ASHLAND UNIVERSITY

2020-2021 CATALOG

Ashland University

2020-2021 Academic Catalog

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

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Accreditations/Associations/Memberships

Accreditations

Ashland University is accredited by The Higher Learning Commission. Authorization to grant bachelor, master and doctor degrees comes from the Ohio Department of Higher Education (formerly known as the Ohio Board of Regents).

In addition, individual programs are accredited by:

Association of Theological Schools (ATS)

Accreditation Council for Business Schools and Programs (ACBSP), including specialized accreditation in accounting.

American Chemical Society (ACS)

Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND)

Commission on Accreditation of Athletic Training Education (CAATE)

National Association of Schools of Music (NASM)

Council for the Accreditation of Educator Preparation (CAEP)

Council on Social Work Education (baccalaureate level) (CSWE)

Commission on Collegiate Nursing Education (CCNE)

Commission on English Language Program Accreditation (CEA) for the ACCESS Program.

Approvals

Ohio Board of Nursing

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

University Memberships

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

Ashland University is also a member of the Ohio Foundation of Independent Colleges, Association of Independent Colleges and Universities of Ohio, Academy of Nutrition and Dietetics, Ohio Association of Colleges for Teacher Education, Ohio Association of Private Colleges for Teacher Education, Ohio Campus Compact, Consortium for Overseas Student Teaching (COST); Association of Governing Boards; National Association of Independent Colleges and Universities (NAICU); Council of Independent Colleges (CIC); Ohio Newspaper Association. The American Association of College of Nursing (AACN); Northeast Ohio Nursing Initiative (NEONI); and National Organization of Nurse Practitioner Faculties (NONPF).

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

Student Memberships

Ashland University has membership in Alpha Gamma Omega Nu; 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; Lambda Pi Eta, National Communication 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; 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's Office, 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's Office.

Name

Local Mailing Address

Home Address

Phone Number

Date and Place of Birth

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

Student Right to Know Act

In accordance with guidelines for the Student Right to Know Act, Ashland University had a six-year graduation rate of 62.5% for the first-time full-time freshmen who entered in fall 2010.

2020-2021 AU Calendar and Contact Information

Fall 2020

Fall Semester Classes Begin	August 31
Online Session A Classes Begin	August 31
Labor Day (no classes)	September 7
Homecoming	October 17
Online Session A Classes End	October 18
Fall Break (no classes)	October 23
Online Session B Classes Begin	October 26
Thanksgiving Break	November 25-29
Classes Resume	November 30
Fall Semester Classes End	December 11
Online Session B Classes End	December 13
Fall Semester Final Exams	December 14-17
Winter Commencement	December 19

Spring 2021

Spring Semester Classes Begin	January 11
Online Session A Classes Begin	January 11
Martin Luther King Jr. Day (no classes)	January 18
Online Session A Classes End	February 28
Spring Break	March 8-12
Online Session B Classes Begin	March 15
Easter Break	April 1-5
Spring Semester Classes End	April 30
Online Session B Classes End	May 2
Spring Semester Final Exams	May 3-6
Spring Commencement	May 8

Summer 2021

Summer Semester Classes Begin	May 10
Online Session A Classes Begin	May 10
MAHG/MASTAHG Online Classes Begin	May 10
Memorial Day (no classes)	May 31
MAHG/MASTAHG Campus Classes Begin	June 27
Online Session A Classes End	June 27
4th of July (no classes)	July 4
Online Session B Classes Begin	July 5
MAHG/MASTAHG Campus Classes End	July 23
Summer Semester Classes End	August 20
Online Session B Classes End	August 22
Summer Semester Final Exams	August 23-26
MAHG/MASTAHG Online Classes End	August 20

Undergraduate Admission Information and Campus Tours

Office of Admission, Gill Welcome Center, 419-289-5052;

e- mail: enrollme@ashland.edu, http://www.ashland.edu/admissions

Graduate School, Adult, and Online Studies Admission Information

Office of Graduate, Adult, Online Admissions, Dwight Schar College of Education, 419-289-5738; e-mail: grad-admissions@ashland.edu, https://www.ashland.edu/graduate-admissions/

