EDLS 9826</td>
<td>SEMINARS IN EDUCATIONAL RESEARCH</td>
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<tr>
<td>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.</td>
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<tr>
<td>EDLS 9827</td>
<td>SEMINARS IN EDUCATIONAL RESEARCH</td>
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<tr>
<td>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.</td>
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<tr>
<td>EDLS 9828</td>
<td>SEMINARS IN EDUCATIONAL RESEARCH</td>
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<td>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.</td>
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<tr>
<td>EDLS 9829</td>
<td>SEMINARS IN EDUCATIONAL RESEARCH</td>
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<tr>
<td>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.</td>
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<tr>
<td>EDLS 9830</td>
<td>DOCTORAL MENTORSHIP</td>
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<td>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.</td>
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<tr>
<td>EDLS 9841</td>
<td>ISSUES AND TRENDS IN COMPUTER MEDIATED LEARNING AND TEACHING</td>
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<tr>
<td>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.</td>
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<tr>
<td>EDLS 9842</td>
<td>EVALUATING THE EFFECTIVENESS OF INSTRUCTIONAL TECHNOLOGY</td>
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<tr>
<td>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.</td>
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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 ORGANIZATIONAL 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 SITE SPECIFIC WORKSHOPS/CLASSES 3
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.)

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

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
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.

EDUC 781    THESIS CAPSTONE
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
Prerequisite: CORE requirements and 24 semester hours of coursework, 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
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/LICENSURE
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.

ENG 101    ENGLISH COMPOSITION I
Prerequisite: ENG 100 if required by placement
This course stresses the development of effective grammatical and rhetorical form through the assignment of expository and argumentative writing projects. Students will learn to reflect on ideas and observations, to use writing as a tool to sharpen those ideas, to reflect on their own writing process, and to use and cite sources accurately. May not be taken for S/U credit. Meets Core credit for composition I.

ENG 102    ENGLISH COMPOSITION II
Prerequisite: ENG 101
English 102 is the second course in Ashland University's two-semester writing sequence and involves continued emphasis on the writing process, critical thinking, close reading, the rhetorical nature of language, and research skills. The course requires frequent writing and may not be taken for S/U credit. Meets core credit for composition II.

ENG 203    AMERICAN LITERATURE
Prerequisite: ENG 102
This course focuses on a specific problem or question in American society from the colonial period to the present. Possible areas of focus might include Race and Slavery; Nature and the Environment; Freedom, Democracy, and the Individual; Immigration and Nativism; Gender in America; or America at War. Meets Core credit for humanities.

ENG 210    BIBLE AS LITERATURE
Prerequisite: ENG 102
The course involves a sustained study of representative Biblical texts using the tools of literary analysis and approaches the Bible as literature from a social, historical, and literary perspective. Meets Core credit for humanities.

ENG 217    BRITISH LITERATURE
Prerequisite: ENG 102
This course involves a sustained study of selected texts of British literature and emphasizes literary content as statement of moral and philosophic attitudes in British writers. Meets Core credit for humanities.

ENG 304    SHORT STORY
Prerequisite: ENG 102
This course is an intensive study of the short story as literary genre with particular attention to narrative construction and to techniques used by authors. Meets Core credit for humanities.

ENG 308    THE POEM
Prerequisite: ENG 102
The course focuses on poetry and poetics. Meets Core credit for humanities

ENG 309    AFRICAN AMERICAN LITERATURE
Prerequisite: ENG 102
This course closely examines representative works by African American writers, ranging from early slave narratives to contemporary prose, poetry, and drama. Meets Core credit for humanities.

ENG 314    LITERATURE AND GENDER
Prerequisite: ENG 102
This course focuses on literature that centrally engages issues of gender, including but not limited to masculinity, femininity, patriarchy, biological vs. socially constructed notions of sex and gender, and intersections between gender and other factors-including race, class, religion, and sexuality-in shaping human experience. Meets Core credit for humanities.

ENG 315    GERMAN LITERATURE IN TRANSLATION
Prerequisite: ENG 102
This course involves reading and discussion of a number of major writings in German literature. The students will read short stories,
novels, poetry, and non-fiction. Some of the themes include the conflict between artistic and bourgeois values, class and ethnic conflict, legal issues, aesthetic concerns, and contemporary cultural movements. Meets Core Requirements for Humanities.

ENG 316 POSTCOLONIAL LITERATURE 3
Prerequisite: ENG 102
This course focuses on literatures shaped by colonialism and imperialism. The course emphasizes in-depth study of colonial and postcolonial literature supported by an understanding of the historical, social, cultural, and political contexts of that literature. Meets Core credit for humanities.

ENG 317 STUDIES IN SHAKESPEARE 3
Prerequisite: ENG 102
Students will read examples of Shakespearean histories, comedies, romances, and tragedies, exploring language and dramatic technique to develop an understanding of the structure and themes. Meets Core credit for humanities.

ENG 319 MODERN DRAMA 3
Prerequisite: ENG 102
The course studies European and American drama from the late 1800s to the present. Meets Core credit humanities.

ENG 320 MODERN POETRY 3
Prerequisite: ENG 102
This course focuses on close reading of selected modern poems and discusses the ways in which modern poetry differs from earlier work in English. Meets Core credit for humanities.

ENG 324 MODERN NOVEL 3
Prerequisite: ENG 102
This course analyzes the modern novel as art form and as social document. Representative novels in English and/or English translation will be examined to explore a central question: How is the modern novel a reaction to the problems and issues of modernity? Meets Core credit for humanities.

ENG 330 AFRICAN LITERATURE 3
Prerequisite: ENG 102
This course emphasizes the study of literature produced on the African continent during the pre-colonial, colonial, and post-colonial periods. Primary texts will be supplemented by critical, cultural, and historical materials related to Africa. The course traces the themes of African nationalism and post-colonialism as dramatized in the works of major African authors. Meets Core credit for humanities.

ENG 333 AMERICAN STUDIES-19TH CENTURY 3
Prerequisite: ENG 102
An examination of a particular topic of American literature, history, religion and/or culture from the 19th century, this course focuses on how literature captures the American spirit. Meets Core credit for humanities.

ENG 334 AMERICAN STUDIES-20TH CENTURY 3
Prerequisite: ENG 102
An examination of a particular topic of American literature, history, religion and/or culture from the 20th century, this course focuses on how literature captures the American spirit. Meets Core credit for humanities.

ENG 338 THEMES AND TOPICS IN LITERATURE 3
Prerequisite: ENG 102
This course explores a major idea or theme through a wide range of literary and related texts. Typically, the seminar will focus on a particular historical, social, or artistic idea. Meets Core credit for humanities.

ENG 340 READINGS IN JEWISH LITERATURE 3
Prerequisite: ENG 102
This course involves reading and discussion of a number of major works of in Jewish literature. Students will read short stories, novels, and a memoir; some themes include religious faith, silence, the father-son relationship, gender issues, grief, wisdom, and folly. Meets Core credit for humanities.

ENG 350 CONTEMPORARY AMERICAN STUDIES 3
Prerequisite: ENG 102
An examination of a particular topic of American literature, history, religion, and/or culture from contemporary life, this course considers a body of literature, generally published within the previous twenty years, about which historical conclusions are still largely unformed. Meets Core credit for humanities.

ENG 360 LITERATURE OF CRIME AND RETRIBUTION 3
Prerequisite: ENG 102
This course emphasizes close analysis of literature on themes including evil, faith, insanity, racism, and motiveless malignity. Meets Core credit for humanities.

ENG 365 GREEK LITERATURE 3
Prerequisite: ENG 102
This course will address the question of the Greek view of men and women in relation both to each other and to the gods as revealed in literature. Meets Core credit for humanities.

ENG 370 RUSSIAN NOVEL 3
Prerequisite: ENG 102
This course involves reading Russian novels in English translation. Meets Core credit for humanities.

ENG 372 NIETZSCHE AND THE PROBLEM OF VALUES 3
Prerequisite: ENG 102
This course involves reading a major work of Nietzsche in connection with other literary and philosophical texts. Meets Core credit for humanities.

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. Collegiality and the ability to work within a supportive MFA arts community is a criterion for passing English 501 and for remaining in academic good standing in the MFA Program
ENG 502 SUMMER RESIDENCY II 3
Prerequisite: ENG 501, 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: 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
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:
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: 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: ENG 632
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: 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.

**FINANCE**

**FIN 228**  
**FINANCIAL MANAGEMENT**  
Prerequisite: ACCT 201  
An introduction to the finance function: the obtaining and efficient use of capital in a business setting. Specific topics include risk and return analysis, financial planning, and decisions involving assets and equities, and the financial structure of the firm.

**FIN 322**  
**PERSONAL ASSET MANAGEMENT**  
Prerequisite: Sophomore status  
This course is designed to introduce students to methods of effective money management. Topics discussed in this course will range from setting realistic financial goals to various methods that can be employed to accomplish those goals. This course demonstrates how to successfully face all the personal finance issues in the real world.

