Ashland University
2012 – 2013 The Graduate School Catalog

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

Table of Contents:

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

Master of Fine Arts in Creative Writing............... 41
Master of Arts in American History and Government ... 43
Master of Arts with a Specialization
  In Teaching American History and Government...... 46
Master of Business Administration............................. 48
Dwight Schar College of Education ......................... 53
The Doctor of Education in Leadership Studies........... 56
Master of Education .................................................... 58
Bachelor’s Plus,
  Graduate Licensure and Endorsement Programs..... 68
Dwight Schar
  College of Nursing and Health Sciences ............ 77
Course Descriptions .................................................. 78
Index............................................................................. 111
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). In addition, individual programs are accredited by the Association of Theological Schools (ATS); National Council on Economic Education, Correctional Education Association, Accreditation Council for Business Schools and Programs (ACBSP); American Chemical Society; Commission on Accreditation of Athletic Training Education (CAATE); National Association of Schools of Music (NASM); the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, D.C. 20036, (202) 466-7496, which covers the B.S.Ed., M.Ed., and Ed.D. programs; the Council on Social Work Education (at the baccalaureate level); the Ohio Board of Nursing; and the Commission on Collegiate Nursing Education (CCNE). Authorization to grant bachelor, master and doctor degrees comes from the Ohio Board of Regents.

The Ohio Board of Regents has granted approval for teacher education licensure in early childhood, middle grades, grades 7-12 content areas, pre-K-12 specialist areas, intervention specialist areas; education administrative licenses; education support personnel licenses; and school nurse programs. AU is accredited by the National Council for the Accreditation of Teacher Education. NCATE currently has partnerships with 50 states and units, providing assistance with moving from one state to another. Graduates of AU benefit from Ohio’s participation in the Interstate Agreement on Qualifications of Educational Personnel. This agreement provides assistance from the National Association of State Directors of Teacher Education and Certification (NASDTEC) and the Interstate Reciprocity Agreement which facilitates teacher licensure throughout the country.

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

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

Departments hold memberships in America-MidEast Educational and Training Services (AMIDEAST); American Alliance for Health, Physical Ed., Recreation and Dance; American Association of Family and Consumer Sciences; 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; International; Federation of Home Economics (collective memberships); 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; Ohio League of Nursing; and University and College Intensive English Programs.

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

The provisions of this catalog are to be considered directive in nature and are not to be regarded as an irrevocable contract between the student and Ashland University. The university reserves the right to make, at any time, the changes it deems advisable in the offerings, regulations and fees stated in this catalog.

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

Individual Rights

Ashland University is an Equal Opportunity Institution and reasonable efforts will be made to accommodate all students regardless of disabilities, sex, age, race, color, religion, and national or ethnic origin, as per Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990. Each applicant for admission to Ashland University is considered on individual merit. Each applicant's record is reviewed for academic achievement, aptitude and interest in order to admit those students who possess the ability and motivation to benefit from their enrollment at Ashland University.

Family Educational Rights and Privacy Act

The purpose of the Act is to require educational institutions and agencies to conform to fair information practices. Ashland University will not release personally identifiable student records on file without prior student consent. Exceptions to this are (1) Ashland University school officials or teachers who have a legitimate educational interest in the student; (2) another school to which the student has applied and intends to enroll; (3) authorized federal and state officials; (4) persons dealing with a student's application for financial aid; and/or (5) parents. It is Ashland University policy that no data from student records be provided to non-university agencies for mailing purposes.

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

Directory Information

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

Name
Local Mailing Address
Home Address
Phone Number
Parent’s Name and Mailing Address
Email Address
Major
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

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 60% for the first-time full-time freshmen who entered in Fall 2006.

Ashland University is a member of the Council of Graduate Schools.
# Ashland University 2012 - 2013 Graduate School Calendar

## Fall 2012
- **Classes Begin**: August 20
- **Labor Day**: September 3
- **MBA Classes Begin**: September 4
- **MA Classes End (Session 1)**: October 12
- **MA Classes Begin (Session 2)**: October 13
- **Fall Break**: October 22 - 23
- **Graduation Application Due May Graduation**: November 1
- **Thanksgiving**: November 21 - 25
- **MED Classes End**: November 26
- **MA Classes End (Session 2)**: December 8
- **MBA Classes End**: December 10
- **Ed.D Classes End**: December 12
- **Winter Commencement**: December 15

## Spring 2013
- **Classes Begin**: January 14
- **Martin Luther King Day (no classes)**: January 21
- **MBA Classes Begin**: January 22
- **MBA Spring Break**: March 4 – 8
- **MA Classes End (Session 1)**: March 8
- **MA Classes Begin (Session 2)**: March 9
- **Spring Break**: March 11 - 15
- **Easter Break**: March 28 - 31
- **MED Classes End**: April 22
- **MBA Classes End**: April 29
- **Graduation Application Due August and December Graduation**: May 1
- **MA (Session 2) Classes End**: May 3
- **MFA Classes End**: May 3
- **Ed.D Classes End**: May 8
- **Spring Commencement**: May 11

## Summer 2013
- **Ed.D. Begins**: May 9
- **Classes Begin**: May 13
- **M.Ed. Term X Begins**: May 13
- **Memorial Day (no classes)**: May 27
- **MA Classes Begin**: June 15
- **M.Ed. Term Y Begins**: June 17
- **MA Classes End (Session 2)**: June 23
- **Independence Day**: July 4
- **M.Ed. Term Y Ends**: July 13
- **MA Classes End**: July 15
- **M.Ed. Term Z Begins**: July 27
- **MBA Classes End**: August 1
- **M.Ed. Term Z Ends**: August 2
- **MFA Summer Residency Begins**: August 10
- **MFA Summer Residency Ends**: August 10
- **Classes End (contact Departments for specific dates)**: August 10
- **Education and Music (M.A.) Classes End**: August 10
A Message from the President

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

The mission of Ashland University includes a 134-year history of serving humankind. This rich tradition combines respect for persons through a commitment to Judeo-Christian values with a focus on intellectual, spiritual, cultural, physical, and social development. The educational mission emphasizes a solid foundation in the liberal arts and the development of professional competencies and skills.

The academic programs of Ashland University are extensive. Ashland offers both undergraduate as well as graduate curricula. With 5,900 students, the resources available are almost limitless. Great care is taken to instill a commitment to excellence in this educational experience. The faculty is comprised of highly qualified and dedicated men and women who take their teaching seriously. The faculty, staff, and administration of Ashland University are committed to a philosophy of respect and nurture that has characterized this institution for over a hundred years. “Accent on the Individual” is more than a slogan—it is a way of life.

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

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

Frederick J. Finks
President, Ashland University
Mission of Ashland University

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

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

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

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

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

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

* An impressive computer technology infrastructure that features more than 1,000 computers on campus and at off-campus centers in Columbus, Mansfield, Massillon/Stark, Elyria, Medina, and Cleveland.
* Professors who possess excellent academic credentials and who are experienced professionals.
* Programs that require rigorous capstone experiences that integrate theoretical and philosophical course content with professional circumstances.
* High student satisfaction with the curricula, faculty, and administrative services.
* Convenient, safe campuses with adequate parking readily available.
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 the Graduate school:

Students seeking a graduate degree:

1. A completed Ashland University Graduate School Admission Form with application fee;
2. Official academic transcript(s) from accredited institutions of higher education documenting all undergraduate and graduate degrees awarded. Additional transcripts, if applicable, may be requested at the discretion of the Program Chairs.
3. A minimum undergraduate grade point average (GPA) of 2.75 on a 4.0 scale, or a minimum graduate grade point average of 3.0 on a 4.0 scale (a minimum of 12 graduate semester hours is required). Please note: individual graduate degree programs may require additional criteria.

Conditional Admission to the Graduate School

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

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

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

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

Program Chairs may appeal admission decisions to the Graduate Cabinet.

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

1. A completed Ashland University Graduate School Admission Form (Part I);
2. Application fee;
3. The same minimum undergraduate grade point average as students seeking a graduate degree;

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

5. Evidence of undergraduate degree through one of the following:
   a. official undergraduate transcript documenting the degree, or
   b. letter from the registrar of the undergraduate institution verifying the degree and grade point average earned.

Please note: individual graduate programs/colleges may require additional criteria.

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.

International Students and Students Who Completed Previous Course Work Outside of the United States

Ashland University makes a special commitment to serving the needs of international students and those who have been educated outside of the United States. The International Student and Scholar Services (ISSS) office exists to provide admissions, orientation, immigration, and academic support to these applicants.

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

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

In addition to the standard admission guidelines, international students must submit proof of English proficiency with one of the following scores:

* Internet-based TOEFL (iBT): 79;
Students will also take a one-semester course in university writing if their writing scores are below:
- 22 on the iBT,
- 5.0 on the PBT, or
- 7.0 on the IELTS

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

How to Apply—International Students

International students must apply for admission to the Graduate School well in advance of their proposed entry date. Please visit www.ashland.edu/apply for an online application and more information. Applicants will be required to submit:

1. Non-refundable application fee of $50 USD.
2. Copy of passport (also include this for any dependent that will be accompanying you).
3. Originals or certified copies of your transcripts or mark sheets, in English and the original language.
4. Copy of your most recent graduation certificate or diploma.
5. TOEFL or IELTS scores, unless seeking admission through the ACCESS program.
6. Proof of financial support.
7. Statement of purpose.
8. Resume.

Immigration documents will note both ESL and the academic program. 

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

Admission to the Doctoral Program

The admission procedures for the Doctor of Education Leadership Studies Degree are designed to recruit the highest quality professionals, representative of a culturally diverse population. A comprehensive system, including both qualitative and quantitative measures, is used to assess personal characteristics, academic skills, communications, and leadership. Acceptance into the doctoral program is by cohort (15 or fewer students per year) and is based upon a competitive evaluation of applications. The Doctoral Admission and Retention Committee reviews the credentials of each candidate, focusing on the following requirements:

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

c. Complete a Graduate School application and submit an application fee. See www.ashland.edu/graduate/about-graduate-school/graduate-admission

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

- Documentation/description of a record of successful administrative experience and/or documented evidence of leadership activities;
- Four letters of reference, two from persons familiar with the applicant’s academic ability and two that describe professional performance citing specific examples of leadership ability;
- An approximately two-page personal statement describing career goals and reasons for wishing to undertake a doctoral program of study;
- A complete resume that includes work experience, educational background, professional experience, professional activities, honors, professional publications or presentations, and other relevant information relating to the applicant’s leadership background;
- A sample of professional writing ability, approximately five pages in length;
- Official transcripts from all undergraduate and graduate study. Finalists will be invited for an interview with members of the Admission and Retention Committee. During the interview, the applicant will complete a 30-minute on-site writing sample. The deadline for receipt of the application portfolio is March 1 each year. Applicants are encouraged to begin to prepare materials well ahead of the March 1 deadline.
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, with a recognized business undergraduate major and a minimum of two years full-time work experience may be accepted for admission to Ashland University’s MBA program on an unconditional basis.

An applicant without these requirements may be admitted on a conditional basis, as follows, depending on his or her situation:

* If the applicant has a cumulative undergraduate grade point average between 2.25 and 2.75, the applicant may be admitted conditionally. In such cases, the number of courses taken will be limited to two per semester, and a grade point average of 3.0 must be achieved at the conclusion of 12 semester hours of course work. In the event a minimum cumulative GPA of 3.0 is not achieved after 12 semester hours, the student will be dismissed from the program. Please see the Graduate Admission Policy 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 conditionally admitted, but be required to enroll in MBA Foundation course work.
* If the applicant fails to meet the two-year full-time work experience in an organizational setting, the applicant may be conditionally admitted, but be required to demonstrate additional work experience.

How to Apply

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

* A complete MBA admission application with the $30 application fee (checks must be payable to “Ashland University”). The application fee will be waived for applicants who are returning for a second master’s degree from Ashland University, or who are former degree-seeking AU graduate students seeking non-degree status.
* Official transcripts from all undergraduate and graduate institutions from which a degree was awarded. Acceptable transcripts are only those sent directly from the issuing institution, not those issued to the individual student. Additional transcripts may be requested if necessary.
* A Personal Competency Assessment (PCA) to be completed by the applicant.
* Recommendation letters (optional).
* An updated resume or vita.

An admission application is available from the MBA Program Office by calling 1.888.MBA.CLAS or online at www.ashland.edu/graduate/mba. All materials should be mailed to:

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

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 BSBA/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 BSBA/MBA program, 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.

Personal Competency Assessment (PCA)

The MBA faculty have adopted a competency model that emphasizes leadership, communication skills, problem solving skills, integrity and accountability, specialized knowledge, and international and global perspective. AU’s MBA program requires all incoming students to complete a Personal Competency Assessment (PCA) in lieu of the Graduate Management Admission Test (GMAT). This assessment enables MBA advisers to assist students in developing their competencies to become more effective business leaders.

Master of Education Program Admission Procedures

Admission to the Master of Education Program is open to candidates who give evidence of intellectual ability, appropriate academic and/or teaching experiences, and personal suitability for pursuing graduate study. All students seeking a graduate license, endorsement, Bachelor’s Plus enrollment, and/or master’s degree must be admitted to the Graduate School. Admission is open to all qualified persons of good character regardless of disabilities, religion, race, creed, gender, or national origin. Students must be admitted to the Graduate School and meet the criteria for a given program before taking courses. See individual programs for additional information.

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

Regular admissions procedures are based on evidence of the following:

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

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

Final determination of admissibility of Master of Education Degree candidates rests with the dean in consultation with the appropriate resident program director.

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

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

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.

Requirements for Admission to the Bachelor’s Plus Program

1. Bachelor’s degree or higher from an accredited college or university.
2. Grade point average (GPA) of 2.75 or higher on a 4.0 grading scale. Applicant with less than a 2.75 may apply for conditional admittance.
3. Completion of all Pre-Admittance Program Application forms (may apply online).
4. A completed application to the Graduate School, available online.
5. An acceptable, completed Good Moral Character Form.
6. Official bachelor’s degree transcripts from accredited colleges or universities must be submitted for review. Check sheets of required tests and courses will be composed. The completed check sheets will be provided to the candidate.
7. Two letters of recommendation. Each recommendation should be on the writer’s stationery and addressed to the identified person at the appropriate Ashland University center.
8. Personal interview with a resident Bachelor’s Plus director or assistant director at a program center.
9. Demonstrated proficiency of oral, interpersonal, and written communication skills on a continuing basis.
10. Take and receive a passing score of 172 or higher on each of the three PRAXIS I tests (Reading, Writing, & Math) during the first semester in the program and before doing the first field experience. The PRAXIS I requirements may be met by having a high enough score on the ACT, GRE, or SAT, based on documentation.
11. Upon admission to the program, students working toward licensure in foreign language (French or Spanish) are required to take the Oral Proficiency Interview (OPI) and must attain an Intermediate-High level. They must also take the Writing Proficiency Test (WPT) and earn a score of Intermediate-High or above. See the resident Bachelor’s Plus director at a program center for specific details.
12. Bachelor’s Plus students admitted with or without conditional status must maintain a GPA of 3.0 in all course work recorded on their official Ashland University transcript in order to continue in the program. This includes field experiences and student teaching/internship. Refer to the Academic Probation/Dismissal requirements listed for graduate education programs in this catalog.
13. No course (undergraduate or graduate) taken from other accredited colleges and universities and used as an equivalent course for credit is used in the calculation of the student’s GPA.

Admission to the 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.
Admission to Teacher Licensure and Endorsement Programs

The Office of Teacher Testing and Licensure is dedicated to assisting teacher candidates in reaching the goal of receiving an Ohio Teacher’s License. A graduate student can achieve second licensure through Ashland University by completing the following requirements.

1. A completed application to the Graduate School, available online.
2. The candidate will also need to submit a copy of his or her teaching license and an official transcript indicating a bachelor’s degree in education from an accredited college or university. A cumulative undergraduate grade point average of 2.75 or above is required.
3. A prospective student is to contact a regional M.Ed. Program director or Mr. Steve Willeke, Director of Licensure and Testing and Director of Graduate Programs, to request an official evaluation of his or her transcripts to be completed on the Ashland University program check sheets. Mr. Willeke can be reached at 419.289.5373.
4. After receiving the official evaluation, the appropriate resident program director is contacted by the student for admission and interview purposes. If required, copies of any licenses held must be on file at Ashland University. Additionally, a signed copy of the Good Moral Character form is to be included in the above materials.
5. The student must complete all UNIVERSITY AND STATE REQUIREMENTS for the state-issued teacher license. The requirements may include but are not limited to course work, teaching experience, field experiences, state testing, a criminal background check, and other university and state requirements that may be legislated. It is the student’s responsibility to contact the Office of Teacher Licensure and Testing to keep knowledgeable about the requirements.
6. The student shall then apply for new licenses and/or endorsements of the Ohio teacher license through the Office of Teacher Licensure and Testing and pay all of the required fees. (Renewing and upgrading existing certificates or licenses are the responsibility of employed teachers with their superintendents, or if not employed, by the teacher and the state division of teacher licensure directly.)

Master of Fine Arts Program Admission Procedures

Students seeking admission to the Master of Fine Arts Program must:
- submit all required Graduate School application materials
- submit writing sample (10–15 pages of poetry or 20–25 pages of creative nonfiction)
- submit two letters of recommendation

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

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

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

Master of Arts Admission Procedures

The following are required for admission to the American History and Government or Specialized Teaching in American History and Government programs as a degree-seeking student:
- A completed Ashland University Application for Graduate Admission
- 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.
- 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.
- A $30 application fee. The application fee is waived for applicants who have previously applied to another master's degree program at Ashland University.

Transcripts, application fees paid by check or money order, or other correspondence should be mailed to:
Master of Arts in American History and Government Program
Ashbrook Center at Ashland University
401 College Avenue
Ashland, Ohio 44805
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 at the time of registration unless students qualify for corporate reimbursement (see “Corporate Reimbursement” section that follows) prior to the first day of class each semester or summer session. Charges not paid by these dates may result in cancellation of registration.

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

Fees in general are non-refundable. Tuition is non-refundable in the instance of unofficial withdrawal. Students who make official withdrawals or reduce their course loads should consult the Business Office for a schedule of refunds. It is the responsibility of the student to obtain and complete withdrawal forms and procedures.

University Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition/Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Education</td>
<td>$615</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>$525</td>
</tr>
<tr>
<td>Audit</td>
<td>$263</td>
</tr>
<tr>
<td>Online</td>
<td>$325</td>
</tr>
<tr>
<td>Master of Business Admin.</td>
<td>$602</td>
</tr>
<tr>
<td>Audit</td>
<td>$301</td>
</tr>
<tr>
<td>Foundation</td>
<td>$602</td>
</tr>
<tr>
<td>Seminar, credit</td>
<td>$800</td>
</tr>
<tr>
<td>Seminar, non-credit</td>
<td>$400</td>
</tr>
<tr>
<td>Master of Education</td>
<td>$465</td>
</tr>
<tr>
<td>Audit</td>
<td>$233</td>
</tr>
<tr>
<td>Master of Fine Arts</td>
<td>$670</td>
</tr>
<tr>
<td>Bachelor's Plus/Licensure</td>
<td>$465</td>
</tr>
<tr>
<td>School Nurse Licensure</td>
<td>$465</td>
</tr>
</tbody>
</table>

Payment Options

1. Check or credit card payment can be made online through WebAdvisor.
2. MasterCard, Discover, Visa, or American Express. Please include your account number and expiration date. Send to Ashland University, Student Accounts Office, 401 College Ave., Ashland, OH 44805 or call the Student Accounts office. (Non-Ohio residents call 1.800.882.1548; Ashland County residents call 1.419.289.5085.)
3. Check or money order made payable to Ashland University.
4. Tuition Management Systems (TMS)—Ashland University students may use this plan to spread the cost of attendance over 10 months, with the first payment due on or before July 15, 2012. The only cost is a $55 enrollment fee; there are no interest charges. Call TMS 1.800.722.4867 for detailed information. Online enrollment is available at http://www.afford.com/ashland.

Corporate Reimbursement

Master of Business Administration students eligible for tuition reimbursement from their employers may request payment deferral until the payment date at the end of the semester. A $40.00 per class corporate reimbursement fee will be assessed. Interest, at a rate of 1.5% per month, will be assessed to all outstanding balances that remain after the final payment date.

Payment dates for the 2012–2013 school year are:
- Fall 2012: January 11, 2013
- Spring 2013: May 24, 2013
- Summer 2013: September 6, 2013

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

Refund Policy

This refund policy applies to students completely withdrawing from school.

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

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

Withdrawal procedures—Please consult your program representative for instructions on how to withdraw.
Return of Title IV Funds/Institutional Refund Policy

This applies to students who withdraw or are expelled. Refunds for these students are determined according to the following policy:

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

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

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

4. Refund Policy:
   • Refunds on all charges including tuition, room and board, and special fees will be prorated on a per day basis up to the 60% point in the term. There are no refunds after the 60% point in time. A copy of the worksheet used for this calculation can be requested from the Ashland University Financial Aid Office.
   • Title IV, state and institutional aid is earned in a prorated manner on a per day basis up to the 60% point in the term. Title IV, state and institutional aid is viewed as being 100% earned after the 60% point in time.
   • A refund (if there is one) and an adjusted bill will be sent to the student’s home address following withdrawal.
   • There are no refunds for courses for which a grade of “I” (incomplete) or “IP” (in progress) is received.

In accordance with federal regulations, when financial aid is involved, refunds are allocated in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Graduate Plus Loan, Federal TEACH Grant, and finally, to the student.

Student Health Insurance

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

Financial Aid

To apply for financial aid, go to www.ashland.edu/graduate/financial-aid. Information concerning financial aid may also be obtained by contacting the office at 419.289.5002.

Standards of Satisfactory Academic Progress Policy

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

Interpretation and Enforcement

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

Definition of Terms

1. Academic Year: the fall, spring, and summer terms of a given year.

2. The status of a graduate student according to the credit hours taken in a regular term is as follows:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Licensure Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 or more</td>
<td>12 or more</td>
</tr>
<tr>
<td>3–5</td>
<td>6–11</td>
</tr>
<tr>
<td>1–2</td>
<td>1–5</td>
</tr>
</tbody>
</table>

3. Satisfactory Course Completion is a final grade of “C–” or higher, “S” (Satisfactory) or “CR” (Credit).
4. A repeated course is one taken again that could affect a student’s cumulative grade point average. Repeated courses will count toward the minimum number of credit hours per term, but will not affect the cumulative credit hours completed.

5. A student on Financial Aid Warning is eligible to receive financial aid, but must demonstrate satisfactory academic progress.

6. Transfer hours that are creditable to an Ashland University degree will be rounded down to the nearest multiple of 6 to determine the corresponding terms the student has already used in financial aid eligibility.

**Qualitative Requirements**

Graduate students must achieve a cumulative GPA of 3.0 or higher (“S” in the MFA Program) to meet eligibility requirements for financial aid. The graduate student who does not meet this requirement will be placed on Financial Aid Warning the first time and will not be eligible for aid the second time this occurs. (Students in the MFA program who receive a “U” will be on Financial Aid Warning, and students who receive a second “U” will be ineligible for financial aid.) Reinstatement of financial aid eligibility will occur after the student attains the required cumulative GPA at AU at his or her own expense. Also, students who receive a grade of “F” or “W” in all courses during any term will immediately lose eligibility for financial aid.

**Quantitative Requirements**

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

**Appeals of Financial Aid Decision**

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

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

In the event of unusual and/or extenuating circumstances, the Financial Aid Committee may approve another term of financial aid for the student. If another term of aid is approved, the student’s academic progress will be reevaluated at the end of the term to determine if the student is eligible for additional term(s) of financial aid. Financial aid policies and programs are subject to change under the direction of the Board of Trustees.
**Student Affairs**

**Vice President for Student Affairs, Dean of Students**
Sue Heimann

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

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

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

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

**Preparation for Living and Working as Citizens**
* Lead a meaningful and productive life through service to others.
* Develop skills of leadership, teamwork, diplomacy, and civility.
* Gain an understanding of self.
* Develop confidence and a sense of self-worth.
* Learn resource management, communication, and interpersonal skills.

**Campus Creed**
As a member of Ashland University, I will hold myself to the highest standards of academic, personal, and social integrity; respect the dignity of each individual; honor the University’s tradition and commitment to Judeo-Christian values; and serve others in our world community.

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

**Services**

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

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

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

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

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

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

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

Dean
Dr. Dan Lawson

Director of Religious Life Network and The Call
Nate Bebout

Ashland University is a liberal arts university committed to Judeo-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 Day. Also a baccalaureate service is planned each year highlighting the graduating class.

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

Athletics

www.goashlandeagles.com

Athletic Director
William Goldring

Ashland offers 20 sports, 10 for men and 10 for women:

Men’s
- baseball
- basketball
- cross country
- football
- golf
- indoor track
- wrestling

Women’s
- basketball
- cross country
- golf
- indoor track
- soccer
- softball
- swimming
- tennis
- volleyball

The 2011-12 academic year produced some of the most remarkable athletic achievements in Ashland University history.

As a department, Ashland University finished third in the final Sports Directors’ Cup all-sports standings. This is the highest the Eagles have ever finished in the national all-sports rankings. AU was the highest ranked private school. The Eagles have been ranked in the nation’s Top 10 for five consecutive years.

Five programs – women’s basketball, men’s indoor and outdoor track and field, women’s swimming and women’s outdoor track and field - finished in the Top 10 at nationals. AU recorded Top 20 performances at nationals in 12 sports.

The women’s basketball team ended the season with a 33-2 record and ranked second in the nation. AU advanced to the NCAA Division II national championship game in San Antonio. The Eagles had a 33-game winning streak, the longest in the nation by any Division II basketball team, men or women. Forward Kari Daugherty was the NCAA Division II national player of the year and the Honda national female athlete of the year. Head coach Sue Ramsey was the NCAA Division II national coach of the year. She also appeared on ESPN’s “Outside the Lines” program where she talked about women’s college athletics.

Defensive lineman Jeris Pendleton was drafted in the seventh round of the NFL draft by the Jacksonville Jaguars. Pendleton is the first AU player to be drafted since 1972. Punter-kicker Gregg Berkshire was named a first team All-American by the American Football Coaches of America.
Thrower Ryan Loughney won a pair of national championships in track and field – one indoors and one outdoors. Loughney, who was named the NCAA Division II national field athlete of the year for the indoor season, ended his career with five national championships. He broke his own NCAA meet record in the hammer at the outdoor championships.

The AU women’s swimming team finished seventh at nationals. That was the third consecutive year the Eagles women finished in the nation’s top seven. Junior Julie Widmann won a national championship in the 100 backstroke. This is the third consecutive year she has won a national crown, as a freshman and sophomore she was on the 200 freestyle relay that won a gold medal.

AU strength and conditioning coach A.G. Kruger, Loughney and former Ashland throwers Kibwe Johnson and Kurt Roberts competed in the United States Olympic Trials in track and field. Kruger, Loughney and Johnson participated in the hammer throw and Roberts was in the shot put. Kruger and Johnson qualified for the 2012 Olympics in London. This is the third time Kruger has reached the Olympic Games. He was third at the Trials. Johnson, who is going to the Olympics for the first time, finished first at the Trials. Roberts was fifth at the Trials and Loughney was 13th.

Current swimmer Tyler Remmel competed in the Olympic Trials in the 100 breaststroke.

Widmann was a first team Academic All-American and Remmel was a second team Academic All-American. Softball pitcher Emlyn Knerem was a third team Academic All-American.