International Admission Information

Office of International Admission, Gill Welcome Center, 419-289-5052; e-mail: international-admissions@ashland.edu, https://www.ashland.edu/iss/

Financial aid, scholarships, loans and student eligibility for work-study program

Office of Financial Aid, 310 Founders Hall, 419-289-5002

Student bills

Office of Student Accounts, 202 Founders Hall, 419-289-5022

Athletics

Athletic Department, Physical Education Center,

419-289-5441

Registration, scheduling, transcripts and veterans' affairs

Registrar's Office, 206 Founders Hall,

419-289-5029

Career Services Center

254 Hawkins-Conrad Student Center

Internships, student employment, resume building, career fairs, job search strategies & workshops.

Please visit us at www.ashland.edu/career, call 419-289-5064 or email cdcstaff@ashland.edu.

On-campus housing and charges

Office of Residence Life, 2nd floor,

Hawkins-Conard Student Center, 419-289-5303

Current information about the University and its facilities can also be found through the internet on the Ashland University worldwide web home page: http://www.ashland.edu.

Ashland University

401 College Avenue

Ashland, Ohio 44805

Switchboard 419-289-4142

In Ohio 1-800-882-1548

Welcome

Welcome to Ashland University. Ashland was founded with a clear sense of serving others through quality educational programs, and, as you read through these pages, you are sure to find that the heart of the University still focuses on quality and serving the individual, some 140 years after it was established. As with any catalog, you will also find the information here that you need to navigate our many offerings, and gain insight about the Ashland University campus experience. You will read our mission, vision and values, find information on our academic programs, tuition, and so much more. Yet, we hope that you will also gain a sense of who we are, because it is the people of Ashland University, each created to fulfill a particular, God-given purpose, that make it so special.

Ashland University has a rich tradition that combines respect for each individual through a commitment to Judeo-Christian values. Ashland University's emphasis on the unique educational interests and trajectory of every student, reflected in our recurring motto and core value, "Accent on the Individual," has created a campus environment that is compassionate, responsive and challenging. We are focused on the "main thing": Educating students to their highest potential so that they can reach their goals in life. We focus on the serious ideas that have animated history, and are serious about learning—a critical investment in your future.

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

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

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

At Ashland University, we promise to produce graduates who will "work, serve and lead with integrity." To fulfill our mission, we educate the whole person, believing that as you seek truth you will grow and flourish.

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

Carlos Campo, PhD

President

Mission, Identity, Core Values, and Vision of Ashland University

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 2,400 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 5,700 students, and this includes graduate programs in business, education and theology and the off-campus centers in Cleveland, Columbus, Mansfield, Massillon and Elyria.

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

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

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

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

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

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

- the No. 1 student activities programming in the region as awarded by the National Association for Activities.
- a strong Division II athletic program featuring 20 men‘s and women‘s sports.

Our Mission, Identity, Core Values, Vision

Mission Statement

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

Identity Statement

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

Core Values

In pursuing its mission, Ashland University has established a set of core values, which are:

- Accent on the Individual: Pledges the best individual and collective efforts to challenge and encourage each member of the University within a supportive community.
- Spirituality and Faith: Affirms Christian values as a core element of the University’s institutional identity, emphasizing faith in God, moral integrity, and respect for the diversity of values and faith that is found in a community of learning.
- Character Development: Promotes integrity, self-discipline, responsibility, compassion, leadership, service, and good citizenship.
- Academic Freedom: Supports free, open and critical inquiry for both students and faculty that is consistent with intellectual and professional development.
- Excellence in Teaching: Emphasizes teaching supported by research and scholarship as the University's central responsibility.

Vision Statement

Ashland University aspires to a nationally-recognized private university where traditions of excellence are fostered and students discern their life calling and thrive.

Ashland University Student Learning Goals and Outcomes

1. Intellectual Development

   Students will analyze evidence, apply specialized knowledge, and think critically and creatively to solve problems.