**FOREIGN LANGUAGE**

**FL 220**  
**CONTEMPORARY LATIN AMERICAN LITERATURE IN TRANSLATION**  
Prerequisite: None  
This course critically examines contemporary Latin American Revolutionary literature, in English translation. Meets Core credit for CCI.

**FL 221**  
**U.S. MEXICO-BORDER LITERATURE**  
Prerequisite: None  
This course critically examines the political, socio-economic, historical, cultural, and linguistic features of the U.S.-Mexico border, including the relationships between the two nations, through literary readings and cultural analysis. Taught in English. Meets Core credit for CCI.

**FL 315**  
**FRENCH WOMEN WRITERS**  
Prerequisite: None  
This course examines literary works by French women writers from the Middle Ages to the 21st century through the optic of specifically historicized feminist criticism and theory. Taught in English. Literature read in translation. Meets Core credit for CCI.

**FL 636**  
**FOREIGN LANGUAGE EDUCATION CURRICULUM & INSTRUCTION**  
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**  
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.

**FRENISH**

**FREN 151**  
**ELEMENTARY FRENCH I**  
Prerequisite: Placement or no prior study of French. Note: Not open to students who placed in other levels  
A comprehensive introductory course in French language for today's global world. Students develop oral and written proficiency through cultural studies. Taught in French. Offered annually. Meets Core credit for CCI.

**FREN 152**  
**ELEMENTARY FRENCH II**  
Prerequisite: FREN 151, placement, or transfer equivalent. Note: Not open to students who have placed into other levels  
A comprehensive introductory course in French language for today's global world. Students develop oral and written proficiency through cultural studies. Taught in French. Offered annually. Meets Core Credit for CCI.

**FREN 200**  
**INTERMEDIATE LEVEL INTENSIVE FRENCH STUDY ABROAD**  
Prerequisite: FREN 132, placement, or transfer equivalent. Note: Not open to students who have placed into other levels  
A program designed to provide students with an intermediate level immersion experience. Students will attend six hours of language instruction per day, participate in cultural experiences, and live with families of the host culture. Orientation and debriefing sessions on campus are required. Meets Core Credit for CCI.

**FREN 251**  
**INTERMEDIATE FRENCH I**  
Prerequisite: FREN 152 placement or transfer equivalent. Note: Not open to students who have placed into other levels  
A course designed to increase the students understanding of the language by building on the skills learned in the elementary course. Students develop oral and written proficiency through and exploration of the French arts including architecture, cuisine, fashion, music, painting, etc. Lab work required. Taught in French. Offered annually. Meets Core Credit for CCI.

**FREN 252**  
**INTERMEDIATE FRENCH II**  
Prerequisite: FREN 251, placement, or transfer equivalent. Note: Not open to students who have placed into other levels.  
A continuation of FREN 251. Students develop oral and written proficiency through and exploration of French media sources including music videos, television, film, and social media. Lab work required. Taught in French. Offered annually.

**FREN 300**  
**ADVANCED LEVEL INTENSIVE FRENCH STUDY ABROAD**  
Prerequisite: FREN 252, placement, or transfer equivalent. Note: Not open to students who have placed into other levels  
A program designed to provide students with an advanced-level immersion experience. Students will attend six hours of language instruction per day, participate in cultural experiences, and live with families of the host culture. Orientation and debriefing sessions on campus are required. Meets Core Credit for CCI.
FREN 301 FRENCH CIVILIZATION FROM LASCAUX TO VERSAILLES 3
Prerequisite: FREN 252 or equivalent
In order to understand contemporary France and the French sense of identity, this course explores and analyzes current issues, cultural manifestations, historical and geopolitical developments, and internal and external relations. French social and political institutions from the Revolution of 1789 to the present will be examined with an emphasis on the evolution of the core values of the Fifth Republic (liberty, equality, social solidarity, and the lay state) and their expression in the French context. Taught in French. Offered alternate years.

FREN 302 FRENCH CIVILIZATION FROM REVOLUTION TO PRESENT 3
Prerequisite: FREN 252 or equivalent
In order to understand contemporary France and the French sense of identity, this course explores and analyzes current issues, cultural manifestations, historical and geopolitical developments, and internal and external relations. French social and political institutions from the Revolution of 1789 to the present will be examined with an emphasis on the evolution of the core values of the Fifth Republic (liberty, equality, social solidarity, and the lay state) and their expression in the French context. Taught in French. Offered alternate years.

FREN 303 FRENCH WRITTEN EXPRESSION 3
Prerequisite: FREN 252 or equivalent
The course offers intensive review and expansion of grammar and vocabulary through structured reading and writing activities. Reading selections include cultural information from France and other French-speaking countries. Taught in French. Offered alternate years. Meets Core credit for CCI.

FREN 304 FRENCH STYLISTICS 3
Prerequisite: FREN 303 or equivalent
This course extends the concept of advanced French grammar and composition to questions of style and rhetoric. It will familiarize students with the richness of expression of the French language through an in-depth analysis of a variety of texts and writing practice. Taught in French. Meets Core credit for CCI.

FREN 305 FRENCH PHONETICS 3
Prerequisite: FREN 252 or equivalent
A course designed to provide a review of standard French pronunciation and an introduction to phonology, phonetics, and dialectology including corrective exercises and a contrastive analysis of French and English sound systems. Taught in French. Offered alternate years. Meets Core credit for CCI.

FREN 353 FRENCH LITERATURE: MARIE DE FRANCE TO VOLTAIRE 3
Prerequisite: FREN 252 or equivalent
A close examination of major French literary texts from the Middle ages to the Revolution. The course emphasizes the ways in which representative works of pre-Revolutionary French literature are both products of and windows into their historical and cultural contexts. Students will learn and practice analysis of forms of literary expression as they relate to the production of meaning. All texts and discussions are in French. Offered alternate years. Meets Core credit for humanities.

FREN 357 FRENCH ORAL EXPRESSION 3
Prerequisite: FREN 252 or equivalent
This course focuses on the practice and development of conversational fluency through a variety of culturally-related themes. Taught in French. Offered alternate years. Meets Core credit for CCI.

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 209 NATURAL DISASTERS: VOLCANOES AND EARTHQUAKES 3
Prerequisite: None
What are natural disasters and how can science reduce the damage done by events such as earthquakes, tsunami, and volcanic eruptions? This course will examine these events and how scientists determine why and attempt to predict when and where natural disasters are most likely to occur, as well as identify what steps endangered communities can take in order to avoid or minimize the danger posed by these natural processes. Offered every semester. Meets Core credit for natural sciences. Student who are required or elect to take GEOL 101 for their major or minor cannot enroll in this class for credit toward their major or minor.

GEOL 210 NATURAL DISASTERS: SEVERE WEATHER 3
Prerequisite: None
What are natural disasters, and how can science reduce the damage done by events such as severe weather and flooding? This course will examine these events and how scientists attempt to predict when and where natural disasters are most likely to occur, as well as identify what steps endangered communities can take in order to avoid or minimize the danger posed by these natural processes. Offered every semester. Meets Core credit for natural sciences.

GEOL 211 DISCOVERING THE ICE AGE 3
Prerequisite: None
How was the Ice Age discovered? This class will examine how 19th century scientists used stones, bones, and landforms to bring about a revolution in our understanding of earth history. It will also examine the scientific evidence upon which current models of the Pleistocene Ice Age are built, as well as how ice, sediment, and rock cores are providing us with new insights into past and future ice ages. Meets Core credit for natural sciences.

GEOL 212 ARCHEOLOGY & HUMAN ANTIQUITY 3
Prerequisite: None
Where did humans come from? How far back in time can we trace the human lineage? The question of human antiquity is a topic of universal interest and speculation. Archaeology is a discipline that seeks to answer this question. This class will critically examine some of the scientific techniques archaeologists have used, discoveries they have made, and conclusions they have reached about human antiquity. Meets Core credit for natural sciences.
### GEOL 213: ASTREROIDS, COMETS, AND CATASTROPISM

**Prerequisite:** None

How has the discovery of giant impact craters changed our understanding of earth history? This class will examine the scientific evidence for repeated asteroid and comet collisions with the earth, the catastrophic effect of these collisions, and the re-emergence of catastrophism as a viable paradigm in modern scientific theories. Meets Core credit for natural sciences.

### GEOL 350: SCIENCE AS A CULTURAL FORCE

**Prerequisite:** See CHEM 350 for course description.

### GEOL 550: GEOLOGY OF OHIO

**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.

### GERMAN

#### GER 161: ELEMENTARY GERMAN I

**Prerequisite:** None

An introduction to the German language and culture with practice in the basic skills of the language. Lab work required. Taught in German. Offered infrequently. Meets Core credit for CCI.

#### GER 162: ELEMENTARY GERMAN II

**Prerequisite:** GER 161 or equivalent

A continuation of FL 161. Lab work required. Taught in German. Offered infrequently. Meets Core credit for CCI.

#### GER 261: INTERMEDIATE GERMAN I

**Prerequisite:** GER 162 or equivalent

A course designed to increase the student's understanding of the language by building on the skills learned in the elementary course. Lab work required. Taught in German. Offered infrequently. Meets Core credit for CCI.