Women’s basketball player Jena Stutzman won a GLIAC Commissioner’s Award. Those awards are presented based on exceptional performance academically and athletically. AU had 199 student-athletes earn Academic All-GLIAC or Academic All-Excellence awards in 2011-12. The cumulative grade point average for all AU student-athletes was 3.13 in 2011-12.

Both cross country teams advanced to nationals. That was the first time both teams reached the national championship meet since 1995.

In wrestling, senior Jacob Southwick finished third at 285 pounds and earned All-America honors for the second straight year. The AU wrestlers had the sixth best grade point average (3.269) in the country. The Eagles were 12-3 and finished 13th in the country.

In men’s basketball, junior forward Evan Yates was a second team All-American. He is the first men’s basketball player to receive All-America honors in 20 years. Yates averaged 20.8 ppg., and a school-record 11.3 rpg. Yates was also first team All-GLIAC and All-Midwest Region.

Women’s golfer Erin Misheff was a second team All-American. She earned All-America honors as a junior and senior. At the 2012 NCAA Championships, Misheff finished 10th. Misheff ended her career as a four-time, first team All-GLIAC selection. Jay Overy was the 2012 GLIAC men’s golfer of the year. The AU men’s golf team advanced to the NCAA postseason.

Senior Emlyn Knerem was the 2012 GLIAC softball pitcher of the year and was named first team all-conference for the fourth straight year. She was a second team All-American. Senior third baseman Alyssa Kelley was the co-GLIAC player of the year. The softball team advanced to the NCAA playoffs for the fourth consecutive season.

The volleyball team advanced to the GLIAC Final Four. The Eagles were fourth in the conference. The women’s soccer team advanced to the GLIAC championship game.

AU director of athletics Bill Goldring was honored as the 2011-12 NCAA Division II Northeast Region Under Armour Athletic Director of the Year. This is the second time Goldring has won this award. He was also recognized in 2005-06.

The university competes in the Great Lakes Intercollegiate Athletic Conference (GLIAC) which is considered one of the top Division II conferences in the nation. Members are:

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

Senior Emlyn Knerem was the 2012 GLIAC softball pitcher of the year and was named first team all-conference for the fourth straight year. She was a second team All-American. Senior third baseman Alyssa Kelley was the co-GLIAC player of the year. The softball team advanced to the NCAA playoffs for the fourth consecutive season.

The volleyball team advanced to the GLIAC Final Four. The Eagles were fourth in the conference. The women’s soccer team advanced to the GLIAC championship game.

AU director of athletics Bill Goldring was honored as the 2011-12 NCAA Division II Northeast Region Under Armour Athletic Director of the Year. This is the second time Goldring has won this award. He was also recognized in 2005-06.

The university competes in the Great Lakes Intercollegiate Athletic Conference (GLIAC) which is considered one of the top Division II conferences in the nation. Members are:

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

Senior Emlyn Knerem was the 2012 GLIAC softball pitcher of the year and was named first team all-conference for the fourth straight year. She was a second team All-American. Senior third baseman Alyssa Kelley was the co-GLIAC player of the year. The softball team advanced to the NCAA playoffs for the fourth consecutive season.

The volleyball team advanced to the GLIAC Final Four. The Eagles were fourth in the conference. The women’s soccer team advanced to the GLIAC championship game.

AU director of athletics Bill Goldring was honored as the 2011-12 NCAA Division II Northeast Region Under Armour Athletic Director of the Year. This is the second time Goldring has won this award. He was also recognized in 2005-06.

The university competes in the Great Lakes Intercollegiate Athletic Conference (GLIAC) which is considered one of the top Division II conferences in the nation. Members are:

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

Senior Emlyn Knerem was the 2012 GLIAC softball pitcher of the year and was named first team all-conference for the fourth straight year. She was a second team All-American. Senior third baseman Alyssa Kelley was the co-GLIAC player of the year. The softball team advanced to the NCAA playoffs for the fourth consecutive season.

The volleyball team advanced to the GLIAC Final Four. The Eagles were fourth in the conference. The women’s soccer team advanced to the GLIAC championship game.

AU director of athletics Bill Goldring was honored as the 2011-12 NCAA Division II Northeast Region Under Armour Athletic Director of the Year. This is the second time Goldring has won this award. He was also recognized in 2005-06.

The university competes in the Great Lakes Intercollegiate Athletic Conference (GLIAC) which is considered one of the top Division II conferences in the nation. Members are:
Ashland University aspires to a goal of academic excellence. The Graduate School sets this standard for intellectual excellence, which encompasses all considerations concerning faculty, students, curriculum, and research direction. The Graduate School establishes, through the faculty, policies that define good practice in graduate programs, high quality in curriculum, excellence in student selection, and rigor in faculty appointments. The Graduate School is responsible for all aspects of graduate education and defines the minimum standards acceptable for post-baccalaureate work. By establishing minimum admission, credit hour, grade point, and completion requirements, the Graduate School ensures equity in the standards for all master's and doctoral degrees. The graduate dean represents the interests of the University as a whole and views departments from an institution-wide perspective. The dean articulates this vision for all post-baccalaureate endeavors.

**Mission and Purposes of the Graduate School**

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

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

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

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

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

Interim Dean of the Graduate School
Ann Converse Shelly, Ph.D.
100 Founders Hall
ashelly@ashland.edu
419.289.5388

Coordinator of Graduate Admission/
Assistant to the Interim Dean of the Graduate School
Mary Dietz
100 Founders Hall
mdietz@ashland.edu
419.289.5750

Registrar
Kathleen Hall
206 Founders Hall
khall5@ashland.edu
419.289.5030

Associate Registrar
Vicki Yoho
206 Founders Hall
vyoho@ashland.edu
419.289.5031

The College of Arts and Sciences
Dean
Dawn Weber, Ph.D.
202 Center for the Arts
dweber1@ashland.edu
419.289.5107

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

Master of Arts
Chair, American History and Government
Peter W. Schramm, Ph.D.
8th Floor Library
pschramm@ashland.edu
419.289.5411

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

Director, Specialization in Teaching American History and Government
Jeff Sikkenga, Ph.D.
118 Andrews Hall
jsikkeng@ashland.edu
419.289.5625

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

Administrative Director
Sarah M. Wells
103 Center for Humanities, Bixler
swells@ashland.edu
419.289.5957

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

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

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

The Dwight Schar College of Education
Dean
James P. Van Keuren, Ed.D.
214 Dwight Schar College of Education
jvankeu1@ashland.edu
419.289.5377

Associate Dean
Linda K. Billman, Ph.D.
214 Dwight Schar College of Education
lbillman@ashland.edu
419.289.5369

Chair, Department of Leadership Studies
Judy A. Alston, Ph.D.
127 Dwight Schar College of Education
jalston@ashland.edu
419.207.4983

The Dwight Schar College of Nursing
Interim Dean
Faye Grund, MSN
Mansfield Campus
1020 S. Trimble Road
fgrund@ashland.edu
419.520.2602
Ashland offers master's degree programs both on the main campus and at approved off-campus centers. Regardless of the location in which the student takes course work, the student will experience the same curriculum and many of the same professors.

It is our hope that students will easily discover that Ashland’s motto, “Accent on the Individual,” applies equally to graduate and to undergraduate programs. In the pages that follow, the reader will find more specific information about such things as admissions, graduation, curriculum, and program locations.

**Maintaining Quality Instruction**

Graduate instruction at Ashland University may be provided by full-time faculty or by carefully selected adjunct faculty. To ensure the quality of instruction at all Ashland University locations, all instructors are expected to utilize master syllabi designed to specify content and standards for each course, and all instructors are evaluated by students at the end of each course. The part-time faculty used have practical and often concurrent experience in their fields of expertise. These faculty often work full time in schools, businesses, and corporations, or they are retirees.

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

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

**Graduate Programs Offered**

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

* Doctor of Education in Leadership Studies
* 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
  - Intervention Specialist—Moderate/Intensive
  - Talent Development Education
  - Literacy
Teacher Leader
Educational Technology
* M.Ed. Educational Administration
* M.Ed. Adapted Physical Education Pre-K-12
* M.Ed. Sport Sciences with areas of concentration in:
  Applied Exercise Science
  Sport Management
* Master of Business Administration
* Master of Arts
  American History and Government
  Specialization in Teaching American History & Government
* Master of Fine Arts in Creative Writing
* School Nurse Licensure

Graduate Council
The Graduate Council is a faculty body assigned authority to endorse policy recommendations on matters concerning graduate education. In addition, the Graduate Council approves additions and changes to the graduate curriculum and, in general, advises the dean of the Graduate School. Although most major program areas follow an orderly development, the student should understand that some modifications may become necessary because of state, institutional, or student expectations.

Registrar’s Services
The Registrar’s Office on main campus provides several services to graduate students. Among them are:
1. Processing requests for transcripts. The transcript request form is available online at: http://www.ashland.edu/students/registrar/transcript-request.
2. Processing loan deferment forms. Forms can be faxed to 419.289.5939, emailed to regis@ashland.edu, or mailed to Ashland University, Registrar’s Office, 401 College Avenue, Ashland, Ohio 44805.
3. Receiving applications for graduation. Applications are available online at www.ashland.edu/students/registrar/graduation-information.
4. Recording the transfer of approved hours toward the completion of an Ashland University’s Master degree.

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

Registering for Courses
All students registering for a course must be officially approved before the registration can be processed. Payment must accompany the registration unless other arrangements have been made with Student Accounts. Registration that is submitted without acceptable payment will be returned to the student. Acceptable payment includes check, credit balance on the student’s account, or credit card.

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. Students must make payment for the desired credit at the time of registration. 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.

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

After the tenth class session of the semester, the student must file a petition with the Leadership Studies Office. Reasons such as the following are not acceptable for withdrawal: poor performance, lack of preparation, or dissatisfaction with the subject matter offered. If a petition is accepted, however, a “W” is marked on the permanent record of the student. If the petition is denied, the student continues to be enrolled in the course and the final grade is reported by the instructor.
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. Returning students may register online via Web Advisor. New students are encouraged to attend registration sessions to meet with the advisor about course sequencing and selection, and must register by turning in a hard-copy registration form by mail, fax, or in person. Online registration is not available to new students.

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

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

Students are responsible for obtaining and completing withdrawal forms in the Master of Business Administration Office. However, those students attending an off-campus center and living out of the Ashland area must mail, e-mail (mba@ashland.edu), or fax (419.289.5910) a note to the Master of Business Administration Office stating

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

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

Changes in the student’s schedule will be made with the consent of the director of the program within the time specifications set forth in the school calendar. Each change of class schedule involves the filing of an add/drop form available at each graduate program center. A student who merely stops attending, while failing to officially drop the course, will have the final grade as reported by the instructor entered on the official record.

Program Change

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

Second Masters Degree

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:

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

* Core courses, completed for the first master’s degree and used for the second, are to be audited if they are older than five years.

* Students pursuing a second M.Ed. must complete a graduate application form and meet with the resident M.Ed. Program director.

* Only 12 hours from the first M.Ed. may be applied to the second degree.

Auditing Courses

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

Course Repeat Policy

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

Master of Fine Art students may elect to take any course in the program a second time. Both first and second grades will appear on the student’s transcript. Any student receiving U-Unsatisfactory for a course will be required to retake the course.

Grade Point System

The following system of grading and point values applies to the Doctor of Education., Master of Education., Master of Art in American History and Government, and Master of Business Administration Programs:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A–</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
</tbody>
</table>

23
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, accidents, or other emergencies. This grade applies to work of acceptable quality when the full amount is not completed. It is never applied to unsatisfactory work. The required work must be completed during the next academic semester. The “I” grade becomes “F” if not removed by the date specified. It is the student’s responsibility to follow up with professors regarding courses given a grade of incomplete. Use may vary by program.
IP*—In-Progress: Given for dissertation studies, theses, capstones, research projects, and directed study courses that are in progress. The required work must be completed within one year of the posting of the IP grade. The “IP” grade becomes an “F” if not removed after the one-year time frame for completing work. Use may vary by program.
K—Transfer: Credits accepted in transfer. Courses are recorded on the student’s permanent academic record but not included in the grade point average computation. See individual program information for guidelines regarding transfer credit.
W—Withdrawn: Policies vary by program. Please consult your graduate program representative for further information.

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

Grade Reports

Final grades are reported at the close of each term (available on WebAdvisor) and become part of the student's permanent record. These grades determine academic status, i.e., “good standing,” “probation,” or “dismissal.” It is the responsibility of the students to report to the registrar any discrepancy on their grade reports within 60 days of the end of the grading period.

Academic Probation/Dismissal

Anytime a student’s cumulative grade point average falls below a 3.0, the student may be placed on academic probation and is subject to dismissal. Academic probation is recorded as a permanent entry on the student’s official record. The student has one semester in which to raise the grade point average to at least 3.0. Failure to meet this requirement may result in academic dismissal.

For Information about Academic Probation or dismissal, please see your Program Director.

Transfer of Credit

Doctor of Education

Basic competencies in the areas of research and leadership comprise the integrative foundations core. Understandings achieved through these courses subsequently are applied to further course work in qualitative and quantitative analysis as well as in the leadership core. Upon admittance to the doctoral program, a student’s transcripts are evaluated on an individual basis. Up to nine semester credits from a recognized accredited institution may be accepted for post-master’s level courses not used toward another degree, but only in the cognate area and only for courses taken within five years of admission to the program.

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:

1. The course work should have been completed within five years prior to application at Ashland University.
2. Course work must be comparable with the Ashland University MBA Program course work.
3. The 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.

Master of Arts

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

* Credit hours transferred cannot have been used for another degree.
A student must have earned the credit hours no longer than six years prior to acceptance into the master’s program.

A student must have earned the credit hours at an accredited institution.

The credit hours must be graduate-level credit hours from a course in which the student received at least a B.

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

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

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

Master of Arts: American History and Government
Ashland University
401 College Ave.
Ashland, OH 44805

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

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

**Master of Education**

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

Course credit may be transferred providing:

1. The course(s) is given or offered by an accredited college or university. Documentation is required for all courses if acceptance of them for degree credit is requested. Minimally, the course must be listed and described in this catalog or other official publication of the institution. The content of the course must satisfy a requirement in a degree program at the offering institution and be able to satisfy a degree requirement at Ashland University.

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

3. Written requests for acceptance of special courses, i.e., “tour” or “travel” type courses, must be fully documented so that their academic integrity can be judged. Promotional literature from a tour or travel agency or institutional sponsor is not considered appropriate documentation. Many accredited colleges or universities offer such courses for personal and professional development that can carry graduate credit but are not applicable to their degree programs.

4. Twelve (12) semester credits may be transferred from other institutions under the following conditions:

   * the student is in good standing at the other institution;
   * the grades in graduate courses to be transferred are “B” or better or an “S.”
   * course work accepted must be no older than five years from the date of admission into the M.Ed.;
   * the student has been admitted to a Master of Education degree program;
   * exceptions to the above must be approved by the dean of the Dwight Schar College of Education;
   * quarter hours transferred into the University will be converted into semester hours.

**Master of Fine Arts**

No more than 9 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 is the policy of the Ashland University Graduate School for determining graduate credit:

Definitions

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

2. Class
   A class is the scheduled meeting of students with the assigned instructor organized for the pursuit of knowledge according to the description of the course. A distance learning method of presentation is considered a class for the purpose of granting credit.

3. Academic Semester
   An academic semester is the length of time, measured in calendar weeks, a class shall meet for the purpose of determining graduate credit.

4. Academic Program
   An academic program is a graduate program, consisting of approved courses, contained within the Graduate School of Ashland University.

5. Flexible Learning Environment
   A flexible learning environment is any learning arrangement whereby the student engages in a planned course of study outside the physical presence of the instructor or without an expectation of the exchange of the knowledge acquired at the time. Homework assignments are not a part of a flexible learning environment.

Graduate Credit

Subject to any variation approved or required by an accrediting agency, graduate credit shall be based on the number of contact hours the class meets during an academic semester. One graduate credit, measured in hours, is equivalent to each contact hour the class meets per week. Fractions of a graduate credit shall not be computed. Classes meeting on an accelerated schedule, e.g., seminars or workshops, shall be converted to an equivalency based on the total number of hours the class meets compared to the total number of hours required for satisfaction of contact hours during the semester.

Flexible Graduate Credit

The goal of a flexible learning environment is the enhancement of the quality and concentration of student involvement with his or her own education. In creating a legitimate balance between faculty guidance and independent student activity, the instructor must maintain a commitment to the learning process commensurate with that ordinarily taking place in a scheduled class meeting. Any flexible learning environment shall be structured in such a manner that the time involved reflects contact hours with the student.

In those courses offered in a manner not involving actual contact hours, i.e., outside the “usual” classroom context, graduate credit may be determined, so long as the instructor, pursuant to the prior approval of the academic program director, maintains an approved monitoring process and resultant assessment of such activity. There shall be no distinction between credit given based on contact hours and those arising out of a flexible learning environment.

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

December Graduates: May 1
May Graduates: November 1
August Graduates: May 1

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

* Students planning to complete course work by the end of fall semester should apply for the December date.
* Students planning to complete course work by the end of spring semester should apply for the May date.
* Students planning to complete their course work by the end of the summer should apply for the August date. Students completing course work during the summer will be graduated in August but will participate in the December commencement ceremony. Diplomas will not be available until December. Official transcripts, reflecting graduation, will be available once the degree is posted.
Questions about the graduation process should be directed to the Registrar’s Office at 419.289.5027

Graduation and Commencement

Graduate students must complete all program requirements before graduation and are not permitted to walk in commencement ceremonies if their course work is not completed. During the final semester of classes prior to graduation, all fees and charges must be paid in full prior to taking final exams.

The University has three graduation dates: December, May, and August, with two ceremonies, one in May and one in December. In order to have the degree status listed on a transcript, students must apply for graduation (December, May, or August) by the appropriate deadline. Graduation applications are available online at www.ashland.edu/students/registrar/graduation-information. All applications are to be returned to the Registrar’s Office, 206 Founders Hall.

In order to attend May or December commencement, students must complete the robe/hood section of the Graduation and Commencement Application and submit it by the deadline.

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.

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

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

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

Master of Business Administration

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

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

Master of Education

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

The minimum length to complete the Master of Fine Arts Program is two years and two weeks. The maximum length to complete the Program is four years and six months. Once the maximum allotted time has passed, students must reapply for admission. Any credits earned prior to readmission cannot be used toward the fulfillment of the degree.

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

**Distinguished Graduate Student Awards**

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

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

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

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

**Disability Services**

Disability Services is located at 105 Amstutz. 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 mediums will be considered a legitimate attempt to contact a student. Students will be responsible for information sent to their Ashland University e-mail address and campus mailbox (if assigned) at the time that this information is sent. Ample notice will be defined by the University office that seeks to initiate contact. Please note that University offices are in no way obligated to accept a student’s failure to check e-mail or AU mailbox as a legitimate excuse for noncompliance with instructions, requests, or appointments.

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

**Student Appeal Policy**

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

1. The student should consult the faculty member in question. It is only after this approach has been attempted that further recourse is appropriate. No appeal will be heard until this initial step has been taken, unless the complaint involved conduct that the student does not feel comfortable raising with the faculty member. In this case, the student may initiate the complaint by writing directly to the 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 directly 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.
If a written appeal is made to the provost, the provost will schedule a meeting including the student, the faculty member in question, and a Review Committee, consisting of the academic graduate program head and the academic dean. The provost, in consultation with the Review Committee, will make a final decision on the appeal or complaint and will specify what action, if any, is required by the student, the faculty member, and/or the University.

Issues & Appeals Concerning Academic Integrity

Academic Integrity Policy

The Ashland University community strives to model leadership which is based upon Judeo-Christian beliefs and virtues that will encourage, develop, and sustain men and women of character to serve their professions, their communities, and the world (AU Statement on Ethical Leadership). As members of Ashland University, students hold themselves to the highest standards of academic, personal, and social integrity (Ashland University Campus Creed). In keeping with the Ashland University commitment to the highest standards of academic, personal, and social integrity, students are expected to abide by the academic integrity standards outlined in this policy.

The Ashland Theological Seminary has its own Academic Honesty and Plagiarism policy stated on pages 19–20 of its Student Handbook.

Section 1. Purpose

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

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

Section 2. Conduct that violates academic integrity—aademic 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 which constitutes academic dishonesty. Academic dishonesty includes:

Plagiarism

Plagiarism is the intentional or unintentional presentation of someone else’s words, ideas, or data as one’s own work. In the event the faculty member deems the plagiarism is unintentional, he or she shall typically require the student to rewrite the assignment. In the event the faculty member believes the plagiarism is willful, the sanctions in this document will apply. If the work of another is used, acknowledgment of the original source must be made through a recognized reference practice, and, if verbatim statements are included, through quotation marks as well. To assure proper crediting, a student will acknowledge the work of others:

1. Whenever one quotes another person’s actual words.
2. Whenever one uses another person’s idea, opinion, or theory, even if it is completely paraphrased in one’s own words.
3. Whenever one borrows facts, statistics, or other illustrative materials, unless such information is of such common knowledge so as not to be questioned.

Fabrication

Fabrication is the intentional falsification or invention of research, data, citations, or other information. Examples of fabrication include:

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

Cheating

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

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

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

Other Forms of Academic Misconduct

Examples include:
1. Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor.
2. Stealing, buying, or otherwise obtaining all or part of an unadministered test in which the origins of the materials are suspect.
3. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
4. Inducing any other person to obtain an unadministered test, or any information about the test.
5. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, computer file, on a test, a “change of grade” form, or other official academic record of the University that relate to grades.
6. Cooperating with another person in academic dishonesty, either directly or knowingly, as an accessory.
7. Using computing resources in a manner that violates University academic integrity policies.

8. Other offenses of this form that incorporate dishonesty for academic gain.

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

Section 4. Procedures following an Allegation of Academic Dishonesty at the Graduate Level

a. When a faculty member has observed a student violating any of the policies stated herein, an allegation of academic dishonesty, with supporting documentation, shall be filed with the Registrar.

b. When a proctor has observed a student violating any of the policies stated herein, the faculty member, under whose authority the proctor oversaw the academic activity, shall file an allegation of academic dishonesty, with supporting documentation, with the Registrar.

c. When a faculty member has not observed a student violating any of the policies stated herein, but has a firm conviction of academic dishonesty, based on probative evidence, the faculty member shall file an allegation of academic dishonesty, with supporting documentation, with the Registrar.

d. Upon the filing of an allegation of academic dishonesty, the Registrar shall inform the student of the nature of the allegation and supply the student with documentation.

e. Within ten business days of receiving an allegation of academic dishonesty, the Registrar shall notify the student of the procedures for refuting such allegation and for appealing any resulting penalty.

f. Within ten business days of receiving an allegation of academic dishonesty, the Graduate Academic Integrity Standing Committee shall schedule a hearing and inform the student of his or her right to refute the allegation at the hearing.

g. Time frames for taking actions may be extended upon agreement of the parties.

Section 5. Penalties and Penalty Determination

a. In addition to submitting the allegation of academic dishonesty to the Registrar, the faculty member may assign a grade of zero for the assignment or test involved and/or assign an F for the course. Any grade appeal in process will be suspended until any integrity violation is resolved.

b. The Graduate Academic Integrity Standing Committee shall determine the penalty, adhering to the stated policies of the program, up to and including permanent dismissal from the graduate program, without opportunity to reapply. Within ten business days of the hearing, the committee shall notify the student of its decision and report its decision to the Graduate School dean. In determining the penalty, the committee shall take into consideration the seriousness of the offense, including:

1. The willfulness of the incident; e.g., an error in the form of a citation is less serious than no attempt to credit the work of another;
The extent to which the student had been previously instructed or warned about the academic integrity policy;

3. Previous violations of academic integrity.

c. The action taken pursuant to paragraph B above does not prevent any additional action taken pursuant to stated policies of individual colleges, departments, or programs.

Section 6. Student Appeal Procedure

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

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

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

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

Notes

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

Graduate Student Judicial Code

I. Statement of Purpose

Ashland University subscribes 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 dean of the College of Education, in the case of a graduate Education student in any program, excluding the Doctor of Education;
   *the graduate chair of the Master of Business Administration Program, in the case of a Master of Business Administration student or a graduate non-degree student in the College of Business and Economics;
   *the chair of the Department of Leadership Studies, in the case of a Doctor of Education student;
   *the chair of the Master of Arts program, in the case of a Master of Arts of American History and Government or a graduate non-degree American History and Government student or the director of the Master of Arts with a Specialization in Teaching American History and Government student;
   *the director of the Master of Fine Arts program, in the case of a Master of Fine Arts student or a graduate non-degree Creative Writing student.

IV. Regulations and Policies

   Most regulations follow. However, others are published elsewhere, either in this catalog or in other University publications. To the extent they apply, a graduate student is obligated to comply with the regulations/policies also set forth in the Student Handbook, a copy of which is located at http://eagleweb.ashland.edu. Therefore, the following is not all-inclusive.

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

A. Safety


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

Complainant’s/Victim’s Rights

VII. Judicial Process
a. Initiation of Incident Report
When the conduct of a graduate student reasonably appears to constitute a violation of any rule or regulation of Ashland University, any member of the University community may file an Incident Report with the appropriate administrator. Such Incident Report shall contain facts upon which the person filing the document believes constitute the violation of a rule or regulation of Ashland University.

b. Reasonable Grounds Determination
If, in the opinion of the appropriate administrator, there exists grounds to believe a graduate student has violated a rule or regulation of Ashland University, such appropriate administrator shall prepare and file a complaint, setting forth the conduct alleged to be a violation of a rule or regulation of Ashland University, the place or places, and the date or dates on which such conduct occurred and shall state the specific rule or regulation alleged to have been violated. The appropriate administrator shall sign such complaint.

c. Notice to the Graduate Student
A copy of the complaint shall be delivered to the graduate student, along with a notice of the date and place a judicial conference hearing shall take place. Such notice shall include an indication of the penalties capable of being imposed. Where suspension or dismissal is a possible penalty, the notice shall specifically state that fact. The notice shall be delivered in person or by certified mail, return receipt requested.

d. Judicial Conference Hearing
No sooner than three (3) nor later than twenty (20) business days after the filing of a complaint, a judicial conference hearing shall be held. For good cause, this hearing may be continued for a reasonable period. The administrator filing the complaint shall be the hearing officer at such hearing. At the beginning of the hearing, the hearing officer shall indicate the nature of the offense, the rule or rules alleged to have been violated, and the possible penalty or penalties capable of being imposed. The graduate student shall admit or deny the allegations contained in the complaint.

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

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

e. Judicial Committee Hearing
1. Members of the Committee
In the event it becomes necessary to convene a Judicial Committee, at least three (3) University faculty and/or staff employees shall be selected by the graduate dean, or in his or her absence, the provost, to serve on the Committee. The graduate student may challenge the selection of any member of the Committee for cause. The members so chosen shall not be familiar with the graduate student nor have a direct interest in the matter constituting the grounds for the complaint. Mere employment by Ashland University of any faculty member or staff employee shall not constitute cause of recusal.
2. Time for Hearing
Within fifteen (15) business days after the matter has been referred to a Judicial Committee, a hearing shall be held. For good cause, this hearing may be continued for a reasonable period. The purpose of such hearing shall be to resolve any defects in the procedure to date as well as to identify any defenses presented by the graduate student. Any affirmative defenses shall be asserted at this hearing. Both the appropriate administrator and the graduate student shall identify the names of any party who may be called to give testimony in the matter. The Committee shall set a date certain for an adjudication of the complaint.