   Pertaining to specialized knowledge acquired through education or experience students will be able to:

   - Analyze a complex topic or issue by dividing it into its parts, identifying the parts and the relationship between them, and evaluating the quality of evidence used to support the topic/issue.
   - Synthesize issues, objects, or works in original ways that result in informed conclusions or judgements.
   - Formulate solutions using innovation, divergent thinking, or risk taking.

2. Ethical Development
   Students will apply principles of integrity and ethical decision-making to address real-world issues.

   Students will be able to:

   - Apply ethical perspectives/concepts to a real or hypothetical ethical question or issue.
   - Model integrity, honesty, and fairness in dealings with others and with confidential information.

3. Civic Engagement

   Students will apply knowledge, skills, and values in order to work, serve, and lead in their communities.

   Students will be able to:

   - Apply knowledge from academic disciplines and other institutional experiences to a campus community/civic/societal issue or activity.
   - Articulate how to use one's knowledge and skills to contribute in civic, work, or leadership roles.

4. Global and Intercultural Competence

   Students will exhibit competence for constructive engagement within global and intercultural contexts.

   Students will be able to:

   - Analyze and explain the impact of culture and experience on one's world view and behavior.
   - Describe themselves and their culture through the perception of others.
   - Critically analyze the complexity and interconnectedness of global processes.

Undergraduate Admission Procedures

Ashland University is an Equal Opportunity institution and its programs are available to all students regardless of handicaps, sex, age, race, color, religion, and national or ethnic origin. Each applicant for admission to Ashland University is considered on individual merit. Each applicant's record is reviewed for academic achievement, aptitude, and interest in order to admit those students who possess the ability and motivation to benefit from their enrollment at Ashland University.

Each applicant is highly encouraged to visit the campus and meet with an admission representative. A visit provides prospective students an opportunity to meet AU students, faculty, coaches, and administrators and to tour the campus and facilities.

The quality of the academic record is shown by an applicant's grades, class standing and difficulty of courses taken. A well-prepared candidate will have four units of English, three units of social studies, three units of science, three units of mathematics, and two units of foreign language. The results of the SAT or the ACT serve as additional indicators of academic aptitude.

Ashland University is very interested in the applicant's record as a school citizen and will accept recommendations from guidance counselors and/or teachers as to ability, motivation, and character.

High School Student

Prior to or early in the senior year of high school, the applicant should:

1. **On-Campus Program Students-**Complete and submit the Ashland University Application for Undergraduate Admission which is online at: http://www.ashland.edu/apply;

   Online Program Students- Complete and submit the Ashland University Application for Graduate, Online, and Adult Admission which is online at: http://www.ashland.edu/apply;
2. Ask a counselor to send an official high school transcript. A list of senior courses should be included. (Results of the G.E.D. are recognized);
3. If applicant participated in the College Credit Plus (Dual Enrollment) Program, contact the registrar at the college/university attended and request an official transcript be sent to Ashland University Enrollment Services. College credit will be granted for any college-level coursework taken in high school in which a "C-" or better grade is received.
4. **On-Campus Program Students-**A minimum high school grade point average (GPA) of 2.50 on a 4.0 scale. Individual programs may choose to admit students on a conditional basis with an undergraduate GPA less than 2.50.

   Online Program Students- A minimum high school grade point average (GPA) of 2.25 on a 4.0 scale. Individual programs may choose to admit students on a conditional basis with an undergraduate GPA less than 2.25.
5. **On-Campus Program Students-**All candidates for admission to the freshman class are required to take the ACT (American College Test) or the SAT (Scholastic Aptitude Test). Results may be sent directly to Ashland University using these codes: ACT - 3234; SAT - 1021;
6. Upon high school graduation, a final official transcript must be forwarded to Ashland University at:

   Ashland University
   Attn: Enrollment Services
   401 College Avenue
   Ashland, OH 44805
   Official Electronic transcripts should be submitted to:
   Au-transcripts@ashland.edu

High School Equivalence Diploma (GED)

Ashland University will recognize the GED instead of a high school diploma for those applicants who did not graduate from high school. Prospective students with a GED need to request an official GED transcript to be sent to Ashland University, Enrollment Services to document completion and provide GED test scores. Students may also be required to take the ACT.