#### GER 262: INTERMEDIATE GERMAN II

**Prerequisite:** GER 261 or equivalent

Continuation of GER 261. Lab work required. Taught in German. Meets Core credit for CCI.

### HISTORY

#### HIST 112: WESTERN CIVILIZATION I

**Prerequisite:** None

This course will seek to answer the question What is civilization? by studying certain historical moments in the West-classical Greece, the Roman Republic, early Christianity, the High Middle Ages, and the Renaissance-in order to see the changes over time in politics, religion, society, economics, and culture and to realize the extent to which the present world has inherited these institutional and intellectual foundations of human life. Meets Core credit for historical reasoning.

#### HIST 113: WESTERN CIVILIZATION II

**Prerequisite:** None

This course examines how the peoples of Western Europe understood freedom and sought to secure it in the 500 years from the Renaissance to WW II. Focusing on selected historical moments during this period, the course considers how this quest for freedom transformed politics, religion, economics, and morality; it also examines the reaction to this transformation, especially in totalitarianism. Meets Core credit for historical reasoning.

#### HIST 212: AMERICAN HISTORY THROUGH THE CIVIL WAR

**Prerequisite:** None

An examination of the creation and development of a distinctively American civilization, from its origins through the Civil War (to 1865). Meets Core credit for historical reasoning.

#### HIST 213: AMERICAN HISTORY AFTER THE CIVIL WAR

**Prerequisite:** None

An examination of how the fundamental American principles of freedom and equality developed as the United States emerged as the world’s leading power from the Civil War to the present. Meets Core credit for historical reasoning.

#### HIST 640: SPECIAL TOPICS

**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.

### INFORMATION SYSTEMS (IS)

#### IS 221: INFORMATION TECHNOLOGY

**Prerequisite:** None

This course is an introduction to the use of computers in a business environment. It traces the evolution of data processing systems through advanced systems currently in use, including hardware, software, programming and operating systems. Other current topics including data communications, databases and computer security also will be discussed.

### LATIN

#### LTN 110: ELEMENTARY LATIN I

**Prerequisite:** None

An introduction to Latin grammar, vocabulary, and syntax; and through the study of the language, the culture of ancient Rome. Meets Core credit for CCI.

#### LTN 210: ELEMENTARY LATIN II

**Prerequisite:** LTN 110

A continuation of LTN 110. By the end of Latin 210, students will be beginning to read ancient Latin texts. Meets Core credit for CCI.

#### LTN 310: INTERMEDIATE LATIN I

**Prerequisite:** LTN 210

This course reviews and confirms knowledge of grammar, syntax, and vocabulary while also introducing students to Latin authors such as Horace, Cicero, Catullus, or Vergil, through which students will deepen their knowledge of the life, culture, and politics of ancient Rome.

### MATHEMATICS

#### MATH 110: FINITE MATHEMATICS

**Prerequisite:** Two years of high school algebra

Covers some topics of modern mathematics including principles of counting, probability, matrices, linear programming, and mathematics of finance with applications to biology, business, economics, and other social sciences. Meets Core credit for math/logic.
MATH 201  CALCULUS WITH APPLICATIONS TO MANAGEMENT, LIFE, AND SOCIAL SCIENCE I 3-3
Prerequisite: Two years of high school algebra; one year of high school geometry
Functions, limits, techniques of differentiation and integration, with applications in the natural, social and management sciences. Does not count toward a major in mathematics. 201 meets Core credit for math/logic.

MATH 205  THE CALCULUS I 5
Prerequisite: MATH 111 or equivalent
This is the first course in the Calculus sequence for science and math majors. The focus is on theory and techniques for limits, derivatives, antiderivatives and definite integrals, and their applications. Meets Core credit for math/logic.

MATH 208  ELEMENTARY STATISTICS 3
Prerequisite: Math ACT score of 18 or above or math SAT score of 480 or above, or MATH 100
An introductory course designed to meet the needs of students in biology, business, economics, education, nursing, psychology, and sociology. Sample and theoretical frequency distributions, data dispersion and central tendency, estimation, hypothesis testing, correlation, and analysis of variance are topics studied. Meets Core credit for math/logic.

MATH 217  THEORY OF ARITHMETIC AND GEOMETRY 3
Prerequisite: Math ACT score of 18 or above or math SAT score of 480 or above, or MATH 100
A study of the mathematical theories and concepts underlying intermediate arithmetic and geometry. Topics include number theory, number systems, elementary probability, geometry, estimation, mathematical reasoning, problem solving, and communication. The course will emphasize the use of group work and manipulatives. Meets Core credit for math/logic.

MATH 223  DISCRETE MATHEMATICS I 3
Prerequisite: Three years high school college prep math, MATH 223 is a prerequisite for MATH 224
An introduction to set theory, logic, relations, functions, sequences, algorithms, number theory, and combinatorics. Meets Core credit for math/logic.

MATH 511  MODERN GEOMETRY 3
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 3
Prerequisite:

MATH 517  PROBABILITY 3
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 3
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 3
Prerequisite:
An introduction to abstract algebraic systems through the study of groups, rings, and fields.

MATH 640  SPECIAL TOPICS 1
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.

MANAGEMENT

MGT 240  INTRODUCTION TO MANAGEMENT 3
Prerequisite: None
A survey course which aims to familiarize students with accepted management theory as well as contemporary thinking that might challenge the assumption forming the foundation of traditional management practices. Students will learn the management functions of planning, organizing, leading and controlling in the context of a changing global environment and explore ethical issues facing managers working with today's diverse workforce.

MGT 323  BUSINESS COMMUNICATION 3
Prerequisite: ENG 102
Upon completion of the course, the student will be able to communicate effectively in the business world. This will be demonstrated by actual business situations involving sales, goodwill, routine requests, unpleasant news, credit and collections, resumes and cover letters, follow-up letters and interviewing techniques. For sophomores and juniors.

MGT 401  BUSINESS LAW I 3
Prerequisite: Junior status
Introduces the business student to the legal principles involved with contract law, real property, personal property, bailment law and agency law.

MGT 489  SENIOR SEMINAR-BUSINESS CAPSTONE 3
Prerequisite: COBE major and senior status
This interdisciplinary course integrates content from a variety of disciplines, including business and economics. Students will examine multiple objectives, synthesize concepts, identify problems, analyze and evaluate alternate solutions, and put knowledge into practice.

MGT 499  SENIOR ASSESSMENT 3
Prerequisite: COBE major and senior status
The student earning a business degree is required to demonstrate competence in the areas of specialized business knowledge, managerial thinking, and verbal and written communication skills. In this course, the student will create an electronic portfolio to demonstrate levels of competence in these three major categories. In addition, the student may include documentation of competencies and accomplishments specifically related to their majors and/or minors.

MARKETING

MKT 233  PRINCIPLES OF MARKETING 3
Prerequisite: None
This course outlines the essential concepts, principles and terminology required to understand basic marketing. Materials will deal with the
areas of promotion, distribution, product development, the general marketing environment and information sources for marketing decisions.

**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**

**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**

**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**

**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**

**Prerequisite: MBA 500B Accounting, and MBA 500F Finance or equivalent**

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**

**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**

**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**

**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**

**Prerequisite: MBA 500A Business Organization or equivalent**

A conceptual understanding of the complexities of human behavior. 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**

**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 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 break- down structure, risk analysis, and earned value analysis.

MBA 531 INCREASING ORGANIZATIONAL 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, and 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 the 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 analysis 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.

MBA 540 ENTREPRENEURSHIP AND INTRAPRENEURSHIP 3

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.

MBA 541 BUSINESS INFORMATION SYSTEMS FOR THE SMALL BUSINESS 3

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
MBA 542 BUSINESS TAX PLANNING 3
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.

MBA 543 ENTREPRENEURIAL LAW 3
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.

MBA 544 SMALL BUSINESS MANAGEMENT 3
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 expand its mix of goods and services and develop management and leadership styles commensurate with the pace of the opportunity.

MBA 545 BUSINESS INTELLIGENCE AND DATA ANALYTICS 3
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.

MBA 546 BUSINESS ANALYTICS I 3
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.

MBA 547 BUSINESS ANALYTICS II 3
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.

MBA 548 ANALYTICAL MODELING FOR DECISION MAKING 3
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 the tools. Students will develop and apply optimization and emulation models using Microsoft Excel and Excel's add-in, solver

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

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

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

MBA 553 COMPENSATION AND BENEFITS 3
Prerequisite:
This course surveys both the theories behind employee reward, including basic compensation and the basis therefore, as well as additional employee benefits provided by the company. Developing an effective and efficient system of compensation for labor and benefits created should be a principal goal of the cost-conscious organization. Consideration is made for discriminatory pay 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.
This course is designed to improve students understanding of the fundamentals of money and capital markets and how it relates to personal investing. During this course we will discuss stocks, bonds, and mutual funds. Students will gain a better understanding of equity and income security pricing models. Construction of an investment portfolio will also be developed. This course will require students to develop their own investment strategies through the management of a group of investments.