3. Representation at the Adjudicatory Hearing
The graduate student shall have, but is not required to have, a resource person who may be an attorney. In the event the graduate student may be subject to suspension or expulsion, the resource person may act on behalf of the graduate student. In the event the graduate student is not subject to suspension or expulsion, the resource person shall not participate in the proceedings but may advise the graduate student in his or her defense. In the event the graduate student does have an attorney as his or her resource person, the graduate student shall notify the Committee and the appropriate administrator at least seven business days prior to the date of the adjudicatory hearing.

4. Procedure
At the adjudicatory hearing, the charge shall again be read to the graduate student. The appropriate administrator shall then present to the Committee all information relevant to such complaint. The graduate student shall have the right to confront and cross-examine all witnesses. The graduate student shall then present to the Committee all information relevant to the defense asserted. Formal rules of evidence shall not apply; however, the chair of the Committee shall limit testimony when appropriate. The chair of the Committee shall rule on any objections to the admissibility of evidence. Upon conclusion of the presentation of evidence by both the appropriate administrator and the graduate student, both parties shall be entitled to make a closing argument.

5. Deliberations and Decision of the Committee
Deliberations of the Committee shall not be public. In cases not involving suspension or dismissal, at least two-thirds (2/3) of the members of the Committee must agree upon a decision. In cases involving suspension or dismissal, a decision to suspend or dismiss must be unanimous. The standard of proof is a preponderance of the evidence. The Committee shall present its decision in written form and shall make findings of fact and conclusions based on the application of the facts found to the rule or regulation involved. A recording of the hearing, but not the Committee’s deliberation, may take place, but any recording made by the University shall be the property of the University. In the event the graduate student desires a copy of a transcript of such recording, it shall be at the expense of the graduate student. Any decision by the Committee shall be a final decision.

VIII. Sanctions
a. Disciplinary Probation
A sanction that defines a student’s status for a specific amount of time; future infractions will result in either suspension or dismissal.

b. Suspension
Exclusion from the University campus, classes, and other University activities for a specified amount of time, which may range from several days or weeks to the remaining portion of a semester or to a period of up to two years. During this time period the student is not allowed on campus or at University activities. A student given the sanction of suspension is excluded from classes with no right to take tests or make up work missed during the remainder of the semester. The student shall be withdrawn from classes at the request of the appropriate administrator or the dean of the Graduate School. If the suspension occurs at any time in the first three-quarters of the course meeting time, any classes in which the student is enrolled must be graded as “withdraw (W).” If the suspension occurs after the first three-quarters of the course meeting time, an “F” must be recorded.

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

d. Restitution
Reimbursement for damage, destruction, or misappropriation of property. This shall not be considered a punitive fine, but a charge to repair, replace, or compensate for the damage, destruction, or misappropriation of the property involved.
e. Notification to Others
Providing notice to those deemed necessary or appropriate to further support the student, or to whom such notice may be necessary or required. Persons or institutions that may supervise the licensing of a student or other persons or institutions that may have a direct interest in the conduct of a student may be notified, absent any overriding privacy issue.

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

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

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

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

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

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

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

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

The decision of the dean to any appeal must be in writing and signed. The dean of the Graduate School may (1) affirm the findings and conclusions of the Judicial Committee, and affirm the imposition of the sanction involved, or affirm the findings and conclusions of the Judicial Committee, but modify the imposition of any sanction or sanctions, (2) reverse the findings and/or conclusions of the Judicial Committee, and convene another Judicial Committee to hear the matter not inconsistent with the terms of the decision of the appeal, or (3) reverse the findings and/or conclusions of the Judicial Committee, and dismiss the matter.

XI. Exclusions
This Code shall not apply to matters involving Academic Integrity. Such matters are covered by the Academic Integrity Policy.

XII. Amendments
The University reserves the right to amend this Code from time to time.
Library and Research Resources

Library

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

Listed in the library catalog are more than 300,000 books, periodicals, government publications, microforms, videos, CDs, and teaching materials. Materials from colleges and universities across the state can be ordered at no charge through the OhioLINK catalog. Library materials are checked out using the AU student ID card.

The Ashland University Library, together with 88 other OhioLINK member libraries, provides access to:

* 49 million books and other library materials
* Millions of electronic articles
* 17,000 electronic journals
* 125 electronic research databases
* 68,000 e-books
* Thousands of images, videos, and sounds
* 35,000 theses and dissertations from Ohio students

Periodical articles not held here or available online can be ordered through interlibrary loan. Reference librarians are on duty daily to assist students in using library materials and services. Instruction in library research is given to classes in the Library Instruction Classroom. Librarians are also happy to meet individually with students to help them plan their research. Off-campus students can call Reference at 800.882.1548 (weekday daytimes) or 419.289.5402; ext. 5402 on campus. Reference e-mail address is library@ashland.edu.

Included in the library are the Instructional Resource Center and the University Archives, along with the John M. Ashbrook Center for Public Affairs, International Programs, International Student and Scholar Services Office, Global Education Office, and Numismatic Center. Affiliated with the Library and included in its catalog is the Ashland Theological Seminary Library.

Instructional Resource Center (IRC)

The IRC, located on the second floor of the library, provides curriculum materials and equipment used by teacher education students during their course of study. Items in the circulating collection include:

* Library of Congress classification “L”—Education
* Juvenile literature collection and big books
* K–12 curriculum textbooks and activity books
* Educational software

* Manipulative kits, audio books, book kits, flannel boards, and big book stands
* Also available for use in the IRC:
  * Computers
  * Scanners and color printing (10¢)
  * Ellison machine, binding machine, and paper cutters
  * Laminating machines
  * Venda Card copy machine

Ashland University Library’s IRC is staffed by a faculty librarian and student workers. The librarian works in close contact with the professional instructor for educational technology and College of Education faculty and staff. For more information, including hours of operation, visit the IRC Web site at www.ashland.edu/students/library/irc.
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 and Scholar 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 and Scholar Services and the Center for English Studies (ACCESS) work to meet their special academic, linguistic, cultural, and legal 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. Ashland University is a member of NAFSA: Association of International Educators.

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.

As a member of the College Consortium for International Studies (CCIS), Ashland University provides eligible students opportunities to study for a summer, semester, or entire academic year in over 70 programs in 28 countries. Although most program classes are taught in English, foreign language study is also available. Typically, the program cost does not exceed that of a semester at AU.

The Department of Foreign Languages coordinates an intensive Spanish study in Costa Rica designed to provide students with an immersion experience. For additional cultural experiences, students participate in excursions and live with host families. Spanish language majors and minors may participate in an advanced program at the Center for Cross-Cultural Study in Spain or Argentina.

Students in the Dwight Schar College of Education may elect to complete their student internship requirement outside the United States. Ashland University is a member of the Consortium for Overseas Student Teaching (COST), an organization that places student teachers in 14 countries at American-sponsored overseas schools or in overseas schools with which COST has an agreement.

Many faculty members organize short-term experiences for students off campus. Past programs have taken place in China, Costa Rica, and Cuba, as well as in various regions of Europe and the United States.

Ashland Center for English Studies (ACCESS)

ACCESS equips international professionals, undergraduates, and graduate students with the knowledge, skills, and experiences in English needed to engage fully with the intellectual, professional, and social life of English-speaking peoples. It offers classes in beginning to advanced English, and a transition program allowing advanced English students to complete English studies while beginning classes in their chosen degree program.
Ashland Theological Seminary

Ashland Theological Seminary is a graduate division of Ashland University under the governance of the same Board of Trustees. The Seminary seeks to fulfill the identity statements of the University, while at the same time being true to its own unique calling as found in its mission statement and other identity statements.

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

Dean
Paul Chilcote, Academic Dean, Ashland Theological Seminary

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

President's Cabinet
John C. Shultz, President of Ashland Theological Seminary
Paul Chilcote, Academic Dean
Leroy A. Solomon, Vice President of Institutional Advancement
Kevin Dudley, Director of Strategic Partnership
Glenn R. Black, Director of Enrollment Management
Jim Thomas, Director of Operations

Administration
Elaine Bednar, Chaplain
Laura Bedocs, Assistant Registrar, Doctor of Ministry
Matthew Bevere, Associate Dean, Doctor of Ministry Program
Charlotte Cole, Executive Assistant to the President
Wanda Coleman, Director of Recruitment, Doctor of Ministry Program
David Cooksey, Director of Church Relations
Doug Cooper, Director of Lifework Leadership
Thomas Gilmore, Coordinator of Education, Cleveland Center
William Gravitt, Director of Development – Major Gifts
Carrie Hudson, Coordinator of Academic Support Services
Jerrolynn Johnson, Assistant Director, Detroit Center; Director of Detroit Counseling Program
Renee Johnson, Enrollment Counselor
Miles Larson, Enrollment Counselor
Lynne Lawson, Assistant Director of the Institute of Formational Counseling
Matt Lewis, Director for Excellence in Leadership
Sylvia Locher, Director of the Seminary Library
Lori Lower, Registrar–Seminary
Mary Lutz, Coordinator of Education, Columbus Center
Pamela Pangborne, Coordinator of Detroit Operations
Andrew Robinson, Coordinator of External Relations, Detroit Center.
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 – The campus is located in a garden like residential neighborhood within Ashland’s historical district. Three academic buildings, two administrative buildings, a library, chapel, archeology collection and several residential facilities make up the campus. We are located at 910 Center Street, Ashland, OH 44805.

CLEVELAND, OH – Students in metropolitan Cleveland can earn a Diploma of Christian Studies, Master of Arts in Practical Theology, Master of Arts (Religion) or Master of Divinity degree completely at our Cleveland Center. We are conveniently located at 6500 Rockside Road, Suite 130 Independence, OH 44131.

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

DETROIT, MI – The Detroit Center offers the Diploma of Christian Studies, Master of Arts in Practical Theology, Master of Arts (Religion), Master of Arts in Counseling, Master of Divinity and courses leading to the Doctor of Ministry. You will find the Center at Centrum Building, 24901 Northwestern Highway, Suite 600 Southfield, MI 48075.
Founders School of Continuing Education

Dean:
Dwight McElfresh

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

Professional Development Services
Mission Statement:
The mission of Ashland University Professional Development Services is to support and provide high quality professional learning opportunities that integrate 21st Century skills with high expectations for educators and other professionals.

Directors:
Executive Director of Professional Development Services, Main Campus/Telego Center for Educational Improvement, Eugene Linton, Ph.D.
Director of Professional Development Services, Southwest Center, James Quatman
Director of Professional Development Services, Columbus Center, Georgine Collette
Director of Professional Development Services, Elyria Center, Jim Flanigan
Director of Professional Development Services, Massillon Center, Paul Stellar

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

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

Directors:
Director, Gill Center for Business and Economic Education, John Dowdell
Coordinator, Special Projects, Strategic Initiatives Centers for Economic Education, Paula Aveni

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

**Mission Statement**

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

**Dean**

Dawn Weber, Dean, College of Arts and Sciences

**Faculty**

Ashland University Graduate Faculty

Stephen Haven, Professor of English *
Deborah Fleming, Professor of English
Daniel W. Lehman, Professor of English
Joe Mackall, Professor of English*

Honored Visiting Graduate Faculty

Peter Campion, Assistant Professor of English, University of Minnesota
Jill Christman, Director of Creative Writing and Associate Professor of English, Ball State University
Bob Cowser, Jr., Professor of English, St. Lawrence University
Angie Estes, freelance writer
JC Hallman, Assistant Professor of English, Oklahoma State University
Steven Harvey, Professor of English, Young Harris College *
Mark Irwin, Associate Professor of Creative Writing, University of Southern California
Thomas Larson, freelance writer
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 Giménez Smith, Assistant Professor of Creative Writing, New Mexico State University
Kathryn Winograd, Assistant Professor of English, Arapahoe Community College *

*Founding faculty members

**Administrators**

Stephen Haven, Director
Sarah M. Wells, Administrative Director

**Curricular Structure**

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

**Academic Policies**

If the faculty mentor decides revisions to the thesis are inadequate, the student is not eligible to graduate during the immediate summer residency. The student will have until September 15 to complete satisfactory revisions, at which point the student's thesis advisor will again consult with another MFA faculty member prior to deciding whether the thesis has been completed successfully. The student is eligible to apply for graduation as outlined above. If the thesis is not yet certified as complete following September 15, the student has the following two options: First, the student may choose to retake ENG 701 and work with a new thesis advisor in fulfilling all requirements for the course. Alternatively, the student may choose to register for ENG 7IP (in progress) for zero credit hours each semester until the thesis is certified as successfully completed by the MFA director and one faculty member other than the student's thesis advisor. In this scenario, the student's thesis advisor would no longer be involved in recommending the student's thesis for a defense but would serve on any defense committee that may eventually review the completed thesis. All students exercising the second option must submit revised theses to the MFA director by March 1.
Students who take English 701 during the fall semester and receive the SR grade will have until March 1 to make satisfactory revisions to the thesis. The same procedure for reviewing an SR grade applies in this instance, except if the first review is deemed inadequate, the student will have until June 1 to complete satisfactory revisions. If the thesis has been completed successfully, the student is eligible to apply for graduation as outlined above. If the thesis is not yet certified as complete following June 1, the student shall either retake English 701 or register for English 71P (in progress) for zero credit hours each semester until the thesis is certified as successfully completed by the MFA director with another faculty member concurring. The maximum time to complete the program is four years and six months.

Non-Residential Courses

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

Summer Residencies

During 14-day summer residencies (English 501, 502, and 503), students will work at Ashland University with Master of Fine Arts faculty and with visiting writers by attending workshops, lectures, seminars, readings, discussion groups, and individual conferences. Students will also attend technical support workshops. During summer residencies, each visiting writer will present one reading and lead one Craft and Publishing Seminar.
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 teachers in mind, the program is open to teachers, community college faculty, history and civic education curriculum professionals, social studies professionals, 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

Faculty
Ashland University Graduate Faculty
Christopher Burkett, Associate Professor of Political Science
David Foster, Chair and Associate Professor of Political Science
John Moser, Professor of History
Peter W. Schramm, Professor of Political Science
Michael Schwarz, Assistant Professor of History
Jeffrey Sikkenga, Associate Professor of Political Science

Honored Visiting Graduate Faculty
William B. Allen, Professor Emeritus of Political Science, Michigan State University
J. David Alvis, Assistant Professor of Government, Wofford College
William J. Atto, Associate Professor of History, University of Dallas
Jeremy D. Bailey, Associate Professor of Political Science, University of Houston
Michael Burlingame, Naomi B. Lynn Distinguished Chair in Lincoln Studies, University of Illinois at Springfield
Andrew E. Busch, Professor of Government, Claremont McKenna College
Mickey Craig, Dean of Social Sciences, William and Berniece Grewcock Professor of Politics and Associate Professor of Political Science, Hillsdale College
Joshua Dunn, Associate Professor of Political Science, University of Colorado at Colorado Springs
Todd Estes, Associate Professor of History, Oakland University
Christopher Flannery, Professor of Political Science, Azusa Pacific University and Louaine S. Taylor Professor of American History and Government, Ashland University
Joseph R. Fornieri, Professor of Political Science, Rochester Institute of Technology
Steven Hayward, Thomas W. Smith Senior Fellow in Political Economy and Thomas and Mabel Guy Professor of American History and Government, Ashland University
Stephen Knott, Professor of National Security Studies, U.S. Naval War College
David F. Krugler, Professor of History, University of Wisconsin–Platteville
Marc K. Landy, Professor of Political Science, Boston College and Edward and Louise Peterson Professor of American History and Government, Ashland University
Gordon Lloyd, Professor of Public Policy, Pepperdine University
Melanie Marlowe, Lecturer in Political Science, Miami University
Ken Masugi, Adjunct Professor of Political Science, Johns Hopkins University
Ronald J. Pestritto, Associate Professor of Politics, Hillsdale College
Kevin Portteus, Associate Professor of Political Science, Hillsdale College
Eric Sands, Assistant Professor of Government, Berry College
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 comprehensive examination track. Students may complete the degree in two or three years, depending upon their desired course load and track option.

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

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

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

**Comprehensive Examination Track**

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

The comprehensive examination is composed of essay response questions based upon the core and elective courses taken by the student as part of their curriculum. Students will be provided with a list of possible questions for study and review purposes; the actual examination questions to be answered will be selected by the faculty from this list. Students may repeat the examination once. If the student fails to successfully pass the exam after a second attempt, the student may face dismissal from the program.

**Capstone Project Track**

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

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

* Creation of a selection of materials (e.g. primary documents) to enhance a curriculum, with essays providing justification of the selections and analysis and interpretation to assist in their use.
* Participation in Civil War battle reenactment, with interpretive essays explaining the significance of the battle in the military and political outcome of the Civil War.
* Development of an exhibition at a school, library, or museum, along with analytical and interpretive essays explaining the significance of the exhibition.

**The Comprehensive Examination, Capstone Project, and the Thesis tracks**

Students may choose the thesis, the capstone project, or the comprehensive exam track. In choosing a track, students should consider their professional and educational goals and needs in consultation with their academic advisor. The comprehensive examination and capstone project tracks are appropriate for students who do not plan to continue their studies beyond the master's level. The thesis track is open to any student; however, it is strongly recommended for those students who plan to continue their studies beyond the master's level.
Students will work individually with the program's faculty to plan their capstone project proposal during AHG 690 (Research Methods). Students may register for and begin work on AHG 690 around the time that they complete 20 hours in the program. The capstone project requires the approval of the program's faculty committee, which will review proposals to make sure they meet substantive and methodological requirements of a master's program. Once the proposal is approved by the program's faculty committee, the student may begin work on the project. Each student will have a capstone advisor to help him or her complete the capstone project.

**Thesis Track**

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

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

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

**Elective Courses:**

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

**COURSE OF STUDY**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHG 501: American Revolution</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 502: The American Founding</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 503: Sectionalism and Civil War</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 504: Civil War and Reconstruction</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 505: The Progressive Era</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 510: Great American Texts</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Choose one:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHG electives</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>
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
Christopher Burkett, Associate Professor of Political Science
David Foster, Chair and Associate Professor of Political Science
Michael Schwarz, Assistant Professor of History
Jeffrey Sikkenga, Associate Professor of Political Science
John Moser, Professor of History
Peter Schramm, Professor of Political Science

Administrators
Jeffrey Sikkenga, Director

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 during the fall and spring semesters. 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.

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Education Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Foundations (choose one):</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 521 Theory and Practice of</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 522 Teaching and Learning in the</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>21st Century</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social &amp; Historical Foundations (choos</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>e one):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 503 School and Society</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 645 Educational Psychology and</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Human Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 579 Special Education Law,</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Policies, and Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquiry (choose one):</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 504 Action Research for</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Educational Improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 505 Introduction to Applied</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Educational Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 506 Quantitative Research</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 507 Understanding Statistical</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Research for Classroom Professionals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity (choose one):</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 502 Critical Dialogues in the</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Teaching and Learning Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 533 Culturally and Linguistically</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Diverse Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 550 Social and Educational</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Perspectives of Disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 510 The World in Your Classroom:</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Multicultural and Global Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The American History and Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHG 501 American Revolution</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 502 The American Founding</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 503 Sectionalism &amp; Civil War</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 504 Civil War and Reconstruction</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 505 The Progressive Era</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 510 Great American Texts</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 693 Comprehensive Examination</td>
<td>0</td>
<td>Permission</td>
</tr>
<tr>
<td>Elective Courses:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AHG 601 Sources of the American</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>Regime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHG European Discovery and Settlement</td>
<td>(2)</td>
<td>None</td>
</tr>
</tbody>
</table>
AHG 603 Colonial America (2) None
AHG 604 The Early Republic (2) None
AHG 605 The Age of Enterprise (2) None
AHG 606 America Between World Wars (2) None
AHG 607 America during the Cold War (2) None
AHG 610 American Foreign Policy (2) None
AHG 611 The American Way of War (2) AHG 610
AHG 620 The Reform Tradition in America (2) AHG 503, 505, or 607
AHG 621 Race and Equality in America (2)
AHG 622 Religion in American History (2) None
AHG 623 Gender and Equality in America (2) None
AHG 630 American Statesmen (2) None
AHG 631 American Political Rhetoric (2) AHG 630, 632, or 633
AHG 632 The American Presidency I, Washington to Lincoln (2) None
AHG 633 The American Presidency II, Johnson to the Present (2) AHG 632
AHG 640 The Congress (2) None
AHG 641 The Supreme Court (2) None
AHG 642 Political Parties (2) None
AHG 660 Topics in American History and Government (2) None
AHG 670 Directed Study (2) Permission 36 hrs.

Comprehensive Examination

At the time the student registers for his or her final semester the student should contact his or her academic advisor to schedule and prepare for the comprehensive examination.

The comprehensive examination is composed of essay response questions based upon the American history and government core and elective courses taken by the student as part of their curriculum. Students will be provided with a list of possible questions for study and review purposes; the actual examination questions to be answered will be selected by the faculty from this list. 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.
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 develop their ability to lead people and manage resources by developing key managerial competencies. Finally, it guides students toward more fruitful ways of integrating their individual efforts with those of their colleagues by employing a team-based, integrated, cross-disciplinary approach to understanding organizational management.

Mission Statement

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

Dean

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

Associate Dean

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

Faculty

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

Administrators

Stephen W. Krispinsky, Executive Director
Katherine M. Rivera, Administrative Assistant
Peg M. Hickey, Project Coordinator

Vision Statement

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

Core Values

Ashland University’s Master of Business Administration program values:

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

Student Learning Outcomes

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

The assessment of student learning outcomes for all MBA students includes both internal and external assessments in selected courses, culminating in the MBA 517 Strategic Planning and Policy Analysis capstone course.
Specific Student Outcomes include:
* the ability to communicate correctly and purposefully, integrating technology into writing and presentations;
* the ability to identify problems, analyze information, and form conclusions within the business context;
* business knowledge from a variety of sub-disciplines and the ability to apply the knowledge and skills to reach solutions to business needs;
* the ability to inspire a shared vision, foster a realization of that vision, and facilitate a culture to realize goals of the vision;
* an understanding of the ethical behaviors and issues relevant to the business community;
* the ability to apply analytical and quantitative skills appropriate to support business decision making;
* an international and global perspective appropriate to a progressive business community that engages in international business activities.

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

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

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

Instructional Facilities
Classes are held on the main campus in the Dauch College of Business and Economics and at four off-campus centers:
* Columbus Center  
  1900 E. Dublin-Granville Rd.  
  Columbus, OH 43229
* Massillon/Stark Center  
  2550 University Dr. SE  
  Massillon, OH 44656
* Medina Center  
  Sharon Commons  
  2498 Medina Rd.  
  Medina, OH 44256
* Westlake Center  
  Corporate College  
  25425 Center Ridge Rd.  
  Westlake, OH 44145

Academic Policies and Regulations
Academic Advisor
The program director will be the student’s advisor 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.
Academic Probation (continued)

A student who is placed on academic probation is normally permitted to register for a maximum of six hours per semester until his or her cumulative grade point average reaches 2.00 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 not meeting the unconditional admission criteria.
Master of Business Administration Foundation Courses

Phase I (0-21 Hours)

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

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

Master of Business Administration Core Courses
Phase II: Business Core (15 Hours)

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

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

Master of Business Administration Elective Courses
Phase III: Electives with Optional Specializations (18 Hours)

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

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

Master of Business Administration Specializations

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

Project Management
MBA 530 Found. of Proj. Mgmt
MBA 533 Adv. Topics in Com. For Proj. Managers

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

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

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

Global Management
Recommended prerequisite:
MBA 509 International Business Management
Required Course:
MBA 567 Multinational Management
Choose two from the following:
MBA 568 International Business Study Tour
MBA 561 Emerging Financial Markets
MBA 562 Global Finance
Supply Chain Management
- MBA 570 Supply Chain Management
- MBA 571 Logistics and Procurement
- MBA 572 Supply Chain Strategy

Accounting
Required Core Prerequisite:
- MBA 511 Managerial Accounting
Take all of the following:
- ACCT 535 Fund and Non-Profit Accounting
- ACCT 538 Advanced Cost Management
- ACCT 540 Advanced Accounting

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, students must have completed 15 semester hours of core subjects, including MBA 501, MBA 503, MBA 505, MBA 507, and MBA 511.

Proposal Approval

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

Style and Typing of Project Report

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

Oral Defense

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

Registration and Completion

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

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

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

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.

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, Executive Director:
* Call 1.888.MBA.CLAS
* Write MBA Office
  Ashland University
  401 College Ave.
  Ashland, OH 44805
* E-mail mba@ashland.edu
* Log on to www.ashland.edu/graduate/mba
Dwight Schar College of Education
Graduate Programs

Programs are offered through the Departments of Curriculum/Instruction, Early Childhood, Foundations, Inquiry, and Community Education, Educational Administration, Inclusive Services and Exceptional Learners, Leadership Studies.

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

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

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

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

Ashland M.Ed. Program Director and Bachelor’s Plus Program Director
Steve Brown

Columbus M.Ed. Admissions Advising Counselor
Shannon Kvorjak

Elyria M.Ed. Program Director/Center Director
James Pitcher

Stark M.Ed. and Professional Development Services/Center Director
Paul Stellar

Cleveland M.Ed. Program Director/Center Director
James Pitcher

Elyria Bachelor’s Plus and Professional Development Services Director
Jim Flanigan

Director of Licensure and Testing and Director of Graduate Programs
Steve Willeke

Field Experiences and Internships Director
Joe Hendershott

Columbus Field Experiences and Internships Assistant Director/Undergraduate Program Coordinator
Fred Fastenau

Faculty By Department

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

The undergraduate and graduate programs offered by the Department help each individual develop the personal and professional qualities needed to become an agent of change who positively influences all students, their schools, and our society.

The instruction provided by the faculty across the Department challenges and supports all members of the learning community as they explore best practice, raise questions, and learn to solve problems through the use of technological and professional resources, the application of theory and research, continuous assessment, and reflective self-evaluation.

Chair: David Kommer, Professor
Herbert Broda, Professor
Joan Knickerbocker, Professor
James Rycik, Professor
Jason Ellis, Associate Professor
Deanna Romano, Associate Professor
Amy Brady, Assistant Professor
Marian Maxfield, Assistant Professor
Donna Villareal, Assistant Professor

Inclusive Services and Exceptional Learners
Mission Statement
The mission of the Department of Inclusive Services and Exceptional Learners is to prepare teachers to develop and maintain collaborative learning communities that support growth and development of exceptional learners. We are committed to improving the access of all learners to inclusive, equitable, and effective education through our teaching, service, and research.
Taskstream Statement: Electronic Portfolio System
The Intervention Specialist team has chosen the Taskstream system to support the comprehensive program outcomes of the licensure programs. Taskstream is a subscription online portfolio system that provides students with lesson, unit, and portfolio building tools through its website, www.taskstream.com. Please note there will be required Taskstream class assignments and program portfolios that will be due during student’s course of study at Ashland University. While some classes will not have Tasksteam assignments, students are responsible for maintaining their completed assignments for possible future use in the online program portfolio.

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

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

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

Foundations, Inquiry and Community Education
Mission Statement
The Department of Foundations, Inquiry, and Community Education is committed to an understanding of the origins, influences, and dynamics of education; inquiry as a foundation for what we know and do and learning within and about the community. The Department values the democratic exchange of ideas and partnering with the communities it serves.