Home Schooled Student

An applicant who is home schooled should use the following admission guidelines:

1. **On-Campus Program Students-**Complete and submit the Ashland University Application for Undergraduate Admission which is online at: http://www.ashland.edu/apply;

   Online Program Students- Complete and submit the Ashland University Application for Graduate, Online, and Adult Admission which is online at: http://www.ashland.edu/apply;
2. Submit an accredited diploma, GED, grade transcript, or home school credit evaluation form.
3. **On-Campus Program Students-**Provide results of a standardized test such as the ACT, SAT, or other state or nationally normed test.

Advanced Placement, CLEP, and International Baccalaureate

College Credit may be awarded for students who complete AP, CLEP, and IB exam/courses. Please visit https://www.ashland.edu/admissions/admission-requirements/undergraduate-admissions.

Transfer Student

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

Credit earned through a recognized accredited college or university will be accepted at Ashland University as long as the credit earned is "C-" or better. The grade that will appear on student records is a “K” and has no impact on your Ashland University cumulative GPA. Credits will be awarded for specific Ashland University courses when transferable credits are for equivalent courses. When the transferable courses do not have Ashland University equivalents, credits will be awarded as 'elective' credits. A student transferring to Ashland University from other institution(s) of higher learning must meet residence requirements (see index) in order to be eligible for graduation from a baccalaureate degree program. A candidate for a degree must take a minimum of 30 semester hours at Ashland University. The last 12 hours of coursework and at least one half of the student's work in his or her major field must be taken at AU.

A student interested in transferring to Ashland University should:

1. **On-Campus Program Students-**Complete and submit the Ashland University Application for Undergraduate Admission which is online at: http://www.ashland.edu/apply;

   Online Program Students- Complete and submit the Ashland University Application for Graduate, Online, and Adult Admission which is online at: http://www.ashland.edu/apply;
2. Contact the Registrar at all colleges where coursework was attempted and request that official transcripts be sent to Ashland University Enrollment Services; and
3. Contact the high school guidance office or GED provider to request that an official transcript be sent to the Ashland University Registrar's Office if the applicant has fewer than 30 credit hours (semester) earned. The final decision regarding course- equivalence of transfer credit will be made by the Registrar's Office. A student may receive an unofficial evaluation of credit by visiting https://www.transferology.com/ or contacting the Office of Undergraduate Admissions.

While Ashland University does not formally participate in Ohio's "Statewide Articulation and Transfer Policy," the Transfer Module is one basis for evaluating course equivalencies when transferring general education courses to meet Institutional Baccalaureate Requirements.

Conditional Admission

Applicants not meeting minimum admission standards may be offered conditional admission for their first semester. Full admission to the University is determined at the end of the first semester of enrollment. A student admitted conditionally must maintain a 2.0 GPA at the conclusion of the first 12 semester hours of course work.

Conditionally admitted freshman students are required to meet with the Center for Academic Support during the summer or the first week of classes to discuss expectations and plans for academic achievement. Failure to adhere to the Plan for Academic Achievement at any point during the semester may, of itself, constitute grounds for dismissal. Academic support options include, but are not limited to, one-on-one meetings with the Center for Academic Support, individual tutoring, restricted course loads, academic advising and success seminars.

Provisional Admission

Students pursuing a degree may be admitted provisionally to study at Ashland University for one semester with unofficial transcripts. Students are blocked after their first semester of registration from taking additional courses until official transcripts are submitted to the Registrar's Office.

Readmission

Undergraduate students who leave Ashland University for one or more semesters (not including summer term) must submit an application for readmission. The entire previous record of the student is reviewed and favorable action is necessary before the student can register for classes. If readmitted to the university, the student is not guaranteed readmission into the same program. A student may apply for readmission at http://www.ashland.edu/apply.

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

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

Students re-entering the university will be automatically updated to the current catalog year. Students are not required to pay an application fee or submit transcripts unless coursework was completed at another institution during their absence from AU or a previously required transcript remains unresolved.

Special Student

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

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

Special status students are not eligible for Ashland University scholarships/awards, nor Federal/State financial aid.