MBA 562 GLOBAL FINANCE 3
Prerequisite:
This course focuses on the risks involved in financial operations in a global setting and identifies the techniques required in measuring and minimizing those risks. Topics in multinational finance, foreign exchange, risk management and financing the foreign operations are emphasized.

MBA 564 FINANCIAL MARKETS TOUR (CHICAGO OR NEW YORK CITY) 3
Prerequisite:
This course is to help the MBA student understand the different vehicles and instruments available for the investor and how they are traded, purchased and sold, in the market place. It is designed to emphasize the institutions that create markets for investment purpose. This course will culminate in a tour to Chicago/New York to visit financial districts.

MBA 567 MULTINATIONAL MANAGEMENT 3
Prerequisite:
This course focuses on management tasks confronting managers operating in a transnational environment presented from an operational perspective, alternatives for overall corporate policy and development of a global strategy.

MBA 568 INTERNATIONAL BUSINESS STUDY TOUR 3
Prerequisite:
This course integrates class theory with practical observation of the global market activity today's manager may experience. Students will have an opportunity to visit and interact with foreign business managers, financial markets, government representatives and other cultural events that will provide the student with a better understanding of the intricacies when working in an international setting.

MBA 570 SUPPLY CHAIN MANAGEMENT 3
Prerequisite:
This course will introduce the student to the fundamentals of Supply Chain Management systems. The student will demonstrate knowledge in topics such as purchasing, logistics, operations, and system development.

MBA 571 LOGISTICS AND PROCUREMENT 3
Prerequisite:
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.

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 575 THE HEALTH CARE ORGANIZATION 3
Prerequisite: None
This course provides a comprehensive overview of the health care system in the United States by examining the various components that collectively define the health care industry. The course will enable the student to develop a global understanding of health care management and leadership.

MBA 577 MANAGING THE HEALTH CARE ORGANIZATION-THE FINANCIAL PERSPECTIVE 3
Prerequisite: MBA 575 or permission
This course provides the student with a set of strategies and techniques from managerial finance and economics that can be applied to financial and operational problems in the health care industry.

MBA 579 IMPROVING THE HEALTH CARE ORGANIZATION 3
Prerequisite: MBA 575 or permission
This course provides the student with a set of strategies and techniques from managerial finance and economics that can be applied to financial and operational problems in the health care industry.

MBA 601 INDEPENDENT RESEARCH PROJECT 3
Prerequisite:
This course focuses on the application of business analytics, informatics, performance and quality improvement in the health care sector with the goal of integrating each of the factors into the overall improvement of a health care organization.

MBA 602 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.

MASTER OF BUSINESS ADMINISTRATION FOUNDATIONS

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 500I 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 010 UNIVERSITY MARCHING BAND 1
Prerequisite: None
Marching Band meets in the fall semester only. Membership is open to students from all majors. The band appears at all home football games, selected campus and community events, and a selected away game or marching exhibition. The ability to play a wind or percussion instrument or ability to be part of the auxiliary units (color guard or feature twirler) is a prerequisite. Auxiliary members must audition. Major ensemble. No audition is required.

MUSIC 011 BRASS ENSEMBLE .5
Prerequisite: Audition
Students will study, practice, and perform brass chamber music.

MUSIC 012 WOODWIND ENSEMBLE .5
Prerequisite: Audition
Students will study, practice, and perform woodwind chamber music.

MUSIC 013 PERCUSSION ENSEMBLE .5
Prerequisite: Audition
Students will study, practice, and perform percussion ensemble music.

MUSIC 014 JAZZ ENSEMBLE 1
Prerequisite: Audition
Students will sight read, rehearse and perform jazz music in the big band idiom at their highest potential. In addition to campus performances, there will be concerts and tours off campus.

MUSIC 015 JAZZ COMBO .5
Prerequisite: Audition
Students will study, practice, and perform jazz music with emphasis on improvisation.

MUSIC 016 WIND ENSEMBLE .5
Prerequisite: Audition
Wind ensemble meets in the fall semester only. Membership is open to students of all majors and is made up of outstanding wind and percussion players from the University and community. It offers the advanced player the opportunity to study and perform serious literature written or transcribed for this medium. For music majors, it also provides the opportunity to observe rehearsal techniques, broaden their knowledge of literature and to reinforce and synthesize other aspects of their musical study. The size of the ensemble is flexible depending upon the literature chosen.

MUSIC 020 WOMEN'S CHORUS .5
Prerequisite: Audition
Promotes healthy vocalization, musical literacy and artistic development through choral music for treble voices.

MUSIC 022 UNIVERSITY CHOIR 1
Prerequisite: Audition
Allows students to rehearse, learn, and perform music suitable for the choral medium to a high degree of artistic excellence. Major ensemble.

MUSIC 030 CHAMBER SINGERS .5
Prerequisite: Audition
Allows students to rehearse, learn, and perform music suitable for vocal chamber ensembles to a high degree of artistic excellence. In the fall semester, the focus is usually on a traditional Renaissance Madrigal Feast.
MUSIC 031  OPERA WORKSHOP  .5
Prerequisite: Audition
Students will rehearse, learn, and perform operatic literature resulting in
a staged and costumed production at the end of the semester.

MUSIC 050  SPECIAL ENSEMBLE  .5
Prerequisite: Audition
The preparation and performance of music composed for a particular
combination of resources not covered by other ensembles.

MUSIC 051  ASHLAND AREA COMMUNITY CONCERT BAND  .5
Prerequisite: None
This band is intended for both university students and members of the
Ashland community to continue their musical study, creative activity
and aesthetic enrichment. It meets one evening per week in both fall
and spring semesters. The band performs once in the fall semester and
several times in the spring. It performs a wide variety of literature from
Broadway selections and classic marches to masterworks transcribed or
written for concert band. The ability to play a wind or percussion
instrument is a prerequisite. No audition is required.

MUSIC 052  ASHLAND AREA CHORUS  .5
Prerequisite: None
A mixed chorus that allows students to rehearse, learn, and perform
choral music to a high degree of artistic excellence. Previous choral
singing is helpful, though not required. This chorus sings regularly with
the Ashland Symphony Orchestra. No Audition is required.

MUSIC 130  BASIC GUITAR MUSICIANSHIP  3
Prerequisite: None
An introduction to musical skills and concepts taught primarily through
study of the guitar. Topics include music reading and notation,
performance skills, and listening. Meets Core credit for aesthetics.

MUSIC 150  PRINCIPLES OF MUSIC MAKING  3
Prerequisite: None
An introduction to musical skills and concepts including notation,
piano, treble recorder, and singing. Meets Core credit for aesthetics.

MUSIC 204  GENERAL MUSIC METHODS  3
Prerequisite: MUSIC 259, EDFN 130, music education major
Curriculum, methodology, materials, and practice in music appropriate
for K-8, including observations, experiences, and lectures pertaining to
actual classroom procedure. Limited work in pre-K (ages 3-4) will be
included. For music education majors only.

MUSIC 225  MUSICAL STYLE  3
Prerequisite: None
This course will examine the fundamental question of what
distinguishes different styles of music. The emphasis will be on music
from the Western Art Tradition, although some popular or non-Western
styles may be discussed as well. Meets Core credit for aesthetics.

MUSIC 226  MUSIC IN WORLD CULTURES  3
Prerequisite: None
There is no culture in the world that does not have music. Music can
therefore help foster cross-cultural connections. In this course, we
journey around the world, exploring the music of various non-Western
and folk cultures. We explore the sound of this music, the setting in
which it takes place, and the significance it holds for each culture. In
the process, we not only broaden our enjoyment and understanding of a
wide variety of music, but also deepen cross-cultural understanding
through our shared use of music. Meets core credit for Aesthetics.

MUSIC 250  TOPICS IN MUSIC APPRECIATION  3
Prerequisite: None
An introductory course for non-music majors dealing with various
single topics in music appreciation. For the specific topic offered,
consult the course schedule. Topics may include Jazz, World Music,
American Musical Theatre, Understanding Opera, American Music, or
20th Century Music. Meets core credit for aesthetics.

MUSIC 251  TOPICS IN MUSIC APPRECIATION: LOVE SONGS  3
Prerequisite: None
Musicians from a wide variety of time periods and styles have
composed songs about love. This course will explore selected love
songs from Western culture, from medieval troubadour ballads to
current show and pop tunes. Emphasis will be on understanding how
artists have used music to express texts about love and how musical
expressions of love have changed over time. Meets Core credit for
aesthetics.

MUSIC 252  TOPICS IN MUSIC APPRECIATION: MUSIC AND DRAMA ACROSS CULTURES  3
Prerequisite: None
Whether you attend a puppet show, a movie, or an opera, and whether
you live in New York or New Delhi, you rarely find drama separated
from music. What does music add to drama? Why have so many
cultures found it effective? Which uses of music in drama are
universal? Local? This course examines the interaction of music and
drama in a variety of cultural traditions, from ancient Chinese opera to
the latest Hollywood blockbuster. Meets Core credit for aesthetics.