Chair: Louise Fleming, Professor
James Lifer, Professor
Ann Shelly, Professor
Carl Walley, Professor
Penny Arnold, Associate Professor
Linda Billman, Associate Professor
Cathryn Chappell, Associate Professor
Jill Lynch, Associate Professor
Howard Walters, Associate Professor
Rachel Wlodarsky, Associate Professor
Rosaire Ifedi, Assistant Professor
Kathleen Scott, Assistant Professor

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

Chair: Robert Thiede, Assistant Professor
W. Gregory Gerrick, Professor
James Van Keuren, Professor
Carol Engler, Associate Professor
Janet Kearney, Associate Professor
Amy Klinger, Assistant Professor
Dennis Leone, Assistant Professor
Gary Zoldesy, Assistant Professor

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

Chair: Judy Alston, Professor
Carla Edlefson, Professor
Harold Wilson, Professor
Locations of the Graduate Education Programs

The Ashland Center

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

The Columbus Center

The Columbus Center houses the Master of Education, Seminary, and the Master of Business Administration programs in the central Ohio area. Recently remodeled, this facility accommodates 26 education and meeting rooms, three computer labs, and office spaces. Students have access to Ashland University’s library and its databases, including OhioLINK, and many other area libraries, including the State Library. Students may also use a toll-free number to request library materials from the main campus of Ashland University.

The Elyria Center

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

The Cleveland Center

Ashland University Cleveland offers courses leading to a master’s degree in school administration and/or licensure in school administration. A master’s degree in Curriculum and Instruction is also available. The Cleveland Center’s offices are located at 4645 Richmond Rd., Suite #103, Warrensville Heights, OH 44128, 216.292.1100.
Mentorship

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

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

Employer/Student Commitment

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

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; the ability to integrate theory, research, and practice; both orally and in written form.

The Comprehensive Examination

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

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

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:

*: demonstrates the candidate’s knowledge of research design
*: demonstrates the utilization of skills and knowledge from the candidate’s individualized program to address a specific problem;
*: demonstrates the candidate’s knowledge of research design and the ability to interpret findings orally, in writing, and in application.

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

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

Program of Study

The formal course work supporting the tenets and goals of the Ed.D. program is organized around the components of an interdisciplinary foundations core, research, organizational leadership, and a cognate area of study selected by the student designed to complement the major area of organizational leadership and, at the same time, satisfy the individual needs of the student. Following is a brief description of each area and a listing of course requirements.
**Integrative Foundations Core**

Students will complete six semester hours of foundations core requirements.

**Course Work:**
- Integrative Leadership Seminar: 3 hours
- Ethics of Leadership: 3 hours

**Research**

The research component encompasses both qualitative and quantitative research methods as well as research design in order to establish the central importance of research and measurement as underlying threads connecting each facet of the doctoral experience. The interpretation and evaluation of literature in the field of leadership are inherent in all course work as well as essential to the completion of the dissertation requirement.

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

**Organizational Leadership**

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

**Course Work:**
- Organizational Dynamics:
  - Leadership Theory: 3 hours
  - Organizational Behavior: 3 hours
  - Change Processes: 3 hours
  - Organization Development: 3 hours
- Policy Analysis:
  - Institutional Law and Policy: 3 hours
  - Economics of Education: 3 hours
  - Mentorship Component: 4 hours

**Cognate Area**

All students are required to complete a cognate area of study consisting of 15 semester hours in such areas as, but not limited to, educational administration (the superintendency), business management, curriculum, theology, leadership technology, or professional development. Selection of this individualized specialty area is reviewed with the student’s adviser and program committee.

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

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

a. Integrative Foundations Core: 6 semester hours
b. Research: 11 semester hours
c. Organizational Leadership:
   1. Organizational Dynamics: 12 semester hours
   2. Policy Analysis: 6 semester hours
   3. Mentorship: 4 semester hours
   Cognate Area: 15 semester hours
   Dissertation (minimum): 10 semester hours
   Total: 64 semester hours
Ashland University offers a variety of graduate education programs at its regional centers located in Ashland, Columbus, Massillon, Elyria, and Cleveland. These programs include the Master of Education (M.Ed.), Bachelor’s Plus licensure, and other licensure and endorsement programs. Not all centers include all of the above programs. See the resident program director of a given center and/or program for information regarding a specific program. Note that the Ed.D. program is offered only at the Ashland Center (see Ed.D. section for details regarding this program).

All courses are taught within the parameters of master syllabi, which have been developed, reviewed, and approved by the faculty and Graduate Council prior to adoption. Program quality and continuity are also ensured by having full-time resident directors of graduate studies at each center. The resident directors are available for consultation and support to students as they progress through the program. Convenience, personalized attention, and quality programs contribute to the attractiveness of Ashland University programs at all five regional centers.

Admission to a graduate education program may be sought at the center where most of the course work will be completed. Course registration must be at the center where the course is to be taught, or in some cases, the site where the course is to be taught. Students should correspond with the program director of the nearest center regarding admission or registration questions. See additional information at www.ashland.edu/graduate/education.

Graduate Education Program Objectives

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

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

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

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

College of Education Values and Student Learner Outcomes

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

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

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

**Knowledge:**
Candidates in DSCOE continually pursue new understandings about the world and communicate the humanistic and spiritual value of learning. They draw on this knowledge to create meaningful learning experiences that employ appropriate technology and are differentiated to respond to the wide diversity among students.
**Reflection:**
Candidates in DSCOEO 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 DSCOEO assume responsibility to be active in improving their profession. They can articulate a moral framework from which they derive standards of professional behavior in teaching, in research, and in leadership studies.

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

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

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

**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, Classroom Instruction, six hours (b) Curriculum and Instruction: Literacy, six hours; (c) Curriculum and Instruction: Talent Development, three hours. The resident program director must approve workshop credits. For information regarding Ashland University's Professional Development Service's workshops, refer to Founders School of Continuing Education.

**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.

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

Graduate classes are scheduled for evening hours during the fall and spring semesters. Some classes may be available in a combination of Friday/Saturday sessions. Summer classes normally meet during morning and/or early afternoon hours. Separate course and time schedules are published for distribution each semester and summer term. Schedules are posted on the Ashland University Web site.

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

**Capstone Experiences**
Students in M.Ed. programs may have up to four options in which to complete their degree.

**Option 1:** A practicum project with a written report that is based on systematic inquiry demonstrated through action research.
These include:
EDUC 738 Practicum in Curriculum and Instruction,
EDUC 739 Practicum in Sport Science
Prerequisites: Students should have completed the CORE requirements and total of approximately 21 semester hours in order to begin the capstone.

The practicum is a fully documented and procedurally defensible report of a specially formulated field practicum experience. The topic of this practicum paper should arise through personal exploration and application of major and elective course work and field experiences. The topic must be approved by the practicum advisor.
The original and appropriate copies of practicum reports, with grades, must be submitted prior to the time the degree is granted. The original will be retained for the archives, and one copy will be bound for general reference purposes. A bindery fee is paid by the graduate student for the Ashland University Library's circulation copy and any bound copies wanted by the student.

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

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

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

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

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

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

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

The internship is a culminating field experience 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 4:** The thesis, a scholarly paper prepared on a topic that embodies research of a specific nature, enables students to explore a topic of interest.

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

**M.Ed. Core Course, by Standard 2012-2013**

It is the belief that a common CORE of knowledge is needed by all who seek the Master of Education degree. To fulfill this objective the following four standards are required regardless of major program area or concentration. Students must complete one course per M.Ed. Standard and EDFN 501.

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

**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

**Inquiry Standard**
- EDFN 504: Action Research for Educational Improvement
- EDFN 505: Introduction to Applied 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
Teaching and Learning for the 21st Century (TL-21) is a graduate degree program designed to allow professional educators to tailor their graduate student to prepare them for the classroom of today and tomorrow. The goals of the program are to prepare the candidate to function effectively in today's flexible educational setting. The program provides flexibility by allowing candidates to create content to meet their specific professional growth goals. Candidates can add certificates, endorsements or a selected program consisting of approved graduate courses and workshops.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to TL-21</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Core Courses</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Major Professional Courses</td>
<td>3</td>
<td>EDCI 521 (may be concurrent)</td>
</tr>
<tr>
<td>Electives</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>Advanced Field Practicum</td>
<td>2</td>
<td>21 hours w/CORE</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.

Technology for the 21st Century Certificate

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 522 Teaching and Learning in the 21st Cent. Clsrm</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 536 Instructional Design</td>
<td>3</td>
<td>EDCI 505 or EDCI 522</td>
</tr>
<tr>
<td>EDCI 537 Issues &amp; Concerns Relating to Educational Tech.</td>
<td>3</td>
<td>EDCI 505 or EDCI 522</td>
</tr>
<tr>
<td>EDCI 538 Methods for Integrating Tech.</td>
<td>3</td>
<td>EDCI 505 or EDCI 522</td>
</tr>
</tbody>
</table>

Assessment Certificate

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

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

Outdoor Education Certificate

The Outdoor Education certificate, which introduces graduate students to the field of outdoor education, emphasizes the use of the outdoors and communities as instructional tools.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 526 Using the Schoolyard as an Instructional Tool</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 527 Place-based Education</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 528 Explorations: Methods in Outdoor Educ.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 504 Action Research for School Improv.</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

61
**M.Ed. Curriculum and Instruction: Intervention Specialist Moderate/Intensive**

A program for students seeking to teach students in grades K–12 with moderate/intensive educational needs in a variety of settings. Course work may be applied to licensure in this area.

**Prerequisite Courses**

Program prerequisite courses for M.Ed. and Licensure (students with appropriate previous course work may substitute these courses):

- *EDIS 507 Lang./Communication Disorders in Children and Intervention
- *EDEC 564 Curr. & Meth. Of Early Childhood Math
- *12 additional hours of reading, including three hours of phonics
- *Prerequisites must be taken prior to taking EDIS 535, 541, 584, and 582

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Major Professional Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 535 Curr./Meth. for Career/Daily Living</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 579 Special Educ. Law, Policies, &amp; Proc.</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 541 Creating Effective Learning Environ.</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 542 Comm./Consult/Teaming</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 546 Intro. to Education Intervention</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 584 Comm. Interv. Spec. Mod./Int.</td>
<td>3</td>
<td>EDIS 507 concurrent w/585</td>
</tr>
<tr>
<td>EDIS 585 Field Exp. Interv. Spec. Mod./Int.</td>
<td>1</td>
<td>EDIS 507 concurrent w/584</td>
</tr>
<tr>
<td>EDIS 582 Adv. Sensory Motor Interventions</td>
<td>3</td>
<td>EDIS 546 concurrent w/583</td>
</tr>
<tr>
<td>EDIS 583 Field Exp. Adv. Sensory Motor 1 Interv. 1 EDIS 546</td>
<td>3</td>
<td>EDIS 546 concurrent w/582</td>
</tr>
</tbody>
</table>

**Advanced Field Practicum**

This requirement is met through activities completed in EDIS 583, EDIS 585, or the Capstone Experience.

**Capstone Experience**

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

EDUC 738 Practicum in Curriculum & Instruction

- 5

OR

EDUC 728 Inquiry Seminar

- 5

OR

EDUC 791 Thesis

- 37-40 hrs.

Hours may vary due to selected core courses. A current certificate in first aid and CPR is required at time of program completion.

---

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

A program for students seeking to teach students in grades K–12 with mild/moderate educational needs in a variety of settings. Course work may be applied to licensure in this area.

**Prerequisite Courses**

Program prerequisite courses for M.Ed. and Licensure (students with appropriate previous course work may waive these courses):

- EDEC 564 Math Methods (three hours)
- *12 additional hours of reading, including three hours of phonics
- *Prerequisites must be taken prior to taking EDIS 534, 541, and 548.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Major Professional Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 546 Intro. to Educational Intervention</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 535 Curr./Meth. for Career/Daily Living</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 541 Creating Effective Learning Environ.</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 542 Comm./Consultation/Teaming Skills</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 548 Assess. &amp; Teaching Children with Mild/Mod. Educ. Needs</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 507 Lang./Comm. Disorders in Children</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 579 Special Educ. Law, Policies, and Proc.</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

**Advanced Field Practicum**

The requirement is met through activities completed in EDIS 541

**Capstone Experience**

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

EDUC 788 Capstone Inquiry Seminar

- 3

OR

EDUC 781 Thesis Capstone in Education

- 33-36 hrs.

Hours may vary due to selected core courses. A current certificate in first aid and CPR is required at time of program completion.
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.</td>
<td>3</td>
<td>EDIS 650 suggested</td>
</tr>
<tr>
<td>Of the Talented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 652 Develop. and Supervision of</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>Programs for the Talented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 653 Guidance/Counseling for the</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>Talented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 654 Creativity for Teaching the</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>Talented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 640 Problems in Curriculum and</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Instruction (focus on Talent Develop.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any appropriate graduate education</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Advanced Field Practicum Requirement

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

Capstone Experience

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

EDIS 781 Thesis Capstone in Talent Develop. Educ. 3

OR

EDIS 788 Capstone Inquiry Seminar: Talent Develop. (3)

35 hrs.

M.E.D. Curriculum and Instruction: Teacher Leader

The Teacher Leader program provides an opportunity for classroom teachers to expand their skills and knowledge of teaching and leadership. They gain professional skills to create and sustain curricular and instructional change, while also learning strategies for educational change at the grade and building levels.

<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>EDFN 620 Ethics and Responsibilities</td>
<td>3</td>
<td>Adm. to Teacher</td>
</tr>
<tr>
<td>of Teacher Leadership</td>
<td></td>
<td>Leader Program</td>
</tr>
<tr>
<td>EDFN 621 Coaching and Mentoring for</td>
<td>3</td>
<td>EDFN 620</td>
</tr>
<tr>
<td>School Improv.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 622 Understanding Group Dynamics</td>
<td>3</td>
<td>EDFN 621</td>
</tr>
<tr>
<td>in Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 623 Professional Learning</td>
<td>3</td>
<td>EDFN 622</td>
</tr>
<tr>
<td>Communities and Prof. Develop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 646 Educational Assessment</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Advanced Field Practicum

This requirement is met through activities completed in EDFN 747.

Capstone Experience

(Prerequisites: 24 hours with CORE completed)

EDFN 747 Teacher Leader Internship 5

Capstone 32 hrs.

M.E.D. Curriculum and Instruction: Literacy

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Major Professional Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy Core Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 560 Literacy Theory and Practice</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 563 Adv. Studies Lang. Arts</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Literature Study: (select 1 of 2)

EDCI 564 Literature for Adolescents OR 3 None
EDCI 566 Literature for Young Children (PreK–5) (3) EDCI 560 or 563

Literacy Methods and Assessment: (select 1 of 2)

EDCI 567 Adv. Studies in Literacy in the Elementary Classroom OR 3 EDCI 560 or 563
EDCI 561 Content Area Literacy in Middle & Secondary Grades (3) EDCI 560 or 563

Literacy Electives:

Any of 2 of the courses listed above 6

AND/OR

EDCI 565 Adv. Studies of Adolescent Literacy (3) EDCI 560 or 563
EDEC 663 Intervention in Literacy (3) Literacy courses including EDCI 560 or 563

**Advanced Field Practicum**
EDUC 710 Field Practicum in Education 2 Core & 21 hours

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

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

**Course Number and Title** | **Hrs.** | **Prerequisites**
--- | --- | ---
**Core Courses** | 12 | None
**Major Professional Courses**
EDCI 522 Teaching & Learning in the 21st Century Clsrm 3 | None
EDCI 512 Telecom. & Networking for Educ. 3 | EDCI 522 or EDCI 505
EDCI 536 Instructional Design 3 | EDCI 522 or EDCI 505
EDCI 537 Issues & Concerns Related to Ed. Techn. 3 | EDCI 522 or EDCI 505
EDCI 538 Methods for Integrating Technology 3 | EDCI 522 or EDCI 505
EDCI 633 Organization & Management of Ed. Techn. 3 | EDCI 522 or EDCI 505

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

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

30-33 hrs.

Hours may vary due to selected core courses.

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

**Course Number and Title** | **Hrs.** | **Prerequisites**
--- | --- | ---
**Core Courses** | 12 | None
**Major Professional Courses**
EDAD 550 Intro. to School Admin. 3 | None
EDAD 552 School Law and Ethics 3 | None
EDAD 555 Human Behavior in Admin. 3 | None
EDAD 683 Educational Leadership 3 | None
EDAD 686 Admin. Prog. for Students w/Disabilities 3 | None

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

**Capstone Experience**
EDAD 788 Capstone Inquiry Seminar: Leading School Improv. 3 | Faculty Approval

Total Hours 36 hrs.

* All Educational Administration internships are year-long experience.
** Prerequisites for EDAD 735, 736, 737, and 739: CORE & 21 hours in Educational Administration or approval of department chair.
Beginning with the fall semester of 2009, all candidates for the M.Ed. Educational Administration must complete the PRAXIS II specialty area test in Educational Leadership.
M.Ed. Adapted Physical Education Pre K-12

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(EDSS 672 replaces EDFN 521*)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Major Professional Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention Specialist Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 542 Communication, Consult., Teaming Skills</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 582 Sensory Motor-IS Mod./Intensive</td>
<td>3</td>
<td>EDIS 546; concurrent w/583</td>
</tr>
<tr>
<td>EDIS 583 Sensory Motor—IS Mod./Intensive Field Exp.</td>
<td>1</td>
<td>concurrent w/582</td>
</tr>
<tr>
<td>EDEC 593 Bio-Medical Issues for Childhood Professionals</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Adapted Physical Educ. Requirements:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDPE 506 Adapted Physical Educ. And Inclusive Games</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDPE 511 Community Inclusion and Adapted Sports</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 678 Fitness Assessment and Exercise Prescription</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Field Practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This requirement is met through EDUC 747.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Capstone Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Must be in Adapted PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Prerequisites: Approximately 24 hours with CORE completed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 747 Master of Educ. Internship</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td></td>
<td>36 hrs.</td>
</tr>
</tbody>
</table>

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

M.Ed. Sport Sciences: Applied Exercise Science

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>(EDSS 674 (3) replaces EDFN 500*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(EDSS 672 (3) replaces EDFN 521*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Major Professional Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSS 671 The Scientific Basis of Sport</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 675 Scientific Foundation of Nutrition in Sport</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 677 The Physiological Basis for Exercise and Sport</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 678 Fitness Assess. and Exercise Prescription</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 679 Principles of Strength Training and Conditioning</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td><strong>Elective Courses:</strong> (Select 1 from the list below)</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>EDAD 550 Introduction to School Admin.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 552 School Law and Ethics</td>
<td>(3)</td>
<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>EDSS 670 Sport Medicine Principles for Sport Prof.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 673 Analysis of Sport Instruction</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 674 Ethical and Social Issues in Sport</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 680 Sport Marketing Promotions</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 681 Legal Aspects in Sport</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 682 Sport Industry</td>
<td>(3)</td>
<td>None</td>
</tr>
</tbody>
</table>

**Capstone Experience**

(Prerequisites: Majority of course work, EDFN 501, 506, 508, and faculty approval; EDUC 747 requires 24 hours with CORE completed)

EDSS 778 Practicum in Sport Education | 5 | None |
OR EDUC 728 Inquiry Seminar | (5) | None |
OR EDUC 791 Thesis | (5) | None |
M.Ed. Sport Sciences: Sport Management

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>(EDSS 674 (3) replaces Social &amp; Historical Foundations Standardization)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(EDSS 672 (3) Curriculum Foundations in CORE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSS 680 Sport Marketing and Promotions</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 681 Legal Aspects in Sport</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 682 Sport Industry</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Elective Courses: (select 3 from list below)</td>
<td></td>
<td></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>EDSS 670 Sport Medicine Principles for Sport Prof.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 673 Analysis of Sport Instruction</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 675 Scientific Foundation of Nutrition in Sport</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 671 The Scientific Basis of Sport</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 676 Psychology of Coaching</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 677 The Physiological Basis for Exercise and Sport</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 678 Fitness Assessment and Exercise Prescription</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 679 Principles of Strength Training and Conditioning</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Capstone Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Prerequisites: Majority of course work, EDFN 501, 508, and faculty approval.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection of EDUC 788 or EDUC 747 requires an elective (3 semester hours) from list above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 781 Thesis Capstone in Education</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 788 Capstone Inquiry Seminar</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSS 778 Practicum in Sport Education</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Certificate Programs

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

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

Technology for the 21st Century Certificate

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 522 Teaching and Learning in the 21st Cent. Clsrn</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 Issues &amp; Concerns Relating to Educational Tech.</td>
<td>3</td>
<td>EDCI 505 or EDCI 522</td>
</tr>
<tr>
<td>EDCI 538 Methods for Integrating Tech.</td>
<td>3</td>
<td>EDCI 505 or EDCI 522</td>
</tr>
</tbody>
</table>

12 hrs.

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 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>EDFN 507 Understanding Stat. Research for Clsrn Professionals</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 504 Action Research for School Improv.</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

12 hrs.
Outdoor Education Certificate

The Outdoor Education certificate, which introduces graduate students to the field of outdoor education, emphasizes the use of the outdoors and communities as instructional tools.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 526 Using the Schoolyard as an Instructional Tool</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 527 Place-based Education</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 528 Explorations: Methods in Outdoor Educ.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 504 Action Research for School Improv.</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

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

**National Report Card**

Pursuant to Federal Law, the College of Education is required to report their pass rates for the Praxis II, Principles of Learning and Teaching (PLT) exam. Ninety-five percent of those completing the AU Teacher Education program passed this exam in 2010-2011.

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

The Bachelor’s Plus Program is a graduate program designed to provide initial teacher licensure to people who hold bachelor’s degrees from accredited colleges or universities in fields other than education. Ashland University has 19 different options in the Bachelor’s Plus Program that lead to licensure to teach in Ohio schools. Each program contains both graduate and undergraduate courses. Licensure may be at the following levels:

**Early Childhood (PreK–3)**

**Middle Grades (4–9)**

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

**Grades 7–12**

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

**Multi-Age**

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

**Career-Technical (4–12)**

- Integrated Business Education
- Family & Consumer Science

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

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

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

**State Licensure Requirements**

The Ohio 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 program. The candidate must have completed the courses in his or her content field, education methods courses, classroom field experiences, student teaching, required PRAXIS tests, an exit assessment, and a criminal background check to be eligible for licensure. This initial teaching license is the same license that is issued to the four-year teacher education undergraduate candidate.

**Note:**

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

* Prior to beginning the first field experience, students must complete a BCI/FBI background check.

* Some experience may apply to field experience requirements if appropriate. No requested field experience credit will be granted until the person has been admitted to the Bachelor’s Plus Program and has passed the PRAXIS I tests and any required conditional admittance tests.
### Bachelor's Plus Program: Early Childhood Education (Pre K-3) Licensure

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Courses: Graduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 505 Introduction to the Principles of Instructional Technology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 515 Foundations of Literacy*</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 523 Curr. and Methods for Early Childhood Social Studies</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 563 Advanced Studies in Language Arts*</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDCI 566 Advanced Literature for Young Preschool–Grade 5*</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 540 Phonics and the English Language*</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 564 Curr. and Methods for Early Childhood Mathematics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 568 Curr. and Methods for Early Childhood Science</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 586 Effective Instruction</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 593 Bio-Medical Issues for Childhood Professionals</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FCS 594 Advanced Study of Child Development in the Context of Life Span</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 603 Early Intervention &amp; Integration for Young Children with Special Educational Needs</td>
<td>3</td>
<td>FCS 594</td>
</tr>
<tr>
<td>EDEC 631 Foundations of Early Childhood and EC Intervention Specialist Education for New Educators</td>
<td>3</td>
<td>FCS 594</td>
</tr>
<tr>
<td>EDEC 638 Advanced Classroom and Individual Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 669 Assess. with &amp; Eval. of Young Children w/ Special Ed. Needs</td>
<td>3</td>
<td>A course in Child Devel. EDFN 586 or concurrent EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experience</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 588 Assessment, Instruction, Evaluation &amp; Intervention Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 589 Teaching Skills Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td><strong>Professional Courses: Undergraduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 217: Theory of Intermediate Arithmetic and Geometry</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td><strong>Internship</strong></td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>(Prerequisites: EDFN 587, 588, 589)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEC 600 Internship for Early Childhood</td>
<td>5 or 10</td>
<td>62-69 hrs.</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><strong>Professional Courses: Graduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 500 Contemporary Educ.: Issues &amp; Topics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 505 Intro. to the Principles of Instruct. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 521 Principles &amp; Procedures of EDIS 546 Intro. to Education Intervention</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDEC 540 Phonics and the English Language*</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 561 Content Area Literacy in Middle &amp; Secondary Grades*</td>
<td>3</td>
<td>EDIS 560 or 563</td>
</tr>
<tr>
<td>EDCI 563 Advanced Studies in the Language Arts*</td>
<td>3</td>
<td>EDIS 560 or 563</td>
</tr>
<tr>
<td>EDCI 564 Adv. Studies of Lit. for Adolescents*</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 586 Effective Instruction</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 596 Middle Grades Methods</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 597 Middle Grades Philosophy, Org., &amp; Climate</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experiences</td>
<td>3</td>
<td>EDFN 586 or concurrent EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 588 Assessment, Instruction, Evaluation, &amp; Intervention Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 589 Teaching Skills Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td><strong>Professional Courses: Undergraduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 218 Adolescent Psychology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 306 Middle/Secondary School Reading Inst.*</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td><strong>Internship</strong></td>
<td>5 or 10</td>
<td>53-58 hrs.</td>
</tr>
<tr>
<td>(Prerequisites: EDFN 587, 588, 589)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 601 Internship for Middle Childhood</td>
<td>5 or 10</td>
<td>53-58 hrs.</td>
</tr>
</tbody>
</table>

*Plus the content of the two concentrations.*

*Meets Reading requirements for Ohio Standards.

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Courses: Graduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 500 Contemporary Educ.: Issues &amp; Topics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 505 Intro. to the Principles of Instruct. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 521 Principles &amp; Procedures of Curriculum Dev.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 546 Intro. to Education Intervention</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
</tbody>
</table>
EDCI 561 Content Area Literacy in Middle & Secondary Grades* 3
EDFN 586 Effective Instruction 3
EDFN 587 Multicultural Field Experience 3
EDFN 588 Assess., Instruction, Evaluation, & Intervention Field Experience 3
EDFN 589 Teaching Skills Field Experience 3

**Professional Courses: Undergraduate**

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

**Professional Courses: Methods**

For designated content area. Select appropriate course(s) (all of the following methods courses require EDFN 586):
- **EDCI 383** Teaching Voc. Int. Business (3)
- **EDCI 389** Voc. Family & Consumer Sciences Method (3)
- **ENG 432** Teaching English/Language Arts (3)
- **MATH 432** Teaching Mathematics (3)
- **EDCI 432** Teaching Science (3)
- **EDCI 432** Teaching Social Studies (3)

**Internship**

(Prerequisites: EDFN 587, 588, 589)

EDCI 602 Intern. for Adol./Young Ad. 7-12 5 or 10 41-49 hrs.

**Plus the content of the teaching field.**

*Meets Reading requirements for Ohio Standards.