Transient Student

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

Senior Citizen

A senior citizen (age 60 or older) may take classes as a special student at a reduced rate if space is available. No credit is given for the course. The cost is determined at the beginning of each year and can be found at https://www.ashland.edu/administration/student-accounts/tuition-fees.

Veteran

A veteran needs to file a regular application for admission and follow the appropriate admission process. College credit earned while serving in the military will be evaluated by the Registrar's Office on an individual basis. Five semester hours of elective credit will be grated to veterans who have been honorably discharged from military service to the United States. Any changes in registration must be reported to the Registrar's Office immediately for submission to Veterans' Affairs.

Additional military training may be considered for academic credit through evaluation of a portfolio by the Prior Learning Assessment Committee.

Auditor

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

Second Degree or Major

The applicant who holds a bachelor's degree from an accredited institution may earn a second degree or major in a different field of study. The applicant must meet specific course requirements appropriate to the degree and/or major, and follow the application procedures outlined in the "Transfer Student" section. Ashland University offers the Bachelor's Plus Program for individuals who have a bachelor's degree from an accredited college or university in a field other than education who now wishes to become a licensed educator.

Dwight Schar College of Nursing and Health Sciences offers a second degree leading to a Bachelor of Science in Nursing. For information, contact the Graduate, Adult, and Online Admissions Representative for the Accelerated program.

International Student

International students are required to have an equivalent of a 2.5/4.0 GPA (3.0/4.0 for Nursing program) on the American System, for automatic admission to Ashland University. Students with below a 2.5 (3.0 for Nursing program) GPA will be reviewed for admission on an individual basis. For countries which do not use the grade point average, a determination is made to equate the score to the US education system.

The international student should submit the following materials:

1. A completed International Student Application;
2. A $50 non-refundable application fee;
3. A photocopy of applicant's passport pages.
4. Proof of financial support showing the sponsor's ability to support the student with funds equal to or greater than the estimated expenses per year;
5. Academic records from all secondary schools, colleges, or universities attended;
6. Results of any state or government comprehensive exams, such as the Baccalaureate or the G.C.E., if applicable;
7. An official TOEFL score of 65 (iBT) or above (84 or above for Nursing program), or an IELTS score of 6.0 or above (7.0 or above for Nursing program), or PTEA score of 50 or above (59 or above for Nursing Program). If the TOEFL, IELTS or PTEA score is below the required level, or these tests have not been taken, the student may enter the Center for English Studies (ACCESS);
8. Students admitted to nursing programs should find TOEFL score requirements within those admission policies.

After formal admission, the international student will receive a Form I-20 Certificate of Eligibility for non- immigrant (F-1) student status. This document can be presented to the U.S. Consul in the student's country of residence in order to apply for a visa.

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

International Transfer Student

An international student from a recognized institution of higher learning may be considered for admission as a transfer student to AU provided the student has a 2.25/4.0 cumulative GPA (3.0/4.0 for Nursing program) at previous colleges/universities attended.

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

To apply as a transfer student, the international student needs to follow the procedures outlined under the "International Student" section.

Second and Non-Degree Programs for International Students

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

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

Both the Second Degree and Non-Degree programs require a GPA of at least 2.25/4.0 (3.0/4.0 for Nursing program).

To apply for a Second Degree or Non-Degree program, the international student should follow the application procedures outlined in the "International Student" section.

Graduate School Admissions Procedures

Admission to the Graduate School

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

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

Graduate Admission Policy

The following are required for admission to graduate study at Ashland University:

Students Seeking a Graduate Degree:

1. A completed Ashland University Application
2. A $30 application fee
3. Official academic transcript(s) from accredited institutions of higher education documenting all undergraduate and graduate degrees awarded. Additional transcripts, if applicable, may be requested at the discretion of the Program Chairs.
4. A minimum undergraduate grade point average (GPA) of 2.75 on a 4.0 scale, or a minimum graduate grade point average of 3.0 on a 4.0 scale (a minimum of 12 graduate semester hours) is required for full admission to graduate study. Individual programs may choose to admit students on a conditional basis with an undergraduate GPA less than 2.75 or a graduate GPA less than 3.0. Please note: individual graduate degree programs may require higher GPA for admission.