MUSIC 381  MUSIC HISTORY SEMINAR II  3
Prerequisite: MUSIC 150 or MUSIC 259 or MUSIC 260
This seminar focuses on global, popular and avant-garde music. A
small number of focused topics will be chosen to explore, and students
will learn about the major styles, genres, composers, and performers of
these musics, as well as the function of these musics in their society.
Meets Core credit for aesthetics.

MUSIC 395  CURRICULUM AND METHODS OF TEACHING INSTRUMENTAL MUSIC  3
Prerequisite: MUSIC 259, EDCI 230PK
To provide the instrumental music education student with a foundation
for the teaching and administration of the instrumental music program
in elementary schools, secondary schools, pre-band/orchestra programs,
and adult community ensembles. Includes methodology for effective
teaching of performance based classes and non-performance courses as
well as licensure issues.

MUSIC 396  CURRICULUM AND METHODS OF TEACHING CHORAL MUSIC  3
Prerequisite: MUSIC 259, EDCI 230PK
A study of music teaching which provides the choral music education
student with a foundation of teaching methodologies, classroom
management strategies, and insights to effectively teach and administer
the choral music program in the secondary schools.

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.
NUR 302 THEORETICAL BASES 3
Prerequisite: None
This course identifies factors influencing the RN student’s acculturation into baccalaureate nursing as presented at Ashland University. Students are assisted to integrate their existing roles, philosophies, and expectations with those of the nursing program (e.g., nursing metaparadigm and ICARE nursing values). The focus for study is selected middle-range and practice level theories that support the nursing process with serves as the mechanism for implementation of theory and research based nursing interventions. Curriculum concepts emphasized are communication, critical thinking, therapeutic nursing interventions, and values/valuing.

NUR 303 INDIVIDUAL HEALTH 3
Prerequisite: RN Licensure
The course focuses on the nursing process as a tool to facilitate nursing practice with individual clients. For BSN completion students, the course will enhance the RN student’s established assessment and diagnostic skills/competencies and facilitate development of new psychomotor, cognitive, and affective skills needed for comprehensive health care plans. Communication and assessment skills are utilized to establish a database for analysis. Health strengths and needs across the lifespan are determined through the individual analysis and synthesis of assessment data. Planning nursing care and implementing teaching for the purpose of health care promotion is emphasized.

NUR 325 INTRODUCTION TO INFORMATICS IN HEALTHCARE 3
Prerequisite: RN License
The course will introduce the student to healthcare informatics. The course will provide an introductory foundation in the history of healthcare informatics and the impact healthcare informatics has on the current and future healthcare landscape. Content will include technical aspects of healthcare information technology (HIT) and clinical processes and workflows to make a positive impact on patient safety and quality.

NUR 336 GENETICS AND HEALTH 3
Prerequisite: None
This course will provide the student with the foundational information necessary to facilitate multidisciplinary care for patients from a genetic perspective. Professional nursing standards for genetics and genomics will guide the structure of the course presentation. Genetic concepts of health, illness, and wellness as they relate to patient care will be emphasized.

NUR 362 NURSING RESEARCH AND EVIDENCE-BASED PRACTICE 3
Prerequisite: None
This course focuses on the contribution of theory and research to professional practice. The student is assisted in the development of skills for critical appraisal of research reports to determine scientific merit and clinical relevance. The emphasis is on the application of established findings of research to practice. Each student will identify a researchable problem and complete a literature search. Role of members of the research team will be explored.

NUR 405 HEALTH CARE SYSTEMS 3
Prerequisite: MATH 208; NUR 302, NUR 303, NUR 309, NUR 362
This course expands the utilization of the nursing process to health care delivery systems. The focus of the course is the professional nurse's leadership and management role in working effectively within various types of organizational systems. The course emphasizes a systems theory approach to the management of organizations. The management process is related to the nursing process in the context of planning, change, and evaluation. Organizational behavior, the change process and the management of the health care delivery, and the nursing care within organizations are components of this course. Professionalism, leadership-management concepts, and teaching- learning strategies are integrated with the nurse manager role to prepare the student to function as a change agent for health promotion, maintenance, and restoration in organized health care delivery systems. Clinical practice experiences focus on the application of relevant theory and research as a basis for critical thinking and decision making.

NUR 408 NURSING PROCESS: LEGAL, ETHICAL AND POLITICAL PERSPECTIVES 3
Prerequisite: MATH 208; NUR 302, NUR 303, NUR 309, NUR 362
This course concentrates on the professional role of the nurse as change agent for the profession and society. Present and future nursing roles related to public policy formation are identified while exploring their ethical, legal and political dimensions. Selected field experiences are an integral part of the courses. Emphasis is placed on strategies to influence public policy decisions that will promote ethical health care delivery.

NUR 414 COMMUNITY AND PUBLIC HEALTH 3
Prerequisite: MATH 208; NUR 302, NUR 303, NUR 309, NUR 362
This course applies the nursing process to care of individuals, families, groups, communities, or populations with a strong focus on health promotion and disease prevention. In addition, public health nursing practice and United States public health organization/system will be addressed. Students will complete observation and a simulated clinical experience designed to familiarize them with nursing roles and decision-making related to public health.

NUR 9110 DNP ROLE & INTERPROFESSIONALISM 3
Prerequisite: Admission to Program
This course provides an onsite and online orientation to the doctoral program, an overview of the advanced practice role. Students will initiate a personal DNP portfolio. Topics include legal dimensions and professional issues in advanced nursing practice. The attributes, benefits, and opportunities for interprofessional collaboration are emphasized.

NUR 9210 ADV PATHOPHYSIOLOGY 3
Prerequisite: NUR 9110
This course provides an in-depth study of the physiological responses to altered health states and their impact on the functional status of patients. Students will focus on the essential knowledge of human health and disease across the lifespan necessary for advanced nursing practice. Changes and

NUR 9220 ADV PHARMACOLOGY 3
Prerequisite: NUR 9210
This course focuses on concepts, principles, and application of pharmacotherapeutics used by nurse practitioners in the management of health problems encountered in primary care. Emphasis is placed on theories and principles of pharmacokinetics and pharmacodynamics, and pharmaco-genetics which provide a foundation for critical thinking and the application of research findings. Pharmacology is aimed at the treatment of acute and chronic health problems in populations over the life span.
NUR 9230  ADVANCED HEALTH ASSESSMENT & PROMOTION  3
Prerequisite: NUR 9210
This course builds upon health assessment skills developed in the registered nurse's basic educational program. The theoretical and clinical basis for assessment in advanced nursing practice will be expanded upon. The process whereby the advanced practitioner utilizes comprehensive physical, psychosocial, and cultural assessment across or extensive reading and synthesis of the professional literature.

NUR 9240  SCIENTIFIC BASIS FOR ADVANCED PRACTICE NURSING  3
Prerequisite: NUR 9110
This course allows students to analyze and critique concepts, constructs, models, and theories that guide advanced nursing practice. The course builds on existing knowledge of nursing and borrowed theories and considers the progression of theory development in nursing. Student’s progress in their knowledge about logic, empiricism, and deductive-inductive approaches in the context of advanced practice.

NUR 9310  PRIMARY CARE I  5
Prerequisite: NUR 9220, 9230
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.

NUR 9320  PRIMARY CARE II  6
Prerequisite: NUR 9310
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 inter-professional 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.

NUR 9330  PRIMARY CARE III  6
Prerequisite: NUR 9320
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 comorbidity management will be addressed. Palliative care 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.

NUR 9340  PRIMARY CARE IV  5
Prerequisite: NUR 9330
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.

NUR 9520  EPIDEMIOLOGY & BIOSTATISTICS  3
Prerequisite: NUR 9110
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.

NUR 9530  RESEARCH METHODS & EVIDENCE BASED PRACTICE  3
Prerequisite: NUR 9240, 9520
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.

NUR 9540  HEALTHCARE INFORMATICS  3
Prerequisite: NUR 9110
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.

NUR 9550  HEALTHCARE DELIVERY, QUALITY, AND SAFETY  3
Prerequisite: NUR 9110
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.

NUR 9560  HEALTH POLICY & ADVOCACY  3
Prerequisite: NUR 9110
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.

NUR 9570  PRINCIPLES OF PRACTICE MANAGEMENT  2
Prerequisite: NUR 9110
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.

NUR 9580  INTERPROFESSIONAL SEMINAR  2
Prerequisite: NUR 9110, 9340
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.
PHIL 204  CONCEPT OF TRUTH  3
Prerequisite: None
This course intensively examines the concept of truth as it has been manifested in major western philosophers from the ancient and medieval period, the classical modern period, and the contemporary period in the history of philosophy. Students will consider how the philosophical concepts of truth in their respective time periods served as underpinnings for the entirety of culture at the time, and how that sheds light on how contemporary considerations of truth hold sway. Meets Core credit for humanities.