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Courses: Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 500 Cont. Educ.: Issues &amp; Topics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 505 Intro. to the Principles of Instruct. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 521 Principles &amp; Procedures of Curriculum Dev.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 546 Intro. to Educational Intervention</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDCI 561 Content Area Literacy in Middle &amp; Secondary Grades*</td>
<td>3</td>
<td>EDIS 546, EDFN 586</td>
</tr>
<tr>
<td>EDFN 586 Effect. Inst.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 588 Assess., Instruction, Evaluation, &amp; Intervention Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 589 Teaching Skills Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 586 Effective Instruction</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>Professional Courses: Undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>- <strong>PSYC 209</strong> Psychology of Growth &amp; Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>- <strong>PSYC 218</strong> Psychology of Adolescence</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>- <strong>FCS 270</strong> Lifespan Human Development</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Professional Courses: Methods**

For designated content area. Select one area:
- **Visual Arts**: ART 221 (3) & ART 432 (3)
- **Foreign Language**: FL 636 (3) & FL 637 (3)
- **Music Education**: MUSIC 204 (3), MUSIC 325 (3), & MUSIC 395 or 396 (3)
- **Physical Education**: PE 320 (3) & PE 216 (3)

**Internship**

(Prerequisites: EDFN 587, 588, 589)

EDCI 607 Internship for Multi-Age PreK-12 5 or 10 41-49 hrs.

**Plus the content of the teaching field.**

*Meets Reading requirements for Ohio Standards.

**Foreign language licensure programs do not require EDCI 561 (3) as the content of the programs is covered in their course work.**
### Intervention Specialist: Mild/Moderate License

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

#### Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
* Administrative Specialist License in Curriculum, Instruction, and Professional Development
* Administrative Specialist License in Pupil Services
* School Superintendent’s License
* School Business Manager License
* School Treasurer License

### Endorsement programs include:

- Reading Endorsement
- Gifted Intervention Specialist Endorsement
- Early Childhood Generalist (Grades 4–5) Endorsement
- Technology Facilitator Endorsement
- Adapted Physical Education PreK–12 Endorsement
- Middle Grades Endorsement Generalist (Grades 4-6) Endorsement
- Teacher Leader Endorsement
- Teaching English to Speakers of Other Languages (TESOL) Endorsement (pending approval)
- School Nurse License (see The Dwight Schar College of Nursing section of this catalog)

### Other Graduate Licensure and Endorsement Program

In addition to the initial licenses offered through the Bachelor’s Plus program, the Dwight Schar College of Education offers a variety of second licensure and endorsement programs that are approved by the Ohio Board of Regents. Depending upon the program, students may need to have a current teaching license. Additionally, students may be required to complete a criminal background check before beginning field experiences. See individual licensure and endorsement programs for these details.

### Second licensure programs include:

- Intervention Specialist: Mild/Moderate License
- Intervention Specialist: Moderate/Intensive License
- Building Principal’s License

---

*Meets Reading requirements for Ohio Standards.*
Internship
(Prerequisites: Courses for licensure, including prerequisites)
EDIS 592 Internship 5-10 26-31 hrs.

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

Intervention Specialist: Moderate/Intensive License
A program for students seeking to qualify for State of Ohio Licensure to teach students in grades K–12 with moderate/intensive education needs in a variety of settings. Specialty area test required.
Prerequisites before beginning program
EDEC 564 Math Methods (3 hours) is required for persons holding license in other than Early or Middle Childhood, Special Education, or Elementary Education:
Prerequisite Courses
(Students with appropriate previous course work may substitute these courses):
* EDIS 581 Assistive & Inst. Technology for Inter. Spec. (3 hours)
* EDS 507 Lang./Communication Disorders in Children and Intervention (3 hours, EDIS 546 is a prerequisite)
* 12 additional hours of reading, including 3 hours of phonics
* These must be taken prior to taking EDIS 535, EDIS 541, EDIS 584, and EDIS 582

Course Number and Title Hrs. Prerequisites
Required Courses
Professional Courses
EDIS 535 Curr./Meth. for Career/Daily Living 3 EDIS 546
EDIS 546 Intro. to Education Intervention 3 None EDIS 546
EDIS 541 Creating Effective Learning Environment 3 EDIS 546
EDIS 542 Comm./Consult./Teaming 3 None
EDIS 579 Special Educ. Law, Policies, and Procedures for Intervention Specialists 3 EDIS 546
EDIS 584 Comm.: Interven. Spec. Mod./Inten. 3 EDIS 546, 507, w/585
EDIS 585 Field Exp. Conn: Interven. Spec. Mod./Inten. (Concurrent w/ EDIS 584) 1 EDIS 546 w/583
EDIS 582 Adv. Sensory Motor Interventions 3 EDIS 546
EDIS 583 Field Exp. Adv. Sensory Motor Interven. (Concurrent with EDIS 582) 1

Internship
(Prerequisites: Complete all courses, including prerequisites.)
EDIS 592 Internship 5-10 28-33 hrs.

Building Principal's License
A program of preparation for building and district administrators. Three years of satisfactory teaching experience is required of which at least two years shall be at the level of licensure sought. The principal license covers ages 3–14 and 8–21.

Course Number and Title Hrs. Prerequisites
M.Ed. Course Work 36
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 Introduction to School Administration (3) None
EDAD 553 School Law & Ethics (3) None
EDAD 555 Human Behavior in Educational Administration (3) None
EDAD 683 Educational Leadership (3) None
EDAD 686 Admin. Of Programs for Students w/ Disabilities (3) None
EDAD 735 Educational Administration Internship I (3) 21-24 Hrs.
EDAD 736 Building Principal Internship (3) EDAD 735
Required Professional Courses (Select 3 of 4)
EDAD 681 Resource Management in Administration (3) None
EDAD 682 Educational Politics, Policies, & School/Community Relations (3) None
EDAD 684 Professional Development (3) None
EDAD 688 Technology in Administration (3) None 45 hrs.

Note:
1. If required, EDAD 735 and EDAD 736 must be scheduled together as a year-long experience.
2. Master's degree and successful completion of the Praxis II Specialty area test in Educational Leadership required prior to licensure application.
3. Candidates must have two years of successful teaching experience under a professional license prior to licensure application.
Administrative Specialist License in Curriculum, Instruction, and Professional Development

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed Course Work</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>M.Ed. With the following Professional Courses (if not in previous/current M.Ed. Program, the following courses must be taken prior to licensure application):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 550 Introduction to School Administration</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 Educational Administration</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 683 Educational Leadership</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 686 Admin. Of Programs for Students w/Disabilities</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 735 Educational Administration Internship I</td>
<td>(3)</td>
<td>21-24 Hrs.</td>
</tr>
<tr>
<td>EDAD 737 Curriculum, Instruction, and Professional Development Internship Required Professional Courses (Select 3 of 4)</td>
<td>(3)</td>
<td>EDAD 735</td>
</tr>
<tr>
<td>EDAD 681 Resource Management in Administration</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 682 Educational Politics, Policies, &amp; School/Community Relations</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 684 Professional Development</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 688 Technology in Administration</td>
<td>(3)</td>
<td>None</td>
</tr>
</tbody>
</table>

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

Administrative Specialist License in Pupil Services

A program for persons seeking licensure as a central office administrator supervising or administering educational programs dealing with attendance, guidance and psychological services, school health activities, social work, special education, student appraisal, programs for at-risk students, discipline, talented and gifted, state and federal programs, and speech and hearing. In addition, the program is appropriate for teachers desiring a graduate-level program leading to licensure as an intervention specialist supervisor.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed. Course Work</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>M.Ed. with the following Professional Courses (if not previous/current M.Ed. Program, the following courses must be taken prior to licensure application):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 550 Introduction to School Administration</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 552 School Law &amp; Ethics</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 555 Human Behavior in Educational Administration</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 683 Educational Leadership</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 686 Admin. Of Programs of Students w/Disabilities</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 735 Educational Administration Internship I</td>
<td>(3)</td>
<td>21-24 Hrs.</td>
</tr>
<tr>
<td>EDAD 739 Pupil Services Administrative Internship Required Professional Courses (Select 3 of 4)</td>
<td>(3)</td>
<td>EDAD 735</td>
</tr>
<tr>
<td>EDAD 681 Resource Management in Administration</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 682 Educational Politics, Policies, &amp; School/Community Relations</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 684 Professional Development</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 688 Technology in Administration</td>
<td>(3)</td>
<td>None</td>
</tr>
</tbody>
</table>

Note:
1. If required, EDAD 735 and EDAD 739 must be scheduled together as a year-long experience.
2. Master's Degree and successful completion of the Praxis II Specialty area test in Educational Leadership required prior to licensure application.
3. Candidates must have two years of successful teaching experience under a professional license (School Audiologist, School Counselor, School Psychologist, School Social Worker, School Speech-Language Pathologist, School Nurse, Orientation & Mobility Specialist, Occupational Therapist, or Physical Therapist) prior to licensure application.
School Superintendent License

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

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

School Treasurer 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 &amp; Ethics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 693 School Finance and Economics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 559 Buildings, Grounds, and Facilities</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>EDAD 683 Educational Leadership OR 2 years applicable experience*</td>
<td>3</td>
<td>None</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.

School Business Manager License

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

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 552 School Law &amp; Ethics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 693 School Finance and Economics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 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 734 Internship School Business Manager OR</td>
<td>5</td>
<td>None</td>
</tr>
<tr>
<td>2 years applicable experience*</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

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

Post-Baccalaureate Reading Endorsement

The post-baccalaureate Reading Endorsement enables its completers to teach reading in grades K-12.

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 663 Intervention in Literacy Learning</td>
<td>3</td>
<td>12-hour Ohio Reading Core or Instructor Permission</td>
</tr>
<tr>
<td>EDCI 664 Interventions and Assessments for the Secondary Learner</td>
<td>3</td>
<td>12-hour Ohio Reading Core or Instructor Permission</td>
</tr>
<tr>
<td>EDCI 611 Graduate Literacy Internship</td>
<td>3</td>
<td>EDUC 663 and EDC 664</td>
</tr>
</tbody>
</table>

9 hrs.

Note: Passage of the appropriate Praxis II reading test required prior to endorsement application.
**Gifted Intervention Specialist Endorsement**

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>EDIS 591 Student Teaching for Talented Programs</td>
<td>5</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 796 Talented Education Internship</td>
<td>(5)</td>
<td>None</td>
</tr>
</tbody>
</table>

**Technology Facilitator Endorsement**

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 522 Teaching a Learning in the 21st Century Classroom</td>
<td>3</td>
<td>EDCI 522 or EDCI 505</td>
</tr>
<tr>
<td>EDCI 512 Telecom. &amp; Networking for Educ.</td>
<td>3</td>
<td>EDCI 522 or EDCI 505</td>
</tr>
<tr>
<td>EDCI 536 Instructional Design</td>
<td>3</td>
<td>EDCI 522 or EDCI 505</td>
</tr>
<tr>
<td>EDCI 537 Issues &amp; Concerns Related to Ed. Technology</td>
<td>3</td>
<td>EDCI 522 or EDCI 505</td>
</tr>
<tr>
<td>EDCI 538 Methods for Integrating Technology</td>
<td>3</td>
<td>EDCI 522 or EDCI 505</td>
</tr>
<tr>
<td>EDCI 633 Organization &amp; Management of Ed. Technology</td>
<td>3</td>
<td>EDCI 522 or EDCI 505</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 597 Middle Grades Philosophy, Organization, &amp; Climate</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 596 Middle Grades Methods &amp; Assessment</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HIST 239 History of Ohio</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MATH 218 Geometry for Middle Grades Teachers</td>
<td>3</td>
<td>Math 217</td>
</tr>
</tbody>
</table>

12 hrs.

**Adapted Physical Education Pre K-12 Endorsement**

The Adapted Physical Education Endorsement may be added only to PreK–12 Physical Education licensure. It is not available to other students. Students must fulfill prerequisites and concurrent course work.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIS 542 Communication, Consultation, Teaming Skills</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 582 Sensory Motor—IS Mod./Intensive</td>
<td>3</td>
<td>EDIS 583</td>
</tr>
<tr>
<td>EDIS 583 Sensory Motor—IS Mod./Intensive Field Experience</td>
<td>1</td>
<td>EDIS 582</td>
</tr>
<tr>
<td>EDEC 593 Bio-Medical Issues for Child. Prof.</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

18 hrs.

**Adapted Physical Education Requirements**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPE 506 Adapted Physical Educ. And Inclusive Games</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDPE 511 Community Inclusion and Adapted Sports</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 678 Fitness Assessment and Exercise Prescription</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

19 hrs.

Candidates must complete six hours in each of the following areas (science, social studies, English/language arts, and math) and pass the Praxis Elementary Education Content test. Courses from above may be applied to the six hours in each of the four areas.
Post-Baccalaureate Middle Childhood Generalist (Grades 4-6) Endorsement

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

Teacher Leader Endorsement

This 15-hour endorsement enables teachers to develop their abilities in mentoring, guiding instructional improvement, and facilitating a collaborative culture that supports professional learning and development. The Teacher Leader Endorsement is one option for the Lead Professional Educator License as Ohio moves into its recently adopted 4-tiered licensure structure.

Application for the Teacher Leader Endorsement to the Ohio Department of Education cannot be made until the candidates have earned their master's degree with a minimum of 4 years teaching experience.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 620* Ethics and Responsibilities of Teacher Leadership</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 621 Coaching and Mentoring for School Improvement</td>
<td>3</td>
<td>EDFN 620</td>
</tr>
<tr>
<td>EDFN 622 Understanding Group Dynamics in Schools</td>
<td>3</td>
<td>EDFN 620 &amp; EDFN 621</td>
</tr>
<tr>
<td>EDFN 623* Professional Learning Communities and Professional Development</td>
<td>3</td>
<td>EDFN 620, EDFN 621, &amp; EDFN 622</td>
</tr>
<tr>
<td>EDFN 646 Educational Assessment</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Portfolio</td>
<td>0</td>
<td>EDFN 620, 621, 622, 623</td>
</tr>
</tbody>
</table>

15 hrs.

The portfolio and presentation are the concluding activity in the Teacher Leader endorsement program. Specified products from the four courses are to be included in the exit portfolio and presentation along with a reflection and analysis of the candidate's work in the school setting. Note: This portfolio is not the Master Teacher Portfolio required by the Ohio Department of Education for the Lead Professional Educator License.

*Those candidates who earned a M.Ed. in Curriculum & Instruction: Teacher Leader or M.Ed. Educational Administration through Ashland University between Fall 2006-Fall 2011, may substitute EDAD 683 for EDFN 620 and EDAD 684 for EDFN 623. The courses will not be applied to the endorsement unless the student completes the major assessments from EDFN 620 and EDFN 623. See the chair of the Department of Foundations, Inquiry, and Community Education for additional information.

Teaching English to Speakers of Other Languages (TESOL) Endorsement

Pending approval by external agencies, the Dwight Schar College of Education will be offering the 15-hour TESOL endorsement during the 2012-2013 academic year. The 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 Praxis II exam in order to attach the TESOL Endorsement to an Ohio teaching license.
Dwight Schar College of Nursing and Health Sciences

School Nurse Licensure Program

Mission and Vision

The mission of the Dwight Schar College of Nursing and Health Sciences is to educate individuals to become professional nurses and health care professionals committed to nursing and health related practice, leadership and service. The guiding values are integrity, caring, accountability, respect, and excellence. The program provides a foundation for graduate education in nursing and other health related sciences.

The vision is to be the premier nursing and health sciences college in the Midwest, educating graduates to serve a global society.

Dean

Faye Grund, Interim Dean, Dwight Schar College of Nursing and Health Sciences

Program Director

Holly Finks, MSN, RN, LSN

The School Nurse Licensure Program, administered by the Dwight Schar College of Nursing and Health Sciences, is open to actively RN licensed, BSN prepared nurses who have a minimum of a 3.0 GPA in previous higher education. The program consists of six courses and a school nurse internship. Upon completion of the six courses and internship requirements, the student is eligible to apply for licensure through the Ohio Department of Education.

For information, contact the Dwight Schar College of Nursing and Health Sciences, 419.521.6800 or www.ashland.edu/programs/school-nurse-licensure

CURRICULUM: SCHOOL NURSE LICENSURE

(ASN is required for acceptance)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 402 Social &amp; Professional Issues in Education OR</td>
<td>3</td>
<td>Senior Status or Permission</td>
</tr>
<tr>
<td>EDFN 503 Contemporary Education: Issues and Topics</td>
<td>(3)</td>
<td>Senior Status or Permission</td>
</tr>
<tr>
<td>EDIS 250/546 Introduction to Educational Intervention</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FCS 270 Lifespan Human Development</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HS 318 School Health Environment &amp; Services</td>
<td>3</td>
<td>Waived for Nursing Students</td>
</tr>
<tr>
<td>NUR/HS 309 Nursing Process: Int’l./Transcultural Perspectives OR</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SOC 301 Race, Ethnic, &amp; Minority Issues (3)</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>NUR 320 Educational Strategies for Nurses</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDUC 795 Internship/Licensure</td>
<td>(5 or 10)*</td>
<td>Permission</td>
</tr>
</tbody>
</table>

23-28 hrs.

*NOTE: The amount of internship credit required is determined by Program Director.
Course Descriptions

Course Abbreviations
ACCT  Accounting
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  Education Leadership
EDPE  Educational Physical Education
EDSS  Educational Sport Science
EDU  Continuing Education
EDUC  Education
ENG  English
FCS  Family Consumer Science
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
NUR  Nursing
PHYS  Physics
POLSC  Political Science
PSYC  Psychology
REL  Religion
SOC  Sociology
SPAN  Spanish

Accounting (ACCT)
ACCT  535  FUND AND NON-PROFIT ACCOUNTING  3
Prerequisite: Intermediate Accounting II (ACCT 208)
An introduction to the fundamental knowledge for understanding the operation of governmental and non-profit entities, their accounting, and financial reporting practices and the standards that shape their accounting and financial reporting systems.

ACCT  538  ADVANCED COST MANAGEMENT  3
Prerequisite: Cost Management (ACCT 302)
An in-depth study of selected cost and management accounting topics. The purpose of the course is to provide future managers with the cost accounting tools to develop, implement, and evaluate strategy and to provide thorough coverage of the cost accounting methods used to determine product costs for internal management and external financial reporting.

American History and Government (AHG)
AHG  501  THE AMERICAN REVOLUTION  2
Prerequisite: None
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: None
This course is an intensive study of the constitutional convention, the struggle over ratification of the Constitution, and the creation of the Bill of Rights. It will include a close examination of the Federalist Papers and the anti-Federalist papers.

AHG  503  SECTIONALISM AND CIVIL WAR  2
Prerequisite: None
This class is a study of the sectional conflict beginning with the nullification crisis. The course will not only examine the political, social and economic developments in the period leading to the Civil War, but will emphasize the political thought of Abraham Lincoln, Stephen Douglas, and John C. Calhoun.

AHG  504  CIVIL WAR AND RECONSTRUCTION  2
Prerequisite: None
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: None
The transition to an industrial economy posed many problems for the United States. This course examines those problems and the responses to them that came to be known as progressivism. The course includes the study of World War I as a manifestation of progressive principles. The course emphasizes the political thought of Theodore Roosevelt, Woodrow Wilson, and their political expression of progressive principles.

AHG  510  GREAT AMERICAN TEXTS  2
Prerequisite: None
This course is an intensive study of one important text in American history, politics or literature. Examples might include The Federalist Papers, Franklin's Autobiography, Tocqueville's Democracy in America or Twain's Huckleberry Finn. The text may change from course to course and the course may be repeated up to two times with the permission of the associate director.
AHG 601 SOURCES OF THE AMERICAN REGIME
Prerequisite: None
This course examines the European heritage of ideas and arguments upon which the American Founders drew as they devised a new government for the United States.

AHG 602 EUROPEAN DISCOVERY AND SETTLEMENT
Prerequisite: None
An examination of the motives behind and the consequences of the expansion of European power beginning in the sixteenth-century. The course focuses on the European settlement of North America and the interactions between Europeans and indigenous peoples.

AHG 603 COLONIAL AMERICA
Prerequisite: None
This course focuses on the development of an indigenous political culture in the British colonies. It pays special attention to the development of representative political institutions and how these emerged through the confrontation between colonists and King and proprietors. The course also considers imperial politics through a study of the Albany Plan of Union.

AHG 604 THE EARLY REPUBLIC
Prerequisite: None
Having adopted a form of government, the Americans had to make it work. This course examines their efforts to do so, as the Republic took shape amid foreign dangers, political conflict, westward expansion and religious revivals.

AHG 605 THE AGE OF ENTERPRISE
Prerequisite: None
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
Prerequisite: None
In the 1900s, 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
Prerequisite: None
The simmering conflict between the United States and the Soviet Union from 1945 to 1989 was the defining phenomenon of the age, affecting not only the country's foreign policy but its politics, society, economy, and culture as well. In this course students will examine the most important events, ideas, and personalities of the 44 years from the end of World War II to the end of the Reagan administration.

AHG 610 AMERICAN FOREIGN POLICY
Prerequisite: None
Students examine events and issues in the foreign policy of the American republic. Topics include the major schools of thought and approaches, the connection between domestic and foreign politics, and the connection between the principles of the American regime and its foreign policy. With the permission of the Associate Director, a student may take this course twice.

AHG 611 THE AMERICAN WAY OF WAR
Prerequisite: AHG*610;
The course examines how Americans have used military force, focusing on the relationship between civilian and military leaders, characteristic strategic approaches, and the connection between our political principles and our military practices.

AHG 620 THE REFORM TRADITION IN AMERICA
Prerequisite: AHG*503; AHG*505 or AHG*607
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
Prerequisite: None
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
Prerequisite: None
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
Prerequisite: None
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>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHG 630</td>
<td>AMERICAN STATESMEN</td>
<td>2</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<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. With the permission of the associate director, this course may be taken more than once.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| AHG 631    | AMERICAN POLITICAL RHETORIC                     | 2       |
| Prerequisite: AHG*630; AHG*632 or AHG*633              |         |
| This course examines the principles and practice of American political rhetoric through the careful reading of the speeches of its leading statesmen. |

| AHG 632    | THE AMERICAN PRESIDENCY I, WASHINGTON TO LINCOLN | 2       |
| Prerequisite: None                                       |         |
| This course is an examination of the political and constitutional development of the office of president from the Founding era through the Civil War. It focuses on how the presidency shaped American political life as the country grew and struggled with rising sectional tensions. |

| AHG 633    | THE AMERICAN PRESIDENCY II, JOHNSON TO THE PRESENT | 2       |
| Prerequisite: AHG*632                                  |         |
| This course is an examination of the political and constitutional development of the office of president from Reconstruction to the present. It focuses on how changing conceptions of the presidency have shaped American political life in the 19th and 20th centuries, especially as America has become a global power. |

| AHG 640    | THE CONGRESS                                     | 2       |
| Prerequisite: None                                       |         |
| 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. |

| AHG 641    | THE SUPREME COURT                                | 2       |
| Prerequisite: None                                       |         |
| The course is an intensive study of the highest court in the federal judiciary, focusing on the place of the Supreme Court in the American constitutional order. Areas of study may include the relationship between the Court and the other branches of the federal government as well as the states; the Court's power of judicial review; and judicial politics and statesmanship. We will examine these kinds of issues by investigating how the Court has interpreted the Constitution in some of its most historic decisions. |

| AHG 642    | POLITICAL PARTIES                                | 2       |
| Prerequisite: None                                       |         |
| This course examines the development of American political parties, focusing on the meaning of parties and historic moments in the rise and fall of political parties from the Founding era to the present. Topics may include re-aligning elections, changing coalitions within American parties, and the contemporary Democratic and Republican parties. |

| AHG 660    | TOPICS IN AMERICAN HISTORY AND GOVERNMENT        | 2       |
| Prerequisite: None                                       |         |
| Topics courses allow faculty to meet the needs of small groups of students by offering a course specifically designed to meet their needs. Faculty may also use topics courses to develop and test a course for possible inclusion in the standard curriculum. |

| AHG 670    | DIRECTED STUDY                                   | 2       |
| Prerequisite: None                                       |         |
| Students wishing to develop expertise requiring study beyond what is offered in other courses may arrange with a professor to work individually on a topic. The program associate director must approve all directed studies. |

| AHG 690    | RESEARCH METHODS                                 | 2       |
| Prerequisite: None                                       |         |
| This course equips students with the research and analytical skills they need to complete a thesis or capstone project. The course includes instruction in bibliographic skills but emphasizes practice in analyzing historical documents, stressing logic and clarity in argument and writing. During the course, students will also gain proficiency with an on-line archive of primary documents so that they will be able to use these after they leave the program. |

| AHG 691    | THESIS                                           | 4       |
| Prerequisite: AHG*690                                  |         |
| In order to complete requirements for the degree, each student must complete a thesis or a capstone project. The purpose of either is to show mastery of both subject matter and analytical and interpretive skills. |

| AHG 692    | CAPSTONE PROJECT                                 | 4       |
| Prerequisite: AHG*690                                  |         |
| In order to complete requirements for the degree, each student must complete a thesis or capstone project. The purpose of either is to show mastery of both subject matter and analytical and interpretive skills. |

| AHG 693    | COMPREHENSIVE EXAMINATION                        | 0       |
| Prerequisite: Permission                                |         |

**Art (ART)**

| ART 552    | TOPICS IN AMERICAN ART: ART AND CULTURE OF THE SIXTIES | 3-9     |
| Prerequisite: None                                       |         |
| This course explores major ideas expressed in American painting, sculpture, literature, film, and music primarily from popular culture in the 60s. These ideas are related to the social and political settings in which they occurred. |

| ART 652    | ART OF THE RENAISSANCE                            | 3       |
| Prerequisite: None                                       |         |
| A survey of 15th and 16th Century paintings and sculpture in Italy, France, Flanders, and Germany. |

<p>| ART 653    | BAROQUE/ROCOCCO ART HISTORY                       | 3       |
| Prerequisite: None                                       |         |
| A survey of 17th and 18th Century painting, sculpture, and the decorative arts in Italy, France, Flanders, Spain, and Holland. |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 580</td>
<td>MICROECONOMIC ANALYSIS AND ITS APPLICATION TO THE CURRICULUM</td>
<td>2</td>
<td>None</td>
<td>For elementary and secondary teachers. Designed to emphasize methods of inquiry employed by economists and their applications to the theory of instruction.</td>
</tr>
<tr>
<td>BIO 525</td>
<td>ADVANCED HUMAN PHYSIOLOGY</td>
<td>4</td>
<td>None</td>
<td>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.</td>
</tr>
<tr>
<td>EDAD 550</td>
<td>INTRODUCTION TO SCHOOL ADMINISTRATION</td>
<td>3</td>
<td>None</td>
<td>This course focuses on the entry level building administrator in the elementary, middle, and secondary school as well as the central office. Emphasis will be placed on problem-based learning. The prospective administrator will acquire a knowledge base which links theory and research to practice. The course deals with the role of the contemporary school leader as it relates to the change process, instructional improvement, empowerment, and respecting diversity in the decision making process.</td>
</tr>
<tr>
<td>CHEM 550</td>
<td>INQUIRY CHEMISTRY INSTRUCTION</td>
<td>3</td>
<td>Middle Grades Science or AYA Science Licensure</td>
<td>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.</td>
</tr>
<tr>
<td>ART 654</td>
<td>19TH-CENTURY ART HISTORY I</td>
<td>3</td>
<td>None</td>
<td>A study of movements in the second half of the century, including Impressionism and Post-Impressionism and Van Gogh, Gauguin, Cezanne and Seurat. Emphasis on painting.</td>
</tr>
<tr>
<td>EDUCATION AND ITS APPLICATION TO THE CURRICULUM</td>
<td></td>
<td></td>
<td></td>
<td>For elementary and secondary teachers. Designed to emphasize methods of inquiry employed by economists and their applications to the theory of instruction.</td>
</tr>
<tr>
<td>BIO 610</td>
<td>BIOLOGY FIELD STUDY: THE ECOLOGY OF THE GREAT SMOKY MOUNTAINS</td>
<td>4</td>
<td>None</td>
<td>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.</td>
</tr>
<tr>
<td>EDAD 551</td>
<td>ADMINISTRATION OF PUPIL PERSONNEL</td>
<td>3</td>
<td>EDAD<em>550; EDAD</em>555; EDAD*683</td>
<td>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.</td>
</tr>
<tr>
<td>EDAD 552</td>
<td>SCHOOL LAW AND ETHICS</td>
<td>3</td>
<td>None</td>
<td>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.</td>
</tr>
<tr>
<td>ECED 581</td>
<td>MACROECONOMIC ANALYSIS AND ITS APPLICATION TO THE CURRICULUM</td>
<td>2</td>
<td>None</td>
<td>For elementary and secondary teachers. Designed to provide application of an economic analysis to economic policy and courses of study.</td>
</tr>
<tr>
<td>EDAD 550</td>
<td>PERSONNEL ADMINISTRATION</td>
<td></td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
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 successful school leader must interact, and the various process skills needed. Case studies will be used to demonstrate real-life situations and promote discussion to determine issues and probable solutions.