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

Ashland University
Attn: Enrollment Services
401 College Avenue
Ashland, OH 44805
Official Electronic transcripts should be submitted to:
enroll-grad@ashland.edu

Conditional Admission to the Graduate School

A student admitted conditionally must maintain:

a. A 3.0 GPA at the conclusion of 12 semester hours of course work. Students who do not maintain a minimum of 3.0 at the conclusion of their first 12 hours of graduate study will be subject to dismissal by the individual program.
b. Each graduate program may develop additional requirements particular to its own discipline that would apply to conditional students (letters of recommendation, standardized test, writing sample, etc.).

Provisional Admission

Students pursuing a degree, certificate, licensure, or endorsement may be admitted provisionally to graduate study at Ashland University for one semester with unofficial transcripts. Students are blocked after their first semester of registration from taking additional courses until official transcripts are submitted to the Registrar's Office.

Guest Non-Degree may not be admitted provisionally.

Guest Non-Degree

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

Options for Graduate School Applicants from Non-Regionally Accredited Undergraduate Institutions

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

- Option 1: Obtain an "acceptable score" on a recognized graduate school admission test, as defined by the program to which application is made.
- Option 2: Upon acceptance as a non-degree seeking student, satisfactorily complete 12 semester hours under the supervision of the program director, after which degree- seeking status will be awarded. Please note: individual graduate programs/colleges may require additional criteria.

Readmission

Any student who has been absent from the university for three or more consecutive semesters (including summer) must submit a new application for admission to their program.

Students reentering the university will be automatically updated to the current catalog year. Students are not required to pay an application fee or submit transcripts unless coursework was completed at another institution during their absence from AU.

International Students

Ashland University makes a special commitment to serving the needs of international students. The academic credentials of applicants educated outside of the United States will be evaluated by the Office of International Admissions and evidence of English proficiency may be required of all international students.

- Internet-based TOEFL (iBT): 79 (84 for Nursing & Ed.D. Program);
- Paper-based TOEFL (PBT): 550 (563 for Nursing & Ed.D. Program); or
- IELTS: 6.5 (7.0 for Nursing & Ed.D. Program); or
- PTEA 55 (59 for Nursing & Ed.D. Program)

Students eligible for admission but who have not attained the minimum score on the tests above (excluding students from English speaking countries, students who have already received degrees from English speaking countries, and students meeting other approved methods of proving English proficiency) will be admitted to The Ashland University Center for English Studies (ACCESS). ACCESS provides an intensive English program for international students and prepares them for admission to academic studies. Upon successful

completion of the ACCESS program, students will be admitted to the University and will be evaluated for readiness for full-time graduate program course work.

How to Apply-International Students

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

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

Undergraduate Finance and Administration

University Fees*

Tuition and fees for students enrolled in an undergraduate campus program for the school year 2020-2021 are:

Tuition Fee*(returning students)	$21,480
Tuition Fee*(new freshman)	22,000
Room*	5,800
Meal Plan*	4,840
Activity Fee ($11/hr. part-time)	250
Campus Access Fee	810
*Total	$33,180/33,700

* These totals do not include single or paid double room fee, fraternity fee, and special class fees. Special housing such as apartments, suites, and fraternities require a different fee structure.

Undergraduate Campus Tuition Fee

The tuition fee for students enrolled in an undergraduate campus program permits a student to take from 12 to 19 hours each semester. An additional $940 per semester hour is charged for each semester hour in excess of 19 hours. A student taking less than 12 semester hours pays tuition at the rate of $940 per semester hour.

However, non-probationary sophomore, junior, and senior students in the Honors Program may register for up to 21 hours of course credit without paying for the additional hours over the comprehensive fee. The student must have a college GPA of 3.5, so freshmen are not eligible for this. Hours taken beyond the 21-hour limit will be charged at the regular rate.

Accelerated Nursing Program Tuition Fee (4 semesters)

The tuition and fees students enrolled in the Accelerated Nursing Program are:

Tuition (part-time rate $725)	$31,840
Technology Fee	900
Course Fees	3600
Total Program Cost	$36,340

Undergraduate Online Tuition Fee

The tuition fee for students enrolled in an undergraduate online program through the College of Online and Adult Studies permits a student to take courses on a per credit hour basis.