PHIL 208  MAJOR THINKERS IN DIALOGUE  3
Prerequisite: None
This course introduces students to the history of ideas through analyses of central and original texts of two great philosophers whose works form a dialogue, focusing not merely on the study of major works of philosophy, but also on the intellectual milieu in which those works are situated and the impact those works have had on a variety of other fields and on society in general. Students will come to know philosophical ideas and will strengthen their critical abilities in regard to basic concepts. Meets Core credit for humanities.

PHIL 210  PHILOSOPHY OF HUMAN NATURE  3
Prerequisite: None
Many fields of inquiry traffic in a conception of some fixed essence of humanity, in which we all share. The idea of there being a human nature serves as a kind of Archimedean point from which we can learn to judge whether particular virtues possessed by this or that society represent the best life for us, given that essential human nature. What makes this a philosophical issue is precisely that there is disagreement among philosophers as to whether or not there is such a constant, and what the possessions of such a notion entails. Meets Core credit for humanities.

PHIL 215  ETHICS  3
Prerequisite: None
This course is a substantive study of major classical figures in western moral philosophy, including Plato, Aristotle, Aquinas, Kant, Mill, and Nietzsche. It deals with the questions: What are the fundamental rules that guide our actions? Can we ever rationally justify moral judgments? What is the relationship between ethics and religion? While this course emphasizes theory, the philosophers' views are explicated with regard to contemporary issues. Meets Core credit for humanities.

PHIL 217  THOUGHT AND BELIEF  3
Prerequisite: None
The course will probe specific areas where Western philosophy and the Christian tradition interrelate focusing on various religious topics that have philosophical implications, such as the nature of faith, salvation, the character of God, the problem of evil, and the practice of faith. Meets Core credit for humanities.

PHIL 220  PRACTICAL THINKING  3
Prerequisite: None
Examines formal and informal fallacies, symbolic translation, and deductive and non-deductive reasoning as they emerge in everyday practical contexts. The student will learn the basics of argument, master the notions of validity and soundness, and perform some real-world proofs to enable him to defend against the persuasive tools and against him daily. Meets Core credit for math/logic.

PHIL 280  APPLIED ETHICS  1-3
Prerequisite: None
Five-, ten-, or fifteen-week sections which investigate moral philosophy as it manifests itself in practical contexts. The focus is on how to arrive at the best moral reasons for acting within practical parameters which present their own special tasks, vocabularies, and sets of problems. A maximum of three hours may be taken for Core humanities credit.

A-SPORTS AND ETHICS 1-3
This course is an examination of ethical theory and moral deliberation as applied to the context of sports, specifically youth sports, college athletics, and professional sports.

B-ENVIRONMENTAL ETHICS 1-3
This course is an examination of ethical theory and moral issues as
applied to the context of environmentalism. Does nature have inherent world independent of the uses to which it is put by human beings: Do humans have moral duties to animals, plants, or even ecosystems? These and other questions will be critically examined.

**D-BIOETHICS 1-3**

This course is comprised of three-separable, one-credit courses regarding medical ethics. Part I has to do with moral foundations in medicine concerning paternalism, informed consent, and professional responsibilities. Part II deals with medical resource allocation, analysis of social policy from various ethical perspectives, and issues surrounding physician-assisted suicide. Part III focuses on research on humans and various issues in reproductive ethics.

**H-APPLIED ETHICS: WORKPLACE ETHICS 1-3**

This course is an examination of ethical theory and moral issues with particular attention to specific workplace contexts. Includes issues such as the moral foundations of business involving at-will termination policies, workplace speech-codes, privacy issues concerning drug and genetic pre-screening, sexual harassment policies, workplace safety, whistle blowing, intellectual property, bribery, advertising, and moral obligations businesses have to family, community, and the environment.

**PHIL 309 SOCIAL AND POLITICAL PHILOSOPHY 3**

Prerequisite: PHIL 204, 205, 208, 210, 215, or 217

This course is the philosophical study of people in societies with particular attention to the abstract claims they have on each other in the form of individual rights, duties, and privileges, and their demands for equality, justice, and freedom. The course addresses the overlap between political and moral duties and obligations, how moral themes are translated into political rights, and how social categories of concern often conflict with their political articulation. Offered fall of even years. Meets Core credit for humanities. May be repeated for credit as topics change.

**PHIL 317 PHILOSOPHY OF RELIGION 3**

Prerequisite: PHIL 204, 205, 208, 210, 215, or 217

Philosophy of religion is the critical examination of basic religious beliefs and concepts. Its focus is to philosophically consider the claims that people make about religion, e.g., about the nature of God, and assess the conceptual grounds upon which these claims stand. The course evaluates the facts and theories available for and against certain religious claims, facts and theories that are available to any rational person, whether religious or not. The usual topic for this course will be making sense of the concept of God. Other topics may be offered on occasion. Offered spring of even years. Meets Core credit for humanities.

**PHIL 318 TOPICS IN PHILOSOPHY 3**

Prerequisite: PHIL 204, 205, 208, 210, 215, or 217

Focuses on unique, particular issues and their accompanying sets of arguments that have formed their own research categories in philosophy, such as the mind-body problem, the problem of evil, freedom vs. determinism, the issue of reference in the philosophy of language, the problem of universals, the problem of contextualism, or the problem of induction in the philosophy of science. The focus is on the arguments rather than on great books or individuals of historical significance. May be repeated for credit as topics change. Meets Core credit for humanities.

**PHIL 320 SYMBOLIC LOGIC 3**

Prerequisite: PHIL 220 recommended

This course is a more advanced offering of techniques in logical analysis. Students will focus on constructing deductive arguments, engage in symbolic translation, recognize formal argument forms, do truth-table analysis, conduct proofs, and employ sentential and quantificational logics. Meets Core credit for math/logic.

**PHIL 330 PHILOSOPHICAL READINGS 3**

Prerequisite: PHIL 204, 205, 208, 210, 215, or 217

Philosophical readings courses are to be thought of as a series of great works which when taken together form a sustained whole. The course will conduct its inquiry in complete works which cross time periods and traditions within philosophy. Offered every three semesters. Meets Core credit for humanities. May be repeated for credit as topics change.

**PHIL 350 SCIENCE AS A CULTURAL FORCE 3**

Prerequisite: See CHEM 350 for course information

**PHIL 450 GREAT PHILOSOPHERS 3**

Prerequisite: PHIL 204, 205, 208, 210, 215, or 217

This course evaluates the thinking of a single major theoretical figure across a series of original texts addressing different subjects, but usually including combinations of that thinker's views on metaphysics, epistemology, ethics, and aesthetics. The course shows how thinker's views often form an organic whole unified across texts and time periods in their lives, and how ideas develop from earlier to later views, or in response to personal or world events. Offered every three semesters. Meets Core credit for humanities. May be repeated for credit as topics change.

**PHYSICS**

**PHYS 107 THE HIDDEN LIFE OF THE STARS 3**

Prerequisite: High school geometry and trigonometry

Stars have a rich history in the development of our understanding of nature. Stellar life cycles will be used to illustrate concepts in modern astronomy. The history of understanding the stars will lead from Copernicus and Galileo to modern ideas in particle physics and relativity. Basic concepts from astronomy will be developed in an algebraic framework and applied to understanding the life cycle of a star, including birth, main cycle, and death. There will be evening observation field trips. Meets Core credit for natural sciences.

**PHYS 320 ORIGINS OF THE UNIVERSE 3**

Prerequisite: High school algebra and trigonometry

A look from the scientific viewpoint into the origin of the universe. The course takes a conceptual approach in understanding the two great physical theories of the twentieth century, Relativity and Quantum Mechanics, followed by applications in particle physics and cosmology. No previous science knowledge is assumed or required. Meets Core credit for natural sciences.

**PHYS 350 SCIENCE AS A CULTURAL FORCE 3**

Prerequisite: See CHEM 350 for course information

**PHYS 552 HISTORICAL PERSPECTIVES IN MODERN PHYSICS 3**

Prerequisite:

A chronicle of modern physical science starting with the discovery of the 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**