EDAD 559  BUILDING, GROUNDS, AND FACILITIES  3
Prerequisite: None
The course explores present and future facility planning and equipment needs of schools. This program examines the efficiency of present facilities, operations, housekeeping, and maintenance programs. It also reviews the planning process for school construction and maintenance programs. Plans for financing construction are discussed. The role of educational facilities in the teaching/learning process is a central theme throughout the course.

EDAD 681  RESOURCE MANAGEMENT IN ADMINISTRATION  3
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 interrelationship are examined in this course. Various facets of educational leadership are emphasized, specifically human behavior within the context of the school organization. Leadership theories and findings are applied by considering both the skills and the underlying meaning of one's leadership agenda. Attention is given to the integration of human resources leadership in educational bureaucracies. The integration of theory and research with actual practice is at the heart of both the curriculum for this course as well as the means of evaluating student performance.

EDAD 684  PROFESSIONAL DEVELOPMENT  3
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  3
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, assignment, induction, mentorship, staff development, staff evaluation, collective bargaining, contract management, employee/employer relations, employment practices, personnel problems, and standards for school personnel administration. In addition, the role of school administration, Board of Education members, and other professionals who carry out those managerial functions and personnel services is considered.
EDAD 691 THE SUPERINTENDENCY 3
Prerequisite: None
Need: 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, construct budgets, monitor spending plans, and conduct school levy campaigns. Students will construct a broad theoretical knowledge base pertaining to finance issues.

EDAD 694 ORGANIZATIONAL MANAGEMENT SEMINAR AND INTERNSHIPS FOR SUPERINTENDENTS 3
Prerequisite: None
Need: Building Administrator or Educational Specialist License. The seminar is designed to provide superintendent candidates with an understanding of the school district as a system by defining processes for gathering, analyzing, and using data for decision making. Opportunities will be made available for students to frame and solve problems and make quality decisions to meet internal and external expectations. The superintendent-board, superintendent-administrative team, and superintendent-community relationships will be studied. Seminar input will help determine the problems considered by the seminar group. The Organizational Management Seminar provides an internship experience for superintendent candidates. Under the supervision of a university instructor and an on-site superintendent mentor, the candidate participates in district level leadership activities and decision making responsibilities. Visitation with other superintendents is part of the internship experience.

EDAD 733 INTERNSHIP: SCHOOL TREASURER 5
Prerequisite: EDAD*552, EDAD*559, EDAD*693, and EDAD*683
The School Treasurer Internship is a planned, supervised and evaluated field-based experience designed as the intense internship experience for the School Treasurer license. 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 and business management. This is a year-long experience. (Intent fee required.)

EDAD 734 INTERNSHIP: SCHOOL BUSINESS MANAGER 5
Prerequisite: EDAD*552, EDAD*559, EDAD*683, and EDAD*695
The School Business Manager Internship is a planned, supervised and evaluated field-based experience. It is designed as the culminating field experience for the licensure as a School Business Manager. The Internship will allow students to observe the functions of a school business manager and assume leadership in planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in school finance and business management.

EDAD 735 EDUCATIONAL ADMINISTRATION INTERNSHIP I 3
Prerequisite: None
Need: Students should have completed the CORE requirements and approximately 21 semester hours in Educational Administration, or approval of the department chair in order to begin the internship. Faculty approval and a signed intent form are also required. The Educational Administration Internship I is a planned, supervised and evaluated field-based experience. It is designed as the culminating field experience for the Master of Education in Administration. The internship requires students seeking licensure as an administrator to work in a school setting and with cooperating administrators appropriate for the licensure sought. The internship allows students to engage in a major administrative project which involves problem identification, analysis of related research, development of a process or procedure to address the problem, development of an evaluation process, and preparation of a project product. The internship will allow students to observe the functions of administrators, assume leadership in planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in school administration. EDAD 735 must be taken in conjunction with EDAD 736, 737, or 739. (Intent fee required.)

EDAD 736 BUILDING PRINCIPAL INTERNSHIP 3
Prerequisite: None
Need: Students should have completed the CORE requirements and approximately 21 semester hours in Educational Administration, or approval of the department chair in order to begin the internship. Faculty approval and a signed intent form are also required. The Internship is the second course in a year-long planned, supervised and evaluated field-based experience. It is designed as the culminating field experience for the Master of Education in Administration. The internship requires students seeking licensure as a building administrator (principal) in early childhood, middle childhood or adolescence to young adult to work in a school setting and with cooperating administrators appropriate for the licensure sought. Candidates will engage in administrative activities in at least two different buildings representing diverse students age populations. The internship will allow students to observe the functions of a principal, assume leadership in planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in school administration. EDAD 736 must be taken in conjunction with EDAD 735, Educational Administration Internship I. (Intent fee required.)
**EDAD 737 CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT INTERNSHIP**

**Prerequisite:** None

Students should have completed the CORE requirements and approximately 21 semester hours in Educational Administration, or approval of the department chair in order to begin the internship. Faculty approval and a signed intent form are also required. The Internship is the second half of a year-long planned, supervised and evaluated field based experience. It is designed as the culminating field experience for the Master of Education in Administration. The internship requires students seeking licensure as an Administrative Specialist in Curriculum, Instruction, and Professional Development to work in school settings appropriate for the licensure sought. The internship will allow students to observe the functions of central office leaders and supervisors. The student will be involved in instructional supervision, planning, implementing and evaluating in service activities, professional development, teacher-centered activities and other alternative approaches to staff development. (Intent fee required.)

**EDAD 739 PUPIL SERVICES ADMINISTRATION INTERNSHIP**

**Prerequisite:** None

Students should have completed the CORE requirements and approximately 21 semester hours in Educational Administration, or approval of the department chair, in order to begin the internship. Faculty approval and a signed intent form are also required. The Internship is the second half of a year-long planned, supervised and evaluated field-based experience. It is designed as the culminating field experience for the Master of Education in Administration. The internship requires students seeking licensure as an Administrative Specialist in Pupil Service Administration to work in school settings appropriate for the licensure sought. The internship will allow students to observe the functions of central office leaders and super-visors. The student will engage in functions related to attendance, guidance and psychological services, school health activities, social work, special education, student appraisal, programs for at-risk students, discipline, talented and gifted, state and federal programs, speech and hearing. (Intent fee required.)

**EDAD 758 PRACTICUM FOR SCHOOL TREASURER/BUSINESS MANAGER**

**Prerequisite:** None

Students should have completed the CORE requirements and approximately 21 to 24 semester hours in order to begin the internship. Site specific learning experiences will encompass opportunities for student growth and improvement in the functioning of the school treasurer and/or school business manager. These experiences will be augmented and supervised by the school treasurer/business manager at the school site. Evaluation of the student's advancement will be a joint responsibility of the site and university advisers. The written report will provide evidence of student planning, research, evaluation and analysis. It is anticipated that this field experience will be of value to the learning site and the professional development of the students. (Intent fee required.)

**EDAD 788 CAPSTONE INQUIRY SEMINAR: LEADING SCHOOL IMPROVEMENT**

**Prerequisite:** None

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

**Curriculum and Instruction (EDCI)**

**EDCI 505 INTRODUCTION TO THE PRINCIPLES OF INSTRUCTIONAL TECHNOLOGY**

**Prerequisite:** None

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 TELECOMMUNICATIONS & NETWORKING FOR EDUCATORS**

**Prerequisite:** None

This course focuses on incorporating telecommunications and networking to support classroom instruction and classroom management. Attention is also given to installation and configuration of a computer system and peripheral devices; maintenance and troubleshooting of such hardware and software; and organizing technology use in schools.

**EDCI 521 TECHNOLOGY FOR THE 21ST CENTURY TEACHER**

**Prerequisite:** None

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**

**Prerequisite:** None

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 finds 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 533 CULTURALLY AND
LINGUISTICALLY DIVERSE
LEARNERS: SOCIAL,
HISTORICAL, AND LEGAL ISSUES
RELATED TO THE EDUCATION
OF ENGLISH LANGUAGE
LEARNERS
Prerequisite: None
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. Field/Clinical Hours: 20

EDCI 534 LANGUAGE ACQUISITION AND
ELEMENTS OF LINGUISTICS
FOR TEACHING ENGLISH
LANGUAGE LEARNERS
Prerequisite: None
Applying concepts relevant to the acquisition and structure of English increases the effectiveness of instruction to support English Language Learners (ELL) in grades Pre-K-12. As part of the Teaching English to Speakers of Other Languages (TESOL) endorsement program, this course will introduce participants to language development and second language acquisition theories. Students will apply linguistic research to the provision of literacy and content area knowledge and skills for ELLs.

EDCI 535 INTEGRATED TEACHING
METHODS FOR ENGLISH
LANGUAGE LEARNERS
Prerequisite: EDCI*534
The purpose of this course is to increase teacher effectiveness in providing appropriate instruction for English language learners (ELLs) in grades Pre-K-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. Field/Clinical Hours: 20.

EDCI 536 INSTRUCTIONAL DESIGN
Prerequisite: EDCI*505 or EDCI*522
This course introduces the process and foundations of instructional design. Students will apply the instructional design process to plan, design, and model effective learning environments.

EDCI 537 ISSUES AND CONCERNS
RELATED TO TECHNOLOGY IN
EDUCATION
Prerequisite: EDCI*505 or EDCI*522
This course offers students the understanding of social, ethical, legal, and human issues surrounding the use of technology in PreK-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 background, characteristics, and abilities, (c) promotion of safe and healthy technology resources, and (d) facilitation of equitable access to technology resources for all students.

EDCI 538 METHODS FOR INTEGRATING
TECHNOLOGY
Prerequisite: EDCI*505 or EDCI*522
This course provides students with foundations in implementing curriculum plans for schools and school districts. This course focuses on methods and strategies for utilizing technology to maximize student learning with an emphasis also placed on applying technology to enhance and improve personal productivity and professional practice.

EDCI 560 LITERACY THEORY AND
PRACTICE
Prerequisite: None
A course designed to provide advanced study of development and instruction of literacy. Theoretical understandings will be explored and analyzed, especially as influencing practice. The knowledge necessary to apply appropriate instructional and programmatic decisions including knowledge of the learner, the reading and writing processes, instructional strategies, materials, assessment procedures, and classroom environment will be the focus of the course.

EDCI 561 CONTENT AREA LITERACY IN
MIDDLE AND SECONDARY
GRADES
Prerequisite: EDCI*560 or EDCI*563
This course is designed to provide teachers of older students to integrate literacy learning with content learning in all subject areas. The course will examine the unique role of content area teachers in supporting older students' development of advanced levels of literacy. Participants will also learn theoretically supported instructional strategies that enable all students to use reading, writing, speaking, listening, viewing, and visual production as means to learn content.

EDCI 562 LITERATURE FOR CHILDREN
THROUGH YOUNG
Prerequisite: None
Exploration of issues in literature for children through young adults including: history, criticism, trends, authors, illustrators, genres, instructional strategies, and organizations of literature instruction and programs. The course participant will become proficient in selecting quality literature of various genres to match instructional objectives.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 563</td>
<td>ADVANCED STUDIES IN THE LANGUAGE ARTS</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is a course in the language arts with specific emphasis on the relationships that exist among reading, writing, speaking, listening, viewing and visually representing. Students will study current theory regarding language arts instruction and examine its role in relation to all areas of the curriculum. Through discussion and participation, the students will become familiar with organizational structures that encourage language learning in the language arts areas. In addition to organizational considerations, the course will address issues such as story telling and story reading, adaptations for special populations, visual literacy, writing in a variety of forms (poetic, narrative, expository, and persuasive), handwriting, spelling instruction, and assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 564</td>
<td>ADVANCED STUDENTS OF LITERATURE FOR ADOLESCENTS (GRADES 4-12)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A course designed to promote advanced study of issues related to literature for middle grades and secondary school students including history and trends, literary criticism, authors, genre, instructional strategies, and censorship and selection. Participants will investigate theories of the development of literary understanding, appreciate their implications for pedagogy, and apply them to instruction. They will also become proficient in selecting and promoting quality literature that is developmentally appropriate for meeting the personal, social, and cultural needs of adolescents as well as their academic needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 565</td>
<td>ADVANCED STUDIES OF ADOLESCENT LITERACY DEVELOPMENT</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is designed to promote advanced study of literacy development at the middle/secondary school levels. Course participants will investigate adolescent literacy development and effective teaching practices by applying theoretical understandings of literacy and adolescent development. They will develop the ability to gather and use assessment data and to make appropriate instructional and programmatic decisions and to create effective literacy learning environments for adolescents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 566</td>
<td>ADVANCED STUDIES OF LITERATURE FOR YOUNG CHILDREN (PRESCHOOL-GRADE 5)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is designed to promote the exploration of issues in literature for children grades preschool through five. Issues include areas such as history, theory, criticism, trends, authors, illustrators, genres, instructional strategies and organization of literature instruction and programs. The course participants will become proficient in selecting literature of various genres to match instructional objectives and developmental levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 567</td>
<td>ADVANCED METHODS OF LITERACY IN ELEMENTARY CLASSROOM</td>
<td>3</td>
<td>EDCI<em>560 or EDCI</em>563</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em> EDCI<em>560 or EDCI</em>563</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is designed to broaden and deepen knowledge of instructional practices and assessment tools appropriate to literacy in an elementary classroom. The major focus of the class will be to examine a wide range of methods, materials and assessments to plan and evaluate effective reading and writing instruction and to create a classroom environment that fosters literacy learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 596</td>
<td>MIDDLE GRADES METHODS &amp; ASSESSMENT (4-9)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is designed for persons in Bachelor's Plus program who are seeking the middle grades licensure (4-9). Emphases are placed on the development of content specific curriculum and instructional delivery, and assessment procedures which meet the specific needs of all middle grades students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 597</td>
<td>MIDDLE GRADES PHILOSOPHY, ORGANIZATION, AND CLIMATE</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is designed for persons in the Bachelor's Plus Program who are seeking the middle grades licensure (4-9). Emphases are placed on the philosophy of middle level school, the psychology of the preadolescent and adolescent student, the role of teacher as counselor, in teaming, curriculum and instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 601</td>
<td>INTERNSHIP FOR MIDDLE CHILDHOOD</td>
<td>5 or 10</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em> EDFN<em>586, EDFN</em>589 and Praxis I test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For students who desire licensure and who have completed all of the requirements for internship. Supervised Field Experience instruction for Middle Childhood students. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 602</td>
<td>INTERNSHIP FOR ADOLESCENT/YOUNG ADULT (7-12)</td>
<td>5 or 10</td>
<td>EDFN<em>586, EDFN</em>589 and Praxis I test. For students who desire licensure and who have completed all of the requirements for internship.</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em> EDFN<em>586, EDFN</em>589 and Praxis I test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supervised Field Experience instruction for Adolescent/Young Adult 7-12 students. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 607</td>
<td>INTERNSHIP FOR MULTI-AGE PREK-12</td>
<td>5 or 10</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For students who desire licensure and who have completed all of the requirements for internship. Supervised Field Experience instruction for Multi-age Pre-K-12 students. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EDCI 611 GRADUATE LITERACY INTERNSHIP 3
Prerequisite: EDCI*563 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.

EDCI 633 ORGANIZATION AND MANAGEMENT OF EDUCATIONAL TECHNOLOGY 3
Prerequisite: EDCI*505 or EDCI*522
This course focuses on the development of leadership and vision in educational technology. This course focuses on the following key issues: (a) the relationship between technology facilities and resources and classroom instruction, (b) managing the process of change in schools, (c) applying effective group process skills, and (d) technology planning and implementation.

EDCI 641 TRANSFORMING THE MIDDLE SCHOOL 3
Prerequisite: None
This course is a detailed overview of the middle school and its place in the K-12 district structure. Emphasis will be placed on the development of a middle school philosophy, the components of an effective middle school, development of a middle school program, restructuring issues, and evaluation of middle school effectiveness.

EDCI 642 MEETING THE NEEDS OF YOUNG ADOLESCENTS 3
Prerequisite: None
After a brief overview of the social, emotional, physical, moral, and intellectual needs of young adolescents, this course will explore the implications of those needs for effective middle childhood education. Emphasis is on promoting the development of individual students within a diverse group of adolescent and preadolescent students.

EDCI 643 INSTRUCTIONAL METHODS, MODELS AND ASSESSMENT FOR THE MIDDLE GRADES 3
Prerequisite: None
This course is an overview of instructional methods, models and assessment that are especially effective for students in the middle grades. Emphasis is placed upon the design, development and assessment of interdisciplinary units that incorporate higher order thinking skills, multiple intelligences and a variety of learning styles. In addition, several non-traditional and multi-disciplinary instructional methods and models are surveyed in the course such as: service learning, place-based education, environmental education, authentic assessment and the use of the outdoors as an instructional tool. The course emphasizes linkages to the Ohio Academic Content Standards and explores these standards in an interdisciplinary context.

EDCI 644 SEMINAR IN PROFESSIONAL GROWTH AND/INSTRUCTIONAL LEADERSHIP 3
Prerequisite: None
This course provides middle grades teacher-leaders with opportunities to investigate factors that promote positive school culture, meaningful professional development and an understanding of the dynamics of change. Seminar topics include: change theory, principles of adult learning, career stage theories, needs assessment, organizational culture and climate, instructional leadership theory, mentoring functions and professional development planning models.

EDCI 645 INTERNSHIP FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) ENDORSEMENT 3
Prerequisite: None
A supervised 6-week teaching experience for the practicing professional in which candidates will design, develop, and report on an acceptable instructional program for students identified as English Language Learners (ELLs) or Limited English Proficient (LEP). This course is required for candidates seeking Teaching English to Speakers of Other Languages (TESOL) Endorsement. Field/Clinical Hours: 120

EDCI 646 ISSUES IN ADOLESCENCE 6
Prerequisite: None
This course is an introduction to the advanced study of leadership, literacy, and research as they relate to young adolescents. Students will examine adolescence from psychological, social, and cultural perspectives. They will read and discuss a variety of material including research reports, journal articles, and adolescent literature. They will also collect data about the characteristics, needs, and academic achievement of adolescents and identify a focus for their continued research.

EDCI 647 PROCESS OF CURRICULUM IN MIDDLE SCHOOL EDUCATION 3
Prerequisite: None
Process of Curriculum in Middle School Education is designed as a course for experienced middle school educators. Students will begin with an overview of the foundations of middle school education, such as the nature and needs of adolescents and the historical foundations of middle school education. Based on this foundation, students will explore the development of curriculum in a middle school context. Emphasis will be placed on the role of curriculum standards and the core curriculum in developing a curriculum that is responsive to the needs and interests of adolescents. Various approaches in evaluation of curriculum experiences; professional techniques of curriculum development; and the role of pupils, teachers, administrators, scholars, parents, and other groups in shaping curriculum will also be explored. Current literature and research are emphasized.

EDCI 663 INTERVENTION IN LITERACY LEARNING 3
Prerequisite: EDCI*560 and two other of these literacy courses: EDCI*563, 564, 566, 567, or 561
This course fulfills a requirement for graduate students desiring to have licenses endorsed with an area of concentration in reading. This course provides experiences in using focused and ongoing assessment to develop instruction that is responsive to the needs of students who are struggling with the English Language Arts. The lab component of this course requires the participant to implement the assessment/instructional process with specific children and to effectively document and present children's progress.
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.

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

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

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

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

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

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

Early Childhood (EDEC)

EDEC 515 FOUNDATIONS OF LITERACY
Prerequisite: None
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.

EDEC 523 CURRICULUM & METHODS OF EARLY CHILDHOOD SOCIAL STUDIES
Prerequisite: None
This course will provide fundamental knowledge in the areas of curriculum and instructional strategies for early childhood education in social studies. Emphasis will be placed upon the inductive approach by combining process skills and inquiry techniques designed to implement social studies curriculum. This course cannot be applied to a M.Ed. program at Ashland University.

EDEC 540 PHONICS AND THE ENGLISH LANGUAGE
Prerequisite: None
NOTE: EDEC 540 MAY NOT BE TAKEN BY CONFERENCE. A study of English as an alphabetic language. Particular attention will be given to the graphophonemic patterns which have emerged through history. Classroom applications will be explored with specific emphasis on the role of phonics in a balanced literacy program. This course is restricted to initial licensure students and graduate students who are required by ODE rules to complete a basic phonics course.
EDEC 543 ADVANCED SENSORY MOTOR INTERVENTIONS FOR ECIS
Prerequisite: None
This course is designed to provide advanced knowledge of curriculum models, specialized methods, materials and equipment used to teach young children with special needs in the areas of vision, hearing, sensory motor, physical and health. A transdisciplinary approach is emphasized.

EDEC 544 ADVANCED PROFESSIONAL ISSUES IN ECIS
Prerequisite: None
A study of professional trends and issues related to management and administration of Early Intervention Programs. This course provides graduate students with information and skills to apply special education laws and policies to situations what will be encountered in schools and districts. Emphasis is on development of professional/administrative skills to ensure quality EC programs through research, advocacy and community leadership.

EDEC 564 CURRICULUM AND METHODS OF EARLY CHILDHOOD MATHEMATICS
Prerequisite: None
A study of the curriculum content recommended for prekindergarten through the middle grades, along with the instruction methodology appropriate for teaching that content. Emphasis will be placed upon the scope and sequence of mathematics deemed appropriate for the curriculum of early childhood children, the appropriate use of concrete models, analysis of error patterns, and applications of technology.

EDEC 568 CURRICULUM AND METHODS FOR EARLY CHILDHOOD SCIENCE
Prerequisite: None
This course will provide fundamental knowledge in the areas of curriculum and instruction strategies for early childhood education in science. Emphasis will be placed upon the inductive approach by combining process skills and inquiry techniques designated to implement science curriculum. This course cannot be applied to a M.Ed. program at Ashland University.

EDEC 580 EARLY CHILDHOOD INTERVENTION FOUNDATIONS
Prerequisite: None
This course is designed to provide a foundation to the field of early childhood intervention specialties. The student will conduct ethnographic case studies of young children, age three through eight (prekindergarten through grade three) with mild/moderate/intensive exceptional educational needs. Emphasis is placed on principles of service coordination to integrate goals from multiple developmental domains within the context of activity-based, inclusive intervention.

EDEC 593 BIO-MEDICAL ISSUES FOR CHILDHOOD PROFESSIONALS
Prerequisite: None
A study of biological, physiological and medical issues and conditions as they relate to the developing child from birth to age 8. The importance of understanding these issues in relation to the appropriate education and support of young children and their families is emphasized. Individual considerations that affect typical development or educational environment (e.g., attention problems, allergies, disabilities, etc.) are explored and appropriate techniques and resources for reducing the impact of these conditions on the child and learning potential are examined.

EDEC 595 PARENTAL AND NON-PARENTAL ADULT-CHILD RELATIONSHIPS
Prerequisite: None
An in-depth examination of family systems theory; understanding how the child affects and is affected by parents, siblings, the extended family and the community. A number of current child rearing practices are explored as well as the non-parental adult's effectiveness in working with children and their families.

EDEC 600 INTERNSHIP FOR EARLY CHILDHOOD
Prerequisite: EDFN*586, EDFN*589, and Praxis I tests
Supervised Field Experience instruction for Early Childhood students. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.

EDEC 603 EARLY INTERVENTION AND INTEGRATION FOR YOUNG CHILDREN WITH SOCIAL EDUCATIONAL NEEDS
Prerequisite: FCS*594
A study of early intervention models, current trends and service delivery for children birth to age six years and their families. Emphasis will be placed on both developmentally appropriate practice and the role of the family. This course cannot be applied to a M.Ed. program at Ashland University.

EDEC 631 FOUNDATIONS OF EARLY CHILDHOOD AND ECE-INTERVENTION SPECIALIST FOR NEW EDUCATORS
Prerequisite: EDFN*500 and FCS*594
A cross-disciplinary examination of the major concepts guiding practice in the field of early childhood education. Students have an opportunity to learn basic educational concepts and practices central to developmentally appropriate classrooms for children pre-K through grade three, including children with exceptional needs. Various historical and contemporary models and delivery systems are presented and the newest innovations in instruction discussed. This course is not for graduate credit.

EDEC 638 ADVANCED CLASSROOM AND INDIVIDUAL MANAGEMENT
Prerequisite: None
Comprehensive studies of positive classroom and individual student management techniques. Emphasis is on developing appropriate strategies for young children with diverse backgrounds and developmental needs.
EDEC 661  COMMUNICATION INTERVENTIONS AND INSTRUCTIONAL TECHNOLOGIES FOR ECIS  
**Prerequisite:** None  
This course is designed to provide curriculum models, specialized methods, materials and equipment to teach students with moderate and intense special needs in the area of communication. Intervention techniques emphasize the use of technology and other assistive modifications.

EDEC 669  ASSESSMENT WITH AND EVALUATION OF YOUNG CHILDREN WITH SPECIAL EDUCATIONAL NEEDS  
**Prerequisite:** A course in Child Development  
A comprehensive course designed to address pertinent issues, as well as procedures, of assessment and evaluation of young at-risk and handicapped young children. Participants will be involved in local programs that service families of at-risk and/or handicapped young children. This course cannot be applied to a M.Ed. program at Ashland University.

EDEC 673  ADVANCED PROGRAM DESIGN AND ASSESSMENT  
**Prerequisite:** None  
A comprehensive study and evaluation of early childhood programs, including areas such as political and professional influences, advanced methodology, management of change and evaluative research in early childhood preschool through grade three.

EDEC 674  ADVANCED PROFESSIONAL ISSUES IN EARLY CHILDHOOD  
**Prerequisite:** None  
A study of professional trends and issues related to comprehensive educational programs for children prekindergarten through grade three. Emphasis is on development of professional/administrative skills to ensure quality EC programs through research, advocacy and community leadership.

EDEC 793  ADVANCED CLINICAL TEACHING: EARLY EDUCATION OF CHILDREN WITH SPECIAL NEEDS  
**Prerequisite:** None  
Field-based participation within both birth-2 (early intervention) and 3-5 programs for children with special needs under the direction of one or more of the following: Special education supervisors, center-based and/or itinerant teachers, case managers, or early intervention nurses. Specific participant goals will be identified, monitored, and evaluated. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students.

EDEC 794  EDUCATION OF YOUNG CHILDREN WITH DIVERSE ABILITIES SPECIALIST  
**Prerequisite:** None  
Field-based program for students currently serving within an early intervention or 3-5 program for children with special needs. Specific goals and extended experiences are determined for appropriate B-2 and 3-5 settings. Fee required to cover cost of mileage expenses for travel by supervisor, copies/materials to students.

**Foundations, Inquiry, and Community Education (EDFN)**

EDFN 500  CONTEMPORARY EDUCATION: ISSUES AND TOPICS  
**Prerequisite:** None  
A Foundations course designed to study contemporary education through theoretical, philosophical, political, and socio-cultural lenses.

EDFN 501  APA SEMINAR  
**Prerequisite:** None  
This seminar provides graduate students an understanding of the content of the APA Publication Manual and format, including citations and reference styles. This class, along with the other core courses, is a prerequisite to all capstone experiences for the M.Ed. degree.

EDFN 502  CRITICAL DIALOGUES IN THE TEACHING AND LEARNING PROFESSIONS  
**Prerequisite:** None  
Critical theory, critical pedagogy, and critical discourse analysis emerged following World War I in Europe, and entered American education from the 1970s onward. Through these perspectives, education professions can learn to identify sources of socio-cultural power that shape, control, limit and empower the practice of education as an institution of culture. The perception of the classroom teacher by society, individual communities, and the teachers themselves is shaped by a complex intersection of political power, economics, gender and sexual discourses, and historical meta-narratives. This course will provide an overview of these discourses through the lens of critical theory to discuss the nature and characteristics of the teaching profession in contemporary U.S. schooling.

EDFN 503  SCHOOL AND SOCIETY  
**Prerequisite:** None  
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 IMPROVEMENTS  
**Prerequisite:** None  
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 505</td>
<td>INTRODUCTION TO APPLIED EDUCATIONAL RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: None&lt;br&gt;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 of the M.Ed. Core.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 506</td>
<td>QUALITATIVE RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: None&lt;br&gt;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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 507</td>
<td>UNDERSTANDING STATISTICAL RESEARCH FOR CLASSROOM PROFESSIONALS</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: None&lt;br&gt;This course is designed to prepare non-mathematicians to critique and understand statistical research and research designs as they apply to classroom and school practices. Students will analyze a variety of research questions in education and learn to follow these questions through relevant research studies, to learn how to structure links between research and practice that are reasonable, and that protect and justify the experiential knowledge of education professionals. This course meets the requirements of the Inquiry/Research standard of the M.Ed. Core.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 508</td>
<td>QUANTITATIVE METHODS IN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: None&lt;br&gt;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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 509</td>
<td>INTERMEDIATE STATISTICS</td>
<td>2</td>
</tr>
<tr>
<td>Prerequisite: EDFN 508 or permission of professor.&lt;br&gt;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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 510</td>
<td>THE WORLD IN YOUR CLASSROOM: MULTICULTURAL AND GLOBAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: None&lt;br&gt;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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 521</td>
<td>THE THEORY AND PRACTICE OF CURRICULUM DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: None&lt;br&gt;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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 525</td>
<td>HISTORY OF EDUCATION IN THE UNITED STATES</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: None&lt;br&gt;The intent of this course is to explore the ways in which education has developed historically in the United States. EDFN 525 examines the administrative, or structural history of public schooling and other educational institutions and agencies. It also explores how socio-cultural concepts such as race, class and gender have impacted and have been impacted by the historical narrative of education. In this vein, EDFN 525 considers the role that schools play in fostering both equality and inequality in American education in order to understand both the history of education in its own right, and how contemporary American education is informed by historical precedents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 526</td>
<td>USING THE SCHOOLYARD AS AN INSTRUCTIONAL TOOL</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: None&lt;br&gt;This course focuses upon the utilization of the schoolyard as an instructional tool. Emphasis is placed upon rationale, techniques, activities, and site enhancements that can provide experiential learning opportunities beyond the classroom walls. The course emphasizes outdoor learning opportunities that can be used to address concepts and process skills from a variety of content areas and at a variety of grade levels. The outdoors is presented as an interdisciplinary teaching tool rather than as a content area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 527</td>
<td>PLACE-BASED EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: None&lt;br&gt;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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EDFN 528 EXPLORATIONS: METHODS IN OUTDOOR EDUCATION 3

**Prerequisite:** None
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:** None
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 analyses procedures, item wording, testing strategies, introductory language for tests and test items, and strategies for using test results to create intervention 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*583
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. Field Hours: 88.

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

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

EDFN 589 TEACHING SKILLS FIELD EXPERIENCE 3

**Prerequisite:** To be taken concurrently with or after EDFN*586
A field experience which emphasizes the development and use of teaching strategies, methods, skills and assessments as they relate to the principles of teaching and learning, and the decision making process. Time will be spent on applying planning and management skills to the instruction, discipline, behavioral concerns and decision making in the instruction 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 5 or 10

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

EDFN 592 INTERNSHIP FOR SECOND LICENSURE CANDIDATES 3 or 5

**Prerequisite:** Completion of required course work for the second license (to be verified by the candidate's advisor)
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*622
Professional Learning Communities and Professional Development will provide teacher leaders with the knowledge, experiences, and dispositions that will enable them to develop, implement, refine, and institutionalize programs of professional development and renewal for all members of the professional community.

EDFN 632 IMPROVING CLASSROOM INSTRUCTION 3

Prerequisite: None
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: None
This course is designed to develop management skills related to curriculum instruction. These skills include staffing patterns, space and time utilization concepts and media materials for pupils in formulating and implementing learning programs.

EDFN 645 EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT 3

Prerequisite: None
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: None
This course is designed to advance the graduate student's ability to choose and create meaningful assessments appropriate for a given purpose, situation, and group of learners. The goal will be to use assessment to ensure the continuous intellectual, social, and physical development of all learners, as well as a tool for teacher reflection and professional development. Students will create and critique a variety of appropriate and ethical assessment techniques to enhance learning and teaching. Additional focus will be on the critical analysis of current research and an understanding of the roles uses and limitations of economic roles of assessment in society.

EDFN 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. (Intent fee required)

Inclusive Services and Exceptional Learners (EDIS)

EDIS 507 LANGUAGE/COMMUNICATION DISORDERS IN CHILDREN AND INTERVENTION 3

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

An overview of language, both normal and disordered, with emphasis on terminology, acquisition, development, physiological and psychological systems, impact upon learning, assessment, and intervention strategies available to teachers.

EDIS 520 ORIENTATION TO DEAF CULTURE AND INTRO TO AMERICAN SIGN LANGUAGE 3

Prerequisite: Please see Taskstream Statement under Mission Statement.

This course is an introduction to deaf culture, etiology, advocacy groups related to persons who are deaf and/or nonverbal, and nonverbal communication methods. Historical, sociological and literary aspects will also be studied. Students will develop elementary conversational skills in the use of sign language and with communication with individuals who are deaf and/or nonverbal.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIS 534</td>
<td>TRANSITION AND CURRICULUM METHODS FOR CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS-BACHELOR'S PLUS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDIS 535</td>
<td>CURRICULUM/METHODS FOR CAREER DAILY LIVING SKILLS FOR STUDENTS WITH NEEDS FOR MILD/MODERATE/INENSIVE EDUCATIONAL INTERVENTION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDIS 540</td>
<td>DEVELOPING CLASSROOM LEARNING ENVIRONMENTS-BACHELOR'S PLUS</td>
<td>3</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>
</tr>
<tr>
<td>EDIS 541</td>
<td>CREATING EFFECTIVE LEARNING ENVIRONMENTS</td>
<td>3</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>
</tr>
<tr>
<td>EDIS 542</td>
<td>COMMUNICATION, CONSULTATION, AND TEAMING SKILLS</td>
<td>3</td>
<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 skills, effective handling of confrontational situations and seeking and utilizing interdisciplinary support from other professionals.</td>
</tr>
<tr>
<td>EDIS 546</td>
<td>INTRODUCTION TO EDUCATIONAL INTERVENTION</td>
<td>3</td>
<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>
</tr>
<tr>
<td>EDIS 548</td>
<td>ASSESSING AND TEACHING CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS</td>
<td>3</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>
</tr>
<tr>
<td>EDIS 549</td>
<td>ASSESSMENT &amp; INTERVENTIONS FOR CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS-BACHELOR'S PLUS</td>
<td>3</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>
</tr>
</tbody>
</table>
EDIS 550  SOCIAL AND EDUCATIONAL PERSPECTIVE OF DISABILITY  3

Prerequisite: None
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.

EDIS 579  SPECIAL EDUC LAW, POLICIES, AND PROCEDURES FOR INTERVENTION SPECIALISTS  3

Prerequisite: None
The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion for students with disabilities. Students review the American legal system and laws governing special education at federal and state levels and address issues from a teaching perspective. The course includes procedures specific to programs for learners with need for educational intervention. It also addresses topics such as relationships between school personnel and parents, funding sources, consultative procedures, interpersonal communication skills, enhancing team performance, and cultural and linguistic diversity.

EDIS 581  ASSISTIVE & INSTRUCTIONAL TECHNOLOGY FOR INTERVENTION SPECIALISTS  3

Prerequisite: EDIS*546; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education. Please see Taskstream Statement under Mission Statement.
This course is designed to help students in the Intervention Specialist Program to use technology and materials specifically to teach and assist exceptional learners. Adaptations to typically available technology and materials and those specifically designed to assist the learner with challenges will be studied.

EDIS 582  ADVANCED SENSORY/MOTOR INTERVENTION  3

Prerequisite: EDIS*546; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education. Please see Taskstream Statement under Mission Statement.
This course is designed to provide advanced knowledge of curriculum models, specialized methods, materials and equipment used to teach young children with special needs in the areas of vision, hearing, sensory motor, physical and health. A transdisciplinary approach is emphasized.

EDIS 583  ADVANCED SENSORY/MOTOR INTERVENTION SPECIALIST FIELD  1

Prerequisite: EDIS*546; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education. Please see Taskstream Statement under Mission Statement.
A field placement taken concurrently at the graduate level with EDIS 582, Advanced Sensory/Motor Intervention, to be completed in an inclusive educational setting. Individuals seeking Intervention Specialist licensure must complete this field in an inclusive setting. Field hours: 30.

EDIS 584  COMMUNICATION: INTERVENTION SPECIALIST MODERATE/INTENSIVE  3

Prerequisite: EDIC*585 concurrent with EDIS*582; 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. Please see Taskstream Statement under Mission Statement.
This course is designed to provide curriculum models, specialized methods, materials and equipment to teach students with moderate and intense special needs in the area of communication a transdisciplinary approach is emphasized.

EDIS 585  COMMUNICATION FIELD INTERVENTION SPECIALIST MODERATE/INTENSIVE  1

Prerequisite: EDIC*585 concurrent with EDIS*582; 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. Please see Taskstream Statement under Mission Statement.
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. Field Hours: 30.

EDIS 587  ELEMENTARY INTERVENTION SPECIALIST FIELD EXPERIENCE  3

Prerequisite: Taken currently with EDIS*549. Prerequisites: Student must hold a bachelor's degree and admission to the Ashland University Bachelor's Plus Graduate Program in Classroom Teacher Licensure. Please see Taskstream Statement under Mission Statement.
A.U. graduate students are instructed in the use of both formal and informal assessment techniques to gain a well-rounded perspective of the student's present level of 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. Field Hours: 88.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIS 588</td>
<td>MIDDLE SCHOOL INTERVENTION SPECIALIST MULTICULTURAL FIELD EXPERIENCE</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Taken concurrently with EDIS 540. Prerequisites: A bachelor's degree and admission to the Ashland University Bachelor's Plus Graduate Program in Classroom Teacher Licensure required. Please see Taskstream Statement under Mission Statement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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. Field Hours: 92.</td>
<td></td>
</tr>
<tr>
<td>EDIS 589</td>
<td>HIGH SCHOOL INTERVENTION SPECIALIST FIELD EXPERIENCE</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Taken concurrently with EDIS 534. Prerequisites: A bachelor's degree and admission to the Ashland University Bachelor's Plus Graduate Program in Classroom Teacher Licensure. Please see Taskstream Statement under Mission Statement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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. Field Hours: 92.</td>
<td></td>
</tr>
<tr>
<td>EDIS 591</td>
<td>INTERNSHIP FOR TALENTED PROGRAMS</td>
<td>5</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>EDFN<em>586, EDFN</em>589 and Praxis I tests. Supervised field experience instruction of school-aged student is identified as gifted and talented. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students.</td>
<td></td>
</tr>
<tr>
<td>EDIS 592</td>
<td>INTERNSHIP FOR INTERVENTION SPECIALIST</td>
<td>5 or 10</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>EDFN<em>586, EDFN</em>589 and Praxis I tests; all methods courses must be completed before internship. Please see Taskstream Statement under Mission Statement. Supervised field experiences in teaching for intervention specialist. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students. Individuals seeking Intervention Specialist Licensure must complete this field in an inclusive setting.</td>
<td></td>
</tr>
<tr>
<td>EDIS 606</td>
<td>INTERNSHIP INTERVENTION SPECIALIST MILD/MODERATE</td>
<td>5 or 10</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Candidates must have completed all methods courses and post-baccalaureate (Bachelor's Plus) program requirements in preparation for initial licensure. Please see Taskstream Statement under Mission Statement. Supervised field experience with an Intervention Specialist in a school setting. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student. 12 weeks.</td>
<td></td>
</tr>
<tr>
<td>EDIS 650</td>
<td>NATURE/NEEDS OF THE TALENTED</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A background course designed to acquaint the student with the definitions, characteristics, potentialities, abilities, and learning styles of academically talented, creative, visual and performing arts talented, and other talented students. Methods of identification and a survey of assessment instruments shall be explored through a review of related and historical research as well as a critical examination of current practices in education of the talented. This course fulfills state requirements for licensure for Intervention Specialist/Gifted.</td>
<td></td>
</tr>
<tr>
<td>EDIS 651</td>
<td>CURRICULUM DEVELOPMENT FOR EDUCATION OF THE TALENTED</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>EDIS*650 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 endorsement.</td>
<td></td>
</tr>
<tr>
<td>EDIS 652</td>
<td>DEVELOPMENT AND SUPERVISION OF PROGRAMS FOR THE TALENTED</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>EDIS<em>650, EDIS</em>651</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is designed for educators who will be directly involved in the administration of talent development education programs. Job descriptions, program prototypes and evaluation techniques will be discussed, as well as guidelines for the development of grants, proposals and budgets. Participants will explore the steps in developing talent development education programs, including needs assessment, identification, assessment instruments, selection of personnel, staff development, supervision, formative and summative evaluation, philosophy and curriculum. Students will become cognizant of current practices, trends, and pertinent research within the field of gifted education and talent development education.</td>
<td></td>
</tr>
</tbody>
</table>
EDIS 653 GUIDANCE AND COUNSELING FOR THE TALENTED  
**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 IN EDUCATION  
**Prerequisite:** M.Ed Core and 21 hours  
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 IN 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 at 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 TALENTED EDUCATION INTERNSHIP  
**Prerequisite:** EDIS*650, EDIS*651, EDIS*652, EDIS*653, EDIS*654 or permission of Program Team Leader.  
Completion of this Internship will satisfy the requirements for direct experience with identified gifted and talented students necessary for certificate validation for the Endorsement of Gifted Education in Ohio. This does not satisfy the capstone requirement for the Master's of Education in Curriculum and Instruction with emphasis in Talent Development Education. (Fee required to cover costs.)

Leadership Studies (EDLS)  
**EDLS 9800 INTEGRATIVE LEADERSHIP SEMINAR**  
**Prerequisite:** None  
The Integrative Leadership Seminar is designed to introduce students to multiple facets of leadership from an interdisciplinary perspective. The seminar provides a framework for the doctoral student to develop knowledge, skills, and values of leadership for 21st century organizations. This course is designed to encourage students to investigate their leadership behaviors, to be reflective in their response and make plans to improve their effectiveness. This seminar is an integral part of the residency experience.

**EDLS 9802 ETHICS OF LEADERSHIP**  
**Prerequisite:** None  
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 9820 QUANTITATIVE RESEARCH DESIGN
Prerequisite: None
This course is designed to provide students with the concepts and tools needed to read, understand, interpret, analyze, and evaluate quantitative literature in the field of educational leadership. In addition, students learn to apply various quantitative techniques to problems and research questions encountered in the field of education and educational leadership. This course is taught from an application framework. Students will identify the appropriate quantitative technique and research design for a given educational problem or research question; organize data in the appropriate form by use of the SPSS/WINDOWS computer software; design and execute the appropriate statistical analysis; and interpret the findings.

EDLS 9821 QUALITATIVE RESEARCH DESIGN
Prerequisite: None
This is a course designed to acquaint students with qualitative research methodology and qualitative research design. Students are introduced to the philosophical underpinnings of qualitative research, with a focus on anthropological and sociological antecedents of such inquiry. The assumptions of qualitative research, as well as ethical concerns are discussed. Document analysis, content analysis, interviewing, observation, unobtrusive data collection, site selection, building rapport, collecting field notes, data management, and techniques of writing narrative case studies are themes of the course. A pilot study is conducted utilizing data collection, preparing a case study narrative, receiving feedback, and doing subsequent revision.

EDLS 9822 SEMINARS IN EDUCATIONAL RESEARCH
Prerequisite: None
In this seminar students learn how to determine which research techniques are appropriate to use with the research questions posed in their initial dissertation topics. Students undertake an intensive study of the quantitative and/or qualitative tools required to conduct their study as they prepare their dissertation proposal.

EDLS 9823 DISSERTATION RESEARCH DESIGN
Prerequisite: None
In this course, doctoral students will learn the appropriate methods and techniques to use with the research questions presented in their proposed dissertation topics. They will learn how to conduct an advanced database search and undertake an intensive review of the literature. Students will gain knowledge in the quantitative and mixed method approaches to conducting educational research. The course will discuss and review qualitative methods that may be used in applied research. They will also acquire skills in the dissertation-style of writing.

EDLS 9830 DOCTORAL MENTORSHIP
Prerequisite: None
The doctoral program calls for the formation of a collaborative partnership among the doctoral student, a mentor from the University's doctoral faculty, and the employer of the doctoral student. The purpose of this partnership is to utilize the resources of the doctoral student and the University in addressing a specific dimension of the school building or district organization, and to redesign that piece of the organization to enhance the overall systemic function of the building/district. Throughout the mentorship process, regular, ongoing communication among the three members of the partnership will assure continuity in the various stages of program development. This process should take between 12 and 15 months.

EDLS 9841 ISSUES AND TRENDS IN COMPUTER-MEDIATED LEARNING AND TEACHING
Prerequisite: None
This course represents an overview of the influence of computer and other instructional technology on formal learning and teaching. Attention will be given to historical, social, and psychological perspectives on media and technology, followed by current research affecting learning and instruction. Students will identify a specific area of interest related to instructional technology and pursue an independent project. The projects will relate to continuous improvement planning as addressed in EDUC 9843 of this cognate core.

EDLS 9842 EVALUATING THE EFFECTIVENESS OF INSTRUCTIONAL TECHNOLOGY
Prerequisite: None
This course will provide an understanding of the processes and activities essential for designing, implementing, and appraising the utility of educational programs mediated by instructional technology. The graduate student will research systemic reform and other change theory. The student will apply that understanding through case study to the development of a needs assessment and an evaluation plan. The work in this course establishes the tools to begin EDUC 9843.

EDLS 9843 CONTINUOUS IMPROVEMENT FOR INSTRUCTIONAL TECHNOLOGY
Prerequisite: None
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
Prerequisite: None
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 implication 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: None

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 9848 ADULT DEVELOPMENT: CONTINUITY AND CHANGE 3

Prerequisite: None

A course designed to provide leaders of professional enterprises with a foundation of knowledge and experience that will enable them to develop programs of development and renewal based on the principles and theories of human lifespan development and learning.

EDLS 9849 DIRECTED RESEARCH AND EVALUATION IN PROFESSIONAL DEVELOPMENT 3

Prerequisite: None

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: None

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: None

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

EDLS 9881 ORGANIZATIONAL BEHAVIOR 3

Prerequisite: None

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

EDLS 9882 PROFESSIONAL DEVELOPMENT AND RENEWAL 3

Prerequisite: None

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: None

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 ECONOMICS OF EDUCATION 3

Prerequisite: None

An economist looks at education as an investment. Students learn what economic research says about the role of education in economic growth, the best uses of dollars to produce educational outcomes, and equity and adequacy of education funding systems. They study and evaluate examples of various quantitative research designs used by economists and draw out implications of research for policy. The standards/accountability approach to educational reform is contrasted with the market/school choice approach.
EDLS 9889 ORGANIZATIONAL DEVELOPMENT 3

Prerequisite: None
Organization Development is designed to ensure understanding of the quality imperative. For organizational viability, now and in the future, quality of product, process and service is not an option. With an emphasis on quality assurance systems, organizational design, staffing, productivity, total planning integration, leadership and employee involvement, the student is exposed to quality organizational concepts. Quality Function Deployment (QFD) demonstrates the necessity of integrating both internal and external customer voices with process requirements and competitive benchmarking.

EDLS 9898 SEMINAR/TOPICS IN ORGANIZATIONAL LEADERSHIP 1-6

Prerequisite: None
Individual and group study of specific aspects of leadership and organizational dynamics.

EDL 9899 DISSERTATION 1-10

Prerequisite: None
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.

**Sport Sciences (EDPE, EDSS)**

EDPE 506 ADAPTED PHYSICAL EDUCATION AND INCLUSIVE GAMES 3

Prerequisite: None
This course provides an understanding of the latest theories and disabilities in the area of Adapted Physical Education. Students will have an understanding of programming and selecting inclusive games using assistive technology and modification of games.

EDPE 511 COMMUNITY INCLUSION AND ADAPTED SPORTS 3

Prerequisite: None
The course explores the issues affecting inclusion and adapted sports. A variety of inclusion topics and investigation of adapted sports for all disabilities will be reviewed. Field trips and field experiences are part of this course.

EDPE 513 MOVEMENT EDUCATION AND CREATIVE RHYTHMS 3

Prerequisite: None
The study of the creative process of learning through movement including basic movement, creative rhythms, movement exploration, mechanical analysis of motor skills, progressive motor development and problem solving.

EDPE 594 FIELD STUDY FOR ADAPTED PHYSICAL EDUCATION FOR SPECIAL POPULATIONS 2

Prerequisite: EDPE 506 or taken concurrently.
The course is a field-based study of sensory-motor and early intervention techniques for mild/moderate/intensive interventions involving physical activity and motor/physical development for PreK-12 special populations.

EDSS 670 SPORT MEDICINE PRINCIPLES FOR SPORT PROFESSIONALS 3

Prerequisite: None
This course will study the latest research techniques and controversial topics in the field of sports medicine. Sports professionals will be able to better prepare their athletes, teams and athletic staff in decisions regarding health care.

EDSS 671 THE SCIENTIFIC BASIS OF SPORT 3

Prerequisite: None
An introduction to the basic exercise sciences as they relate to the improvement of sport performance. Basic principles of Biomechanics, Functional Kinesiology, and Sports Physiology will be introduced.

EDSS 672 SPORTS MANAGEMENT 3

Prerequisite: None
Analysis of administration, philosophy, standards, policies and procedures for implementing sports programs. Development of an understanding of the administrative analysis and its relationship to decision making.

EDSS 673 ANALYSIS OF SPORT INSTRUCTION 3

Prerequisite: None
An investigation into and the practical experience of using systematic observational tools designed to evaluate coaching/teaching behaviors, and an exposure to technological advance in analyzing psychomotor skills.

EDSS 674 ETHICAL/SOCIAL ISSUES IN SPORT 3

Prerequisite: None
An historical, philosophical, and sociological examination of ethical and social issues related to sport in its dimensions as play, competition, leisure, education, and work.

EDSS 675 SCIENTIFIC FOUNDATIONS OF NUTRITION IN SPORT 3

Prerequisite: None
Study of a scientific framework to assist in understanding nutrition and diet as they relate to physical activity. Nutritional considerations related to overall health and performance will be discussed. Topics to be considered include: digestion and energy metabolism, weight control, disordered eating, role of water, ergogenic aids, and consumerism. The effects of commonly used and abused chemical substances will be discussed in terms of the impact on physical performance.

EDSS 676 PSYCHOLOGY OF COACHING 3

Prerequisite: None
An examination of the psychological factors that affect athletic performance, with particular attention to personality, maturation, social factors and research finding in specific sports.

EDSS 677 THE PHYSIOLOGICAL BASIS FOR EXERCISE AND SPORT 3

Prerequisite: None
The applied study of the functioning of the systems of the human body during exercise, with an emphasis on training and the improvement of sport performance.
EDSS  678  FITNESS ASSESSMENT AND  
EXERCISE PRESCRIPTION  
3  
Prerequisite:  None  
An introduction to fitness evaluation and exercise prescription.  
Concepts, principles, and theories from the fields of exercise physiology,  
kinesiology, nutrition, and tests and measurements will be presented and  
applied to physical fitness testing and the design of exercise programs for  
apparently healthy individuals and individuals with known pathology.  

EDSS  679  PRINCIPLES OF STRENGTH 
TRAINING AND CONDITIONING  
3  
Prerequisite:  None  
An extensive examination of the physiological basis for muscular 
strength, power, and conditioning, as well as principles of facility 
organization and operation. The student will become familiar with 
various approaches to strength training and conditioning (such as high 
intensity training, periodization of training, etc.) The student will have 
the knowledge, skills and abilities to obtain NSCA certification after 
completion of the course.

EDSS  680  SPORT MARKETING AND  
PROMOTION  
3  
Prerequisite:  None  
This course is an examination of the essentials of effective Sport 
Marketing. Topics include application of marketing principles in the 
sport industry, licensing issues, sponsorships and endorsements, stadium 
and arena marketing, broadcasting and media considerations, public 
policy and sports and the unique marketing challenges for sport specific 
products (football, basketball, baseball, intercollegiate sports, etc.).

EDSS  681  LEGAL ASPECTS IN SPORT  
3  
Prerequisite:  None  
A study of the legal system as it relates to sport physical education, sports 
medicine, health and recreation. Topics to be considered include liability, 
negligence, defenses, contracts and immunities. Special attention will be 
directed toward laws and court cases that are pertinent to the sport and 
recreation professional, e.g. Title IX, Title VII, etc.

EDSS  682  SPORT INDUSTRY  
3  
Prerequisite:  None  
This course is an examination of the fundamentals of economics, and the 
organizing of sport enterprise for financial management.

EDSS  778  PRACTICUM IN SPORT 
EDUCATION  
5  
Prerequisite:  EDFN*501, EDFN*506, EDFN*508, faculty approval, completion of majority of course work, signed intent form.  
A coordinated field-based experience in which the student will design, 
develop, document and write an acceptable management program 
pertaining to the student's respective field of interest. (Intent fee 
required.)
EDUC 567 TOPICS IN READING RECOVERY LEARNING TO LOOK AT PRINT FOR THE LOW PROGRESS READER 2

Prerequisite: Participants should have completed EDUC*565 and EDUC*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 grade 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: None

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: None

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: None

Specific subtitles added based on seminar content. Individual and group study of problems related to teaching areas in elementary, middle or high school instructional programs.