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>POLSC 101</td>
<td>UNDERSTANDING POLITICS</td>
<td>3</td>
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<td>Prerequisite: None</td>
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<td>This course immerses students in the intensive study of the fundamental question: What is politics? Our goal is to understand how politics shapes society and what distinguishes the political from the economic social, artistic, religious, etc. We will read several fundamental works of political thought and statesmanship which may include the Bible, Plato's Apology, Aristotle's Politics, Machiavelli's The Prince, Shakespeare's Julius Caesar or Henry V, Locke's Two treatises of Government, Rousseau's Social Contract, Penn Warren's All the King's Men, or Churchill's The Gathering Storm. Meets Core credit for social sciences.</td>
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</table>

| POLSC 345   | WESTERN POLITICAL THOUGHT III: EARLY MODERN POLITICAL THOUGHT | 3       |
|             | Prerequisite: POLSC 101         |         |
|             | This course is designed to immerse students in the study of modern political, thought those central concerns are human security, comfort, and liberty. We will examine this new politics of freedom by reading several great works of political philosophy from thinkers such as Machiavelli, Hobbes, and Locke. Meets Core credit for social sciences. |         |

| POLSC 431   | HUMAN BEING AND CITIZEN          | 3       |
|             | Prerequisite: Senior status      |         |
|             | An attempt to understand the great issues animating politics-freedom, justice, equality, ethnicity-from the point of view of other disciple-lines and perspectives. The seminar will examine what it means to be a citizen, something of what it means to be a human being, and how each depends upon the other. Meets Core credit for social sciences. |         |

| 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 101</td>
<td>GENERAL PSYCHOLOGY I</td>
<td>3</td>
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<tr>
<td></td>
<td>Prerequisite: None</td>
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<tr>
<td></td>
<td>This course centers around the question, How do we explain human behavior? Inquiries are framed in the context of the major theoretical perspectives emergent from the sociohistorial evolution of psychology as a field of study. Behavior topics are examined by comparing and contrasting the assumptions, research methods, and conclusions embedded within the biological, psychoanalytical, behavioral, humanistic, cognitive, and sociocultural theories. Psychological inquiries also include evaluation of how these diverse approaches converge on questions about multiple influences on human behavior. Meets Core credit for social sciences.</td>
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| PSYC 102    | GENERAL PSYCHOLOGY II             | 3       |
|             | Prerequisite: PSYC 101            |         |
|             | A continuation of 101 with an emphasis on science and the scientific method as it pertains to selected psychological topics and issues. Meets Core credit for social sciences. |         |

| PSYC 209    | DEVELOPMENTAL PSYCHOLOGY          | 3       |
|             | Prerequisite: None                |         |
|             | The investigation of the physical, cognitive, and psychosocial changes that occur in the individual. Emphasis is placed on the genetic and environmental origins of behavior impacting development from birth to adolescence as well as the manifestations of these dynamic processes across the life span. |         |

| PSYC 218    | PSYCHOLOGY OF ADOLESCENCE         | 3       |
|             | Prerequisite: None                |         |
|             | This course explores the nature of adolescent behavior. The physical, cognitive, and psychosocial development of adolescents are examined in the contexts of peers, family, schools, work, and culture/society, using the theoretical perspectives that allow the adolescent to function effectively in adulthood. Meets Core credit for social sciences. |         |

| 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. |         |

**PORTUGUESE**

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>PORT 141</td>
<td>ELEMENTARY PORTUGUESE I</td>
<td>3</td>
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<td></td>
<td>Prerequisite: None</td>
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<td></td>
<td>An introduction to Portuguese language and culture with practice in the basic skills of the language. There will be a one-hour per week required laboratory. Taught in Portuguese. Offered infrequently. Meets Core credit for CCI.</td>
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</table>

| PORT 142    | ELEMENTARY PORTUGUESE II         | 3       |
|             | Prerequisite: PORT 141           |         |
|             | A continuation of PORT 141 Elementary Portuguese I. Taught in Portuguese. Offered infrequently. Meets Core credit for CCI. |         |

| PORT 241    | INTERMEDIATE PORTUGUESE I        | 3       |
|             | Prerequisite: PORT 142           |         |
|             | A course designed to increase the student's understanding of the language by building on the skills learned in the elementary course. There will be a one-hour per week required laboratory. Taught in Portuguese. Offered infrequently. Meets Core credit for CCI. |         |

| PORT 242    | INTERMEDIATE PORTUGUESE II       | 3       |
|             | Prerequisite: PORT 241           |         |
|             | A continuation of PORT 241. One-hour per week lab. Taught in Portuguese. Offered infrequently. |         |

**RELIGION**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>REL 106</td>
<td>EXPLORING THE BIBLE</td>
<td>3</td>
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<td>Prerequisite: None</td>
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<td>An introductory study in which students gain an overview of the Bible, engage in literary analysis of Biblical texts and explore the Bible's contemporary relevance. College-level writing skills are required. Meets Core credit for Religion.</td>
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</table>
REL 107  EXPLORING WORLD RELIGIONS  3  
Prerequisite: None
An introductory exploration of historical developments, beliefs and practices in selected Eastern and Western world religious traditions. Since students will be introduced to methods for analyzing and interpreting sacred texts, college level writing skills are required. Meets Core credit for Religion.

REL 109  EXPLORING CHRISTIAN ETHICS  3  
Prerequisite: None
An introductory exploration of principles, movements and topics of Christian theological ethics. This course guides students through complex questions of moral reasoning and some of the Biblical, historical and theological resources used to address them. Topics may include immigration, homosexuality and same-sex marriage, forgiveness and reconciliation, justice, war, and abortion. College level writing skills are required. Meets Core credit for Religion.

REL 210  THE GOSPELS  3  
Prerequisite: None
Study of the life and teachings of Jesus as portrayed in the New Testament gospels. Gospels are examined and compared. Meets Core credit for religion.

REL 220  TAKING HUMAN LIFE  3  
Prerequisite: None
Deals with the questions of whether it is permissible to take human life and if so, what the conditions might be that warrant or limit such behavior. Examines the issues of euthanasia, abortion, capital punishment, suicide and warfare from literary, philosophical, social, scientific, and religious perspectives, mainly from the Judeo-Christian viewpoint. Meets Core credit for humanities.

REL 240  JEWISH RELIGIOUS TRADITIONS  3  
Prerequisite: Core religion course
This course deals with a question that is central to all Jewish religious traditions: how do written and oral traditions combine to create the fabric of contemporary Jewish life? This question will be explored through selected Rabbinic writings and methods of Jewish Biblical interpretation, as well as distinctive Jewish religious practices and observances within the major movements in contemporary Judaism. Meets Core credit for humanities.

REL 308  FAITH AND SOCIETY  3  
Prerequisite: REL 106, REL 107 or REL 109
This course introduces students to several of the major, current topics within political theory—from liberalism's and democracy's champions and detractors, to the role of religious commitments in a pluralist society, to how the Bible is used and read differently in different political contexts, to questions of gender and post-colonialism. In addition, students will develop interpretive skills through the careful reading, analysis, and discussion of texts in contemporary political theology. Meets Core credit for humanities.

REL 340  RELIGION AND THE CIVIL RIGHTS MOVEMENT IN AMERICA  3  
Prerequisite: Permission of instructor when offered with a required service learning (SL) component
This course examines the involvement and non-involvement of churches and people of faith in the movement for civil rights in the United States. Contextualized in the History of America's racialized society, both African American and white religious responsibilities for, and responses to, social injustice are examined through the reading of autobiographies, primary documents, and secondary sources. Meets Core credit for humanities.

REL 375  UNDERSTANDING ISRAEL  4  
Prerequisite: None
A multi-disciplinary course which may be offered in conjunction with a trip to Israel that features the study of biblical geography; biblical history; the story of Christianity, Judaism and Islam in what is now the modern State of Israel; and contemporary social and political issues in Israel. Religion elective and/or Study Away/CCI. (Students who participate in the Israel trip and satisfactorily complete the CCI narrative receive CCI credit.)

SPORT MANAGEMENT

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  3  
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 580  SPORT MARKETING AND PROMOTION  3  
Prerequisite:
This course is an examination of the marketing and promotion of professional, intercollegiate, and recreational sport.

SMG 581  LEGAL ASPECTS IN SPORT ORGANIZATIONS  3  
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.

SCHOOL NURSE LICENSURE

SNL 518  SCHOOL HEALTH AND ENVIRONMENTAL ISSUES  3  
Prerequisite:
This course examines the components of a coordinated school health program and issues related to the administration of school health programs. A study of standards necessary for developing and maintaining a healthful school environment and the impact of health on academic achievement and indicators.

SNL 520  EDUCATIONAL STRATEGIES FOR HEALTHCARE PROVIDERS  2  
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.

SNL 525 HEALTH CARE OF THE SCHOOL COMMUNITY 2
Prerequisite: CORE and 21 Semester Hours; Admission to SNL program
A study of school nursing practice components and standards appropriate for development of culturally relevant health care delivery to vulnerable populations, community aggregates, families, and school communities.

SNL 680 SCHOOL NURSE INTERNSHIP 2
Prerequisite: SNL 518, 520, 525, PSYC 594, EDIS 546
This internship is designed to prepare the Bachelor’s prepared registered nurse (RN) 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 precepted 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 obtained by the school nurse intern during the required courses specific to the school nurse licensure program.

SOCIOLOGY

SOC 111 PRINCIPLES OF SOCIOLOGY 3
Prerequisite: None
The focus of this course is centered on an in-depth examination of social forces and their impact on social structure, sociocultural evolution and the socialization process. The theoretical perspectives, concepts, and principles of sociology are then applied to various areas of sociology such as social organization, culture, social structure, social interaction, social stratification, social inequality, social deviance and social institutions. Meets core credit for social sciences.

SOC 202 ALCOHOLISM AND SUBSTANCE ABUSE 3
Prerequisite: None
This course is designed to give a general overview of the role and extent of the alcohol/chemical use abuse, and dependency in our society. Areas to be discussed include examining our personal and societal attitudes, defining and understanding the stages of addiction, gaining specific expertise in intervention and helping techniques, looking at the problem of DWI in our country and studying the impact of chemical dependency on the family members and significant others.

SOC 301 RACE, ETHNIC AND MINORITY ISSUES 3
Prerequisite: None
The course will examine the interaction between the dominant and minority cultures particularly within the United States. Students will be introduced to a transnational perspective; exploring groups who have immigrated to the United States, but share a set of cultural values shaped by their homeland, especially in the areas of human interaction, social expectations, economics, religious and political movements. The concept of culture will be discussed in terms of both the majority culture, which provides the social framework that encourages assimilation and fusion, and the minority sub-culture that strives and struggles to maintain a sense of identity. The consequences of living in a multi-ethnic, multi- faith, and multi-cultural society will also be studied. Meets Core credit for social sciences.

SOC 340 MARRIAGE AND FAMILY RELATIONSHIPS 3
Prerequisite: None
This course explores the similarities and differences among families and marriages, family structures and functions, changes throughout the family life cycle, and the history of marriage and family in American culture. Critical topics in the area of marriage and family relationship, including events and attitudes leading to the formation of family units (defining love, dating, pairing up, cohabitation, marriage); problems and experiences arising from the institution of the family (gender roles, conflict, parenting, work/life balance, divorce, remarriage); and development of a philosophy regarding marriage and family life will be explored. Meets Core credit for social sciences.

SOC 460 RESEARCH METHODS IN SOCIAL SCIENCE 3
Prerequisite: MATH 208, SOC 111; senior status
An introduction to methodological techniques of research in the social sciences. Emphasis is placed on quantitative and qualitative research methodologies as they relate to building knowledge for practice and to evaluating service delivery in all areas of practice. Research ethics, analysis and evaluation of theoretical bases, research questions, analysis of data, and use of technology are covered. SOC/SOCWK credit.

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.

SPANISH

SPAN 171 ELEMENTARY SPANISH I 3
Prerequisite: Placement or no prior study of Spanish. Note: Not open to students who placed in other levels.
Introduction to Spanish language and culture with practice in the basic skills of the language. Lab work required. Taught in Spanish. Offered annually. Meets Core credit for CCI.

SPAN 172 ELEMENTARY SPANISH II 3
Prerequisite: SPAN 171, placement or transfer equivalent. Note: Not open to students who placed in other levels.
A continuation of SPAN 171. Taught in Spanish. Offered annually. Meets Core credit for CCI.

SPAN 200 INTERMEDIATE LEVEL INTENSIVE SPANISH STUDY ABROAD 3
Prerequisite: SPAN 172, placement or transfer equivalent. Note: Not open to students who placed in other levels.
A program designed to provide students with an intermediate-level immersion experience. Students will attend six hours of language instruction per day, participate in cultural experiences, and live with families of the host cultures. Orientation and debriefing sessions on campus are required. 6 hours, or 3 hours plus SPAN 271. Meets the CCI requirement.

SPAN 271 INTERMEDIATE SPANISH I 3
Prerequisite: SPAN 172, placement or transfer equivalent. Note: Not open to students who placed in other levels.
A course designed to increase the student's understanding of the language by building on the skills learned in the elementary course. Lab work required. Taught in Spanish. Offered annually. Meets Core Credit for CCI.
A survey of the milestones of Latin American literature, from its beginnings to the present time. Taught in Spanish. Offered alternate years. Meets core credit for humanities.

Prerequisite: SPAN 310

SPAN 300  ADVANCED LEVEL INTENSIVE SPANISH STUDY ABROAD 3

A program designed to provide students with an advanced-level immersion experience. Students will attend six hours of language instruction per day, participate in cultural experiences, and live with families of the host cultures. Orientation and debriefing sessions on campus are required. Meets Core Credit for CCI.

Prerequisite: SPAN 272, placement or transfer equivalent. Note: Not open to students who placed in other levels.

SPAN 307  SPANISH PHONETICS 3

A course designed to provide a review of Spanish pronunciation and an introduction to phonetics and phonology, including the study of features of principal dialects and a contrastive analysis of Spanish and English sound systems. Language lab required. Taught in Spanish. Offered alternate years. Meets Core Credit for CCI.

Prerequisite: SPAN 272 or equivalent

SPAN 310  SPANISH GRAMMAR AND COMPOSITION 3

The course offers an intensive review and expansion of grammar and vocabulary. Students will apply the material studied and develop their written expression in Spanish through a writing and revising process that leads to portfolio assessment. Taught in Spanish. Offered annually. Meets Core Credit for CCI.

Prerequisite: SPAN 272 or equivalent

SPAN 311  CIVILIZATION OF SPAIN 3

In order to understand contemporary Spanish identity, this course explores and analyzes current issues, cultural manifestations, historical and geopolitical developments, and internal and external relations. The social organization and forces of Spain from ancient times to the present are examined with an emphasis on contemporary Spain. Taught in Spanish. Offered alternate years. Meets core credit for CCI.

Prerequisite: SPAN 310

SPAN 312  CIVILIZATION OF LATIN AMERICA 3

In order to understand contemporary Latin American identity, this course explores and analyzes current issues, cultural manifestations, historical and geopolitical developments, and internal and external relations. The social organization and forces of Latin America from ancient times to the present are examined with an emphasis on contemporary Spain. Taught in Spanish. Offered alternate years. Meets core credit for CCI.

Prerequisite: SPAN 310

SPAN 372  SURVEY OF SPANISH LITERATURE 3

A survey of the milestones of Spanish literature, from its beginnings to the present time. Taught in Spanish. Offered alternate years. Meets core credit for humanities.

Prerequisite: SPAN 310

SPAN 373  SURVEY OF LATIN AMERICAN LITERATURE 3

A survey of the milestones of Latin American literature, from its beginnings to the present time. Taught in Spanish. Offered alternate years. Meets core credit for humanities.

Prerequisite: SPAN 310

SPAN 377  CONVERSATIONAL SPANISH I 3

Designed to provide the student with an opportunity to apply the grammatical concepts learned in the basic language program and to improve conversational fluency through oral exercises, discussions, and activities related to everyday situations. Taught in Spanish. Offered alternate years. Meets core credit for CCI.

Prerequisite: SPAN 272 or equivalent

SPAN 378  CONVERSATIONAL SPANISH FOR THE PROFESSIONS 3

A project based course designed to provide the student with an opportunity to apply the grammatical concepts learned in the basic language program and to improve conversational fluency through oral exercises, discussions, and activities related to the profession of the individual student's intended major. Taught in Spanish. Offered annually. Meets Core Credit for CCI.

Prerequisite: SPAN 272 or equivalent

SPAN 671  SEMINAR IN HISPANIC STUDIES 3

A seminar on topics pertinent to the field of Hispanic studies in Spanish; previous undergraduate study of civilization and literature is recommended. 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.

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

SPAN 678  SPANISH PHONETICS 3

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

Prerequisite: SPAN 678

TH 203  THEATRE AESTHETICS 3

Students will examine ways in which theatre art and theatre artists suggest meaning and invite interpretation of the human experience. Critical standards and theories specific to theatre will be discussed and then applied to the study of selected play scripts and performances. Meets Core credit for aesthetics.

Prerequisite: None

TH 204  SCRIPT ANALYSIS 3

This course introduces students to methods of script analysis or how to read a play. Analysis will focus on dramatic structure, content and meaning from a theatrical point of view and will be based on principles established by Aristotle in the Poetics. Methods of script analysis will be discussed and applied to representative play scripts. Meets Core credit for aesthetics.

Prerequisite: None

TH 207  THE VISUAL ART OF THEATRE 3

The course offers the opportunity to learn, develop and practice the art of set, costume and lighting design. Students are required to critically analyze all visual and other sensory aspects of a live production. The course concentrates specifically on the processes, skills and disciplines of design for performance- the handling of forms, textures and colors in real, fictional and metaphorical spaces. Students will read several play scripts and work to discover the metaphors within. They will examine ways in which theatre design can suggest meaning and interpretation of the script. Meets Core credit for aesthetics.
TH 208  VOCAL EXPRESSION OF LITERATURE  3
Prerequisite: None
The study and interpretation of literature through oral performance. Emphasis on vocal and body technique, textual analysis and the communication of various literary art forms expressing their intellectual, emotional and aesthetic qualities through oral performance. Meets Core credit for aesthetics.

TH 214  ACTING FOR NON-MAJORS  3
Prerequisite: None
This course is a study of acting as an art form. It emphasizes an acting process and skills utilized by the beginning actor. The approach to acting is grounded in contemporary acting theory and practice. Meets Core credit for aesthetics.

TH 303  AMERICAN MUSICAL THEATRE  3
Prerequisite: None
This course is an exploration of the development of the Broadway musical during the twentieth century. Representative musicals will be examined in terms of style, elements, and structure in order to identify criteria for aesthetic evaluation. The contributions of the major musical theatre artists and practitioners of the 20th century will be discussed as they relate to the evolution of this uniquely American theatrical form. Meets Core credit for aesthetics.