EDUC 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: EDUC*501, EDUC*506, EDUC*508, faculty approval, completion of majority of course work, 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 indepth 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 749 MASTER'S OF EDUCATION 3
INTERNSHIP II
Prerequisite: CORE requirements and approximately 24 semester hours of course work, signed intent form.
Taken concurrently with EDUC 748. The capstone internship is planned, supervised and evaluated field-based experience lasting two semesters. It is designed as the culminating field experience for the Master of Education program. The internship requires students to work in a setting appropriate to their field and with a cooperating educator appropriate for the program or the licensure sought. The internship allows students to engage in a major project which involves problem identification, analysis of related research, development of a process or procedure to address the problem, development of an evaluation process and preparation of a project product. The internship will allow students to observe the functions of like professionals, assume leadership in planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work and acquire new knowledge and skills in their field of study. EDUC 749 must be taken in conjunction with EDUC 748 unless special permission is granted due to unique circumstances. (Intent fee required.)

EDUC 781 THESIS CAPSTONE IN 3-6 EDUCATION
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 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 handbook. (Intent fee required).

EDUC 788 CAPSTONE INQUIRY SEMINAR 3
Prerequisite: CORE requirements and 24 semester hours of course work, and signed intent form.
Participants work collaboratively to explore a topic or issue related to curriculum, instruction, or such foundational concepts as the social, cultural, political, and psychological, factors that influence schools and learning. Students will participate in extensive reading of professional literature and in-depth discussions. The seminar may also involve study of media resources or firsthand experiences such as travel, service learning, or action research. Students will produce final products that show evidence of in-depth understanding of the topic and careful reflection about implications for future practice or research.

EDUC 791 THESIS 5
Prerequisite: EDUC*501, EDUC*506, EDUC*508, faculty approval, completion of majority of course work, 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 5 or 10
Prerequisite: None
A supervised teaching experience for the practicing professional in which the student will design, develop and report on an acceptable instructional program for the on-site classroom. The experience must be in the licensure field. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students.

English (ENG)

ENG 501 SUMMER RESIDENCY I 3
Prerequisite: None
This gateway residency will be taught over 14 days. There will be three major components to the course: 1) Writers' Workshop/Mentor Tutorial Sessions; 2) Craft, Style, and Publishing Seminars; 3) Evening/Weekend Readings and Discussions. Students will attend 10 two-hour-and-forty-five minute Writers' Workshop/Mentor Tutorial sessions and 10 hour-and-a-half Craft, Style, and Publishing Seminars. Students are encouraged to attend all Evening/Weekend programs. In addition, students will meet individually with their mentors to define a writing/reading project for the non-residential courses. There will also be new student orientation sessions, academic advising sessions, and computer support sessions.

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

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

ENG 601 LITERATURE OF EARLY ENGLAND 3
Prerequisite: None
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: None
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 1-3
POETRY NONFICTION / FICTION
Prerequisite: None
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: None
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: None
A study of the neoclassical literature of England during the 18th century. Particular emphasis on the emergence of scientific and philosophical expression and upon the parallel developments of form and pattern in art and music. Reading and analysis of representative writers including Pope, Swift and Johnson.

ENG 610 ROMANTIC MOVEMENT & VICTORIAN PERIOD 3
Prerequisite: None
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: None
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: ENG*601
This course represents the first step in a program-long process of working toward the completion of a book of poems or nonfiction (culminating in the MFA Thesis). Via the internet, each student will work individually with his or her faculty mentor, and collectively with student peers, to develop the craft of drafting the body of a book. Students will also develop skills in judiciously applying constructive criticism to improve the quality of their writing, and 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 or nonfiction (culminating in the MFA Thesis). Via the internet, each student will continue to develop the craft of drafting new poems or pieces of nonfiction by working individually with a faculty mentor, and collectively with student peers. In addition, students will work toward the completion of a group of poems or pieces of nonfiction worthy of serving as the core of a book. While students will continually create new work, there will be an emphasis on the revision process, and on the ability of students to articulate the nature and degree of aesthetic coherence in their own developing manuscript, as well as in existing works of literature.

ENG 633 MENTORSHIP III 9
Prerequisite: ENG*602
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 essays or poems, and will continue to revise individual works, there will be an emphasis on the ability to articulate key formal and thematic characteristics that contribute to the resonance and aesthetic integrity of a body of writing.

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 book of poems or essays. Via the internet, students will develop further the craft of shaping a book-length collection of poems or nonfiction by working individually with a faculty mentor, and collectively with student peers. Though each student will actively work toward the creation of new poems or new pieces of nonfiction, and toward the revision of individual works, the primary emphasis of the course will be on developing the student's ability to shape a book-length collection of writing into an aesthetic construct that is at once informed by, and larger than, the sum of its parts.

Family and Consumer Sciences (FCS)

FCS 594 ADVANCED STUDY OF CHILD DEVELOPMENT IN THE CONTEXT OF THE LIFE SPAN 3
Prerequisite: None
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.
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.

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.

Successful completion of intermediate foreign language courses or equivalent. 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.

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.

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

Prerequisite: None

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 of the broad areas of responsibility for school health services, health education and the other components of a Coordinated School Health Program.

Prerequisite: None

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.

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

This internship is designed to prepare the BSN degreed registered nurse for practice as a school nurse in the provision of school nursing and school health services with children and youth which meets the national standards of the profession and the requirements of the State of Ohio. This is a 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.

Prerequisite: None

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

Prerequisite: None


Prerequisite: None

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: None
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: None
An introduction to abstract algebraic systems through the study of groups, rings and fields.

MATH 640 SPECIAL TOPICS 1-5
Prerequisite: None
The faculty member proposing the course must complete all the data for this course syllabus. Successful courses will be reviewed by the Graduate Education Department for permanent status.

Master of Business Administration (MBA)

MBA 501 ORGANIZATIONAL DESIGN, DEVELOPMENT AND CHANGE MANAGEMENT 3
Prerequisite: None
This course explores the theories and concepts that managers can apply, on their own or in collaboration with an OD consultant, to drive effective change management initiatives within their departments or organizations. The course examines how to create and enact positive change in business at the systems level by understanding the elements of organizational design as well as theories and models pertinent to organizational change. The course focuses on large-scale OD interventions as well as strategies and tactics managers can employ to plan, enact, and monitor change within their spheres of influence. Topics covered in this course include understanding the fundamentals of organizational design; systems thinking and its impact on the change process; defining OD and the dynamics of change in relationship to organizational culture; exploring core OD values in the context of globalization; various OD interventions used at the individual, group and organizational levels; and key issues managers should weigh to initiate and successfully manage change processes within their organizations.

MBA 502 MANAGERIAL ECONOMICS 3
Prerequisite: None
Managerial economics instructs managers on the economic approach to management. This course stresses three areas of management decision making: allocative, controlling behavior, and profit analysis. Central to any organization's functioning is the allocation of resources to competing ends for the purpose of accomplishing a final goal. Managerial economics teaches the logic of this process using the classical optimization vocabulary of resource, constraint, competing ends, accounting prices, economic prices, final goal, and choice. Humans, being a highly social species with a high-level consciousness, want to describe, explain, control, and predict behavior. Any human organization, if it is to be successful, requires behavioral technologies to deal with its own members and outsiders. Managerial economics teaches the rational actor's approach to describing, explaining, controlling, and predicting behavior. Finally, the sine qua non of a capitalistic business is profit. Yet few managers appreciate the constellation of variables that determines it. Managerial economics employs a profit model that allows managers to see the connections among demand, resource prices, technology, quantities of fixed input, a product's price, a firm's capacity utilization rate, and profit. Emphasized throughout this course are reasoning and problem solving skills as opposed to memorization.

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

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

MBA 505 FINANCIAL MANAGEMENT 3
Prerequisite: MBA*500B Accounting and MBA 500F Finance or 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 3
Prerequisite: None
A study of the ethical, moral and legal responsibilities of the manager in the business world. Ethical theory as applied to situations will be presented for discussion. General government regulation, whether federal, state or local laws, will be stressed as it relates to the business enterprise. The relationship of the manager and the rights of various stakeholders are identified, with legal theory serving as the basis of such study.

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

MBA 509 INTERNATIONAL BUSINESS MANAGEMENT 3
Prerequisite: None
This course deals with international/global business as an element of operational, functional, and environmental variables and patterns of behavior of the corporation. Intra-corporate research and analysis dealing within the corporation to determine the ability to successfully compete in a foreign market will also be examined. The firm's competitive advantages, anatomy, goals and objectives, internal resources, priorities, and a general framework will be studied. This segment will also examine the techniques of the industry and competitive analysis. Additionally, the course will deal with inter-corporate research and analysis of those variables and conditions outside the control of the firm.
MBA 510 ORGANIZATIONAL BEHAVIOR 3
Prerequisite: MBA*500A Business Organization or equivalent.
A conceptual understanding of the complexities of human behavior human behavior is essential for the success of any manager. This course seeks to enhance student knowledge concerning the behavior of individuals and groups in an organizational setting through the use of research perspective, and to guide the application of conceptual organizational behavior knowledge to managerial problems. The topics covered in the course include learning, perception, job attitudes, work motivation, leadership, decision making and various group dynamics and processes.

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

MBA 513 MANAGEMENT INFORMATION SYSTEMS 3
Prerequisite: None
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: None
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: None
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 ANALYSIS 3
Prerequisite: Twenty-four (24) semester hours of business core courses.
The capstone course stresses how to implement contemporary tools and techniques successfully in developing strategic initiatives for an organization. The student will learn the importance of the strategic management process and its value in creating competitive advantage. The course will demonstrate how high-performing enterprises often initiate and lead trailblazing strategies in their industry. Also the capstone course employs the functional areas students learned from previous courses in the MBA program. There is a strong emphasis on utilizing business cases which will help the student to develop strategic offensive and defensive initiatives during their case presentation.

MBA 530 FOUNDATIONS OF PROJECT MANAGEMENT 3
Prerequisite: None
This course provides an overview of the methods and processes of modern project management. Topics covered include project scope, time, cost, risk, communications, quality, human resource integration, and procurement management. It will also cover common project management tools like precedence diagramming, developing a work breakdown structure, risk analysis, and earned value analysis.

MBA 531 INCREASING ORGANIZATION CAPACITY IN PROJECT MANAGEMENT 3
Prerequisite: None
This course provides an overview of the strategies and tools necessary for the development of effective, long-lasting organizational capacity in project management. Topics covered include project management, skill development, related skills, organizational arrangements for effective project management, organizational learning, project management communities of practice, effective processes and tools for project management, and building the business case for project management initiatives.

MBA 533 ADVANCED TOPICS IN COMMUNICATIONS FOR PROJECT MANAGERS 3
Prerequisite: None
This course introduces students to advanced communications methods and techniques of use to project managers. It explores the challenges of communications, including requirements definition and conflict management, in the project context and allows students to develop skills that they can use as they manage their projects. Topics covered include communications models, conflict models, positional versus interest-based conflict management methods, and the application of conflict management tools and techniques.

MBA 540 ENTREPRENEURSHIP AND INTRAPRENEURSHIP 3
Prerequisite: None
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. Intrapreneurship foundations will examine how corporate managers may capture the initiative in trying new ideas and developing internal markets for their business organization.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 541</td>
<td>BUSINESS INFORMATION SYSTEMS FOR THE SMALL BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course will examine business information systems as they relate to small businesses. It will examine the various cycles of a small business-revenue cycle, purchase cycle, human resources, financial statement preparation and the information which needs to be obtained to accurately report on these cycles. This course will identify the core concepts of small business information systems and the information requirements which should be included in those systems.</td>
<td></td>
</tr>
<tr>
<td>MBA 542</td>
<td>BUSINESS TAX PLANNING</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>MBA 544</td>
<td>SMALL BUSINESS MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management theory generally considers the application of organizational strategies and tactics from a macro point of view. Complications arise in applying many theories to the small venture, where capital, labor, marketing, and many other traits of a smaller business present different perspectives. With limited resources, the small business manager/owner must be able to sustain performance, grow and broaden its mix of goods and services and develop management and leadership styles commensurate with the pace of the opportunity.</td>
<td></td>
</tr>
<tr>
<td>MBA 550</td>
<td>FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is designed to provide an in-depth examination of the issues facing the manager and his or her employees. Through text readings, case studies, experiential exercises, internet activities and research, MBA students will learn to integrate theory and application in managing Human Resources effectively in their organization.</td>
<td></td>
</tr>
<tr>
<td>MBA 551</td>
<td>LABOR RELATIONS AND COLLECTIVE BARGAINING</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course surveys the current field of employee-employer relations, with particular attention to union-management relations. It provides a historical perspective of the social, economic and legal factors influencing the development of unions and union-management relationships. The primary focus is the current legal framework and organizational collective bargaining in the United States. The bargaining process and negotiations are explored in the private and the public sector. The course examines many aspects of unions and the process of certifying and decertifying unions.</td>
<td></td>
</tr>
<tr>
<td>MBA 552</td>
<td>TRAINING AND DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is designed to familiarize you with the roles and practices of training and development in organizations. The overarching objective is to enable each student to learn how to assess, develop, execute and evaluate a training program. To reach this objective, we will review academic and practitioner-oriented research in the field of training and development. This would include some basic concepts of training such as motivation and learning theory, needs assessment and evaluation of training programs. Different types of training programs will be examined, including orientation, skills training, team building, management development, organizational development, and multicultural and diversity training.</td>
<td></td>
</tr>
<tr>
<td>MBA 553</td>
<td>COMPENSATION AND BENEFITS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course surveys both the theories behind employee reward, including basic compensation and the basis therefore, as well as additional employee benefits provided by the company. Developing an effective and efficient system of compensation for labor and benefits created should be a principal goal of the cost-conscious practices organization. Consideration is made for discriminatory pay practices that may significantly play into the manager's response to wage concerns. The course examines both processes of employee performance appraisal and administration of benefits.</td>
<td></td>
</tr>
<tr>
<td>MBA 560</td>
<td>INVESTMENTS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is designed to improve students understanding of the fundamentals of money and capital markets and how it relates to personal investing. During this course we will discuss stocks, bonds, and mutual funds. Students will gain a better understanding of equity and income security pricing models. Construction of an investment portfolio will also be developed. This course will require students to develop their own investment strategies through the management of a group of investments.</td>
<td></td>
</tr>
<tr>
<td>MBA 561</td>
<td>EMERGING FINANCIAL MARKETS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course focuses on the characteristics of financial markets, instruments, and practices in transition economies where economic liberalization and financial deregulation have recently been implemented as a strategic response to globalization.</td>
<td></td>
</tr>
<tr>
<td>MBA 562</td>
<td>GLOBAL FINANCE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course focuses on the risks involved in financial operations in a global setting and identifies the techniques required in measuring and minimizing those risks. Topics in multinational finance, foreign exchange, risk management and financing the foreign operations are emphasized.</td>
<td></td>
</tr>
<tr>
<td>MBA 564</td>
<td>FINANCIAL MARKETS TOUR</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(CHICAGO OR NEW YORK)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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**

**Prerequisite:** None
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**

**Prerequisite:** None
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**

**Prerequisite:** MBA 570
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**

**Prerequisite:** MBA 571
This course will introduce the student to the basic principles of Supply Chain Strategy. The course will focus on the integration of the warehousing, inventory, and transportation requirements to form an operational Supply Chain Strategy.

**MBA 601 INDEPENDENT RESEARCH PROJECT**

**Prerequisite:** None
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.

**MBA 602 INDEPENDENT RESEARCH PROJECT**

**Prerequisite:** MBA 602
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. This course is a continuation of MBA 601.

---

**Master of Business Administration Foundations (MBAF)**

**MBAF 500A BUSINESS ORGANIZATION**

**Prerequisite:** None
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**

**Prerequisite:** None
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**

**Prerequisite:** None
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 500D MARKETING**

**Prerequisite:** None
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 500E FINANCE**

**Prerequisite:** MBA 500B
This course introduces the student to finance terminology, types of financial instruments and the role of financial planning in the corporate setting.

**MBAF 500F INFORMATION TECHNOLOGY**

**Prerequisite:** None
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 500G QUANTITATIVE AND STATISTICAL METHODS**

**Prerequisite:** None
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

Prerequisite: None

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 and Scholar Services office before beginning any employment off campus. Please see www.ashland.edu/iss for more details.

Music (MUSIC)

MUSIC 540 APPLIED MUSIC - SECONDARY INSTRUMENT

Prerequisite: None

The private applied study of the performance of an instrument or voice, limited to students demonstrating the equivalent skills to an undergraduate degree in music. May be repeated for additional credit.

MUSIC 640 APPLIED MUSIC PRIMARY INSTRUMENT

Prerequisite: None

The private applied study of the performance of an instrument or voice, limited to students demonstrating the equivalent skills to an undergraduate degree in music. May be repeated for additional credit.

Nursing (NUR)

NUR 525 HEALTH CARE OF THE COMMUNITY

Prerequisite: None

A study of the various components and standards appropriate for development of culturally relevant health care delivery to vulnerable populations, community aggregates, and families.

Physics (PHYS)

PHYS 552 HISTORICAL PERSPECTIVES IN MODERN PHYSICS

Prerequisite: Introductory Physics, Introductory Calculus, Middle Grades Science or AYA Science Licensure

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 from the basic concepts of light and the atom to the current ideas of modern physics.

Political Science (POLSC)

POLSC 640 SPECIAL TOPICS

Prerequisite: None

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

Psychology (PSYC)

PSYC 640 SPECIAL TOPICS

Prerequisite: None

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

Religion (REL)

REL 607 RELIGIONS OF INDIA AND THE FAR EAST

Prerequisite: None

A study of Hinduism, Jainism, Buddhism, Sikhism, Confucianism, Taoism and Shinto. Emphasis is placed upon the major concepts of these religious traditions for an understanding of the contemporary cultures of India and the Far East.

REL 608 HISTORY OF RELIGIONS OF PRIMITIVE MAN AND THE NEAR EAST

Prerequisite: None

A study of primitive and ancient religions in the Near East leading up to the development of Zoroastrianism, Judaism, Christianity and Islam. Emphasis is placed upon development and major concepts of the religions studied and their effect on contemporary cultures.

REL 650 DEATH AND DYING

Prerequisite: None

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

Sociology (SOC)

SOC 640 SPECIAL TOPICS

Prerequisite: None

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)

SPAN 671 SEMINAR IN HISPANIC STUDIES

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

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

SPAN 678 SPANISH PHONETICS

Prerequisite: None

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.
## Index

<table>
<thead>
<tr>
<th>A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC AFFAIRS ...................................................................</td>
<td>19-35</td>
</tr>
<tr>
<td>ACADEMIC INTEGRITY POLICY ..................................................</td>
<td>29</td>
</tr>
<tr>
<td>ACCREDITATION/MEMBERSHIPS ....................................................</td>
<td>2</td>
</tr>
<tr>
<td>ADAPTIVE PHYSICAL EDUCATION ..................................................</td>
<td>28</td>
</tr>
<tr>
<td>BACHELOR'S PLUS INITIAL LICENSURE ...........................................</td>
<td>68</td>
</tr>
<tr>
<td>BACHELOR'S PLUS INITIATION LICENSURE .....................................</td>
<td>68</td>
</tr>
<tr>
<td>BUILDING PRINCIPAL'S LICENSE ..................................................</td>
<td>65</td>
</tr>
<tr>
<td>PRE-K-12 LICENSURE ...................................................................</td>
<td>72</td>
</tr>
<tr>
<td>ADMINISTRATIVE SPECIALIST LICENSE IN C&amp;I ..................................</td>
<td>73</td>
</tr>
<tr>
<td>ADMINISTRATIVE SPECIALIST LICENSE IN PUPIL SERVICES ..................</td>
<td>73</td>
</tr>
<tr>
<td>ADMissions PROCEDURES ..........................................................</td>
<td>7</td>
</tr>
<tr>
<td>AMERICAN HISTORY AND GOVERNMENT .............................................</td>
<td>43</td>
</tr>
<tr>
<td>ASHLAND THEOLOGICAL SEMINARY ................................................</td>
<td>38</td>
</tr>
<tr>
<td>ASSESSMENT CERTIFICATE ..........................................................</td>
<td>61, 66</td>
</tr>
<tr>
<td>ATHLETICS ...............................................................................</td>
<td>17</td>
</tr>
<tr>
<td>AU RIGHTS ..............................................................................</td>
<td>3</td>
</tr>
<tr>
<td>AUDITING COURSES .................................................................</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B+ ADOLESCENT TO YOUNG ADULT 7-12 LICENSURE .............................</td>
<td>69</td>
</tr>
<tr>
<td>B+ EARLY CHILDHOOD EDUCATION PRE-K-13 LICENSURE .......................</td>
<td>69</td>
</tr>
<tr>
<td>B+ INTERVENTION SPECIALIST MM K-12 .........................................</td>
<td>70</td>
</tr>
<tr>
<td>B+ MIDDLE GRADES EDUCATION 4-9 LICENSURE ..................................</td>
<td>69</td>
</tr>
<tr>
<td>B+ SPECIAL FIELD PRE-K-12 MULTI-AGE LICENSURE ..........................</td>
<td>70</td>
</tr>
<tr>
<td>BACHELOR'S PLUS ........................................................................</td>
<td>68</td>
</tr>
<tr>
<td>BACHELOR'S PLUS INITIAL LICENSURE ...........................................</td>
<td>68</td>
</tr>
<tr>
<td>BUILDING PRINCIPAL'S LICENSE ..................................................</td>
<td>72</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;I EDUCATIONAL TECHNOLOGY ..................................................</td>
<td>64</td>
</tr>
<tr>
<td>C&amp;I LITERACY ............................................................................</td>
<td>63</td>
</tr>
<tr>
<td>C&amp;I TALENT DEVELOPMENT ..........................................................</td>
<td>63</td>
</tr>
<tr>
<td>C&amp;I TEACHER LEADER ...................................................................</td>
<td>63</td>
</tr>
<tr>
<td>CALENDAR ..................................................................................</td>
<td>4</td>
</tr>
<tr>
<td>COLLEGE OF EDUCATION ................................................................</td>
<td>53</td>
</tr>
<tr>
<td>COLLEGE OF NURSING AND HEALTH SCIENCES ....................................</td>
<td>77</td>
</tr>
<tr>
<td>COURSE REPEAT POLICY ...............................................................</td>
<td>23</td>
</tr>
<tr>
<td>COURSE DESCRIPTIONS .................................................................</td>
<td>78</td>
</tr>
<tr>
<td>CREATIVE WRITING .......................................................................</td>
<td>41</td>
</tr>
<tr>
<td>CURRICULUM AND INSTRUCTION .....................................................</td>
<td>61</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DEGREE APPLICATION DEADLINES ..................................................</td>
<td>26</td>
</tr>
<tr>
<td>DEGREE COMPLETION TIME LIMITS ..................................................</td>
<td>27</td>
</tr>
<tr>
<td>DETERMINING GRADUATE CREDIT .....................................................</td>
<td>26</td>
</tr>
<tr>
<td>DISABILITY SERVICES ...................................................................</td>
<td>28</td>
</tr>
<tr>
<td>DISTINGUISHED GRADUATE AWARDS ................................................</td>
<td>28</td>
</tr>
<tr>
<td>DOCTOR OF EDUCATION ...................................................................</td>
<td>56</td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>EARLY CHILDHOOD GENERALIST GRADES 4-5 ENDORSEMENT ....................</td>
<td>75</td>
</tr>
<tr>
<td>EDUCATIONAL ADMINISTRATION .....................................................</td>
<td>64</td>
</tr>
<tr>
<td>ENTREPRENEURSHIP ......................................................................</td>
<td>51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FERPA .....................................................................................</td>
<td>3</td>
</tr>
<tr>
<td>FINANCE ....................................................................................</td>
<td>51</td>
</tr>
<tr>
<td>FINANCIAL AID ..........................................................................</td>
<td>13</td>
</tr>
<tr>
<td>FLEXIBLE GRADUATE CREDIT ........................................................</td>
<td>26</td>
</tr>
<tr>
<td>FOUNDERS SCHOOL OF CONTINUING EDUCATION ..................................</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GIFT INTERVENTION SPECIALIST ENDORSEMENT ................................</td>
<td>75</td>
</tr>
<tr>
<td>GLOBAL MANAGEMENT ...................................................................</td>
<td>51</td>
</tr>
<tr>
<td>GRADE POINT SYSTEM ..................................................................</td>
<td>23</td>
</tr>
<tr>
<td>GRADE REPORTS .........................................................................</td>
<td>24</td>
</tr>
<tr>
<td>GRADUATE COURSE WORK OPPORTUNITY ...........................................</td>
<td>25</td>
</tr>
<tr>
<td>GRADUATE CREDIT .......................................................................</td>
<td>26</td>
</tr>
<tr>
<td>GRADUATE LICENSURE AND ENDORSEMENT .......................................</td>
<td>68</td>
</tr>
<tr>
<td>GRADUATE STUDENT JUDICIAL CODE ...............................................</td>
<td>31</td>
</tr>
<tr>
<td>GRADUATION AND COMMENCEMENT ..................................................</td>
<td>27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMAN RESOURCE MANAGEMENT ....................................................</td>
<td>51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIVIDUAL RIGHTS ....................................................................</td>
<td>3</td>
</tr>
<tr>
<td>INTERNATIONAL PROGRAMS ............................................................</td>
<td>37</td>
</tr>
<tr>
<td>INTERVENTION SPECIALIST ..........................................................</td>
<td>62</td>
</tr>
<tr>
<td>INTERVENTION SPECIALIST: MI LICENSE ........................................</td>
<td>72</td>
</tr>
<tr>
<td>INTERVENTION SPECIALIST: MM LICENSE ........................................</td>
<td>71</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBRARY ...................................................................................</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MASTER OF BUSINESS ADMINISTRATION ...........................................</td>
<td>48</td>
</tr>
<tr>
<td>MASTER OF BUSINESS ADMINISTRATION ...........................................</td>
<td>50</td>
</tr>
<tr>
<td>MASTER OF EDUCATION ..................................................................</td>
<td>58</td>
</tr>
<tr>
<td>MFA .......................................................................................</td>
<td>41</td>
</tr>
<tr>
<td>MISSION OF AU ..........................................................................</td>
<td>6</td>
</tr>
</tbody>
</table>

111
O
Official Student Notification ............................................. 28
Outdoor Education Certificate .......................................... 61, 67

P
Post Baccalaureate Middle Childhood
Generalist Grade 4-6 Endorsement .................................. 76
Post Baccalaureate Reading Endorsement ....................... 74
Presidents Message ....................................................... 5
Probation/Dismissal ...................................................... 24
Program Changes ......................................................... 23
Project Management ..................................................... 51

R
Registrar Services ......................................................... 22
Registration Deadlines .................................................. 22
Religious Life ............................................................. 17
Research Resources ...................................................... 36

S
Schedule Changes ......................................................... 22
School Business Manager License .................................. 74
School Nurse Licensure ................................................. 77
School Superintendent License ..................................... 74
School Treasurer License ............................................. 74
Second Master's Degree ................................................. 23
Simultaneous Degrees .................................................. 27
Specialization in Teaching American History and
Government .............................................................. 46
Sports Sciences: Applied Exercise ................................... 65
Sports Sciences: Sports Management ................................ 66
State Licensure Requirements ......................................... 68
Student Affairs ........................................................... 15
Student Appeal Policy .................................................. 28
Student Right to Know .................................................. 3
Supply Chain Management ........................................... 51

T
Table of Contents ........................................................ 1
Teacher Leader Endorsement ......................................... 76
Teaching English to Speakers of Other Languages
(TESOL) Endorsement .................................................. 76
Technology Facilitator Endorsement ............................... 75
Technology for the 21st Century Certificate ....................... 61, 66
Transfer of Credit ........................................................ 24
Transient Student Registration ....................................... 25

W
Waiver of Degree Requirements ...................................... 27