Online BA Business Administration	$540/Cr. Hr.
Online BA Applied Communication	$540/Cr. Hr.
Online BS Criminal Justice	$365/Cr. Hr.
Online Undergraduate Multidisciplinary Studies	$540/Cr. Hr.
Online AA Criminal Justice	$365/Cr. Hr.
Online AA General Studies	$540/Cr. Hr.
Online AA General Studies w/ a Concentration in Business	$540/Cr. Hr.
Online RN-Bachelor of Science in Nursing	$280/Cr. Hr.
Online RN-Bachelor of Science in Nursing (Corporate Partnership Only)	$215/Cr. Hr.
Distance Education Course Fee	$20/Cr. Hr.

Undergraduate Campus Audit Fee

Courses may be audited for $470/hour. A student may audit a course for no additional fee if the student's course load for that term is within the normal 12-19 hours. However, any hours over 19 would have the additional fee.

Instructional Supply Fee

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

Room Fee

Below is a list of housing rates for the 2020-2021 year. Rates are shown as semester / year.

Regular Double/Triple-Kilhefner, Clark, Amstutz, & Kem	$2,900/$5,800
Regular Double/Triple-Myers, Clayton & Andrews	$2,930/$5,860
Regular Single-Kilhefner, Clark, Amstutz, & Kem	$3,150/$6,300
Regular Single-Myers, Clayton & Andrews	$3,175/$6,350
Paid Double-Kilhefner, Clark, Amstutz, & Kem	$3,300/$6,600
Paid Double/Triple-Myers, Clayton & Andrews	$3,335/$6,670
Paid Single-Kilhefner, Clark, Amstutz, & Kem	$3,745/$7,490
Paid Single-Myers, Clayton & Andrews	$3,780/$7,560
Senior Apartments	$3,460/$6,920
College of Nursing Apartments	$3,425/$6,850
Clayton Suite	$3,000/$6,000
Clayton Suite Paid Single	$3,800/$7,600
Fraternity Single/Double	$2,930/$5,860
Fraternity Paid Single	$3,745/$7,490
Miller/College Avenue Apartments	$3,220/$6,440

Activity Fee

An annual fee of $250 is paid by all full-time, on-campus students. For part-time students the fee is $11 per semester hour. This fee supports numerous social and recreational activities. It partially funds the student center, intramural programs, and department performance programs. It also provides funding for student government organizations, the Campus Activities Board, and the student newspaper and yearbook.

Graduation Fee

The fee for undergraduate programs is $75. Please note this fee is included in the tuition for Traditional Undergraduate Campus Tuition only. For all other programs including Accelerated Nursing and Undergraduate Online, the fee is in addition to the per credit hour rate. This graduation fee provides for a diploma and other commencement items. This is a one-time fee charged at the time of filing for graduation. No person will be allowed to participate in commencement exercises or receive a diploma if the University account is not paid in full. Students eligible for tuition reimbursement from their employers must have all fees and charges paid in full prior to taking final exams during the last semester before graduation. Contact the Business Office or Registrar’s Office with any questions.

Insurance

Full-time, on-campus undergraduate students are automatically included in the accident portion of Ashland University's insurance. Because serious illness may occur, Sickness Insurance coverage is mandatory unless proof of individual/family coverage is provided. For more information regarding cost and coverage period, please visit https://www.ashland.edu/administration/student-accounts/student-health-insurance or contact the Student Accounts Office at 419.289.5958.

Enrollment Deposit

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

A full list of fees and charges are available online through the Business Office's website: www.ashland.edu/tuition.

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

Terms of Payment

Tuition and fees are due and payable in full on or before August 15, 2020 for fall semester, and on or before January 3, 2021, for spring semester. Statements will only be mailed in July for the fall semester and in December for new students the spring semester. Students can access their account information on our CASHNet Portal by logging in through Self-Service, https://selfservice.ashland.edu/Student, and clicking the Student Accounts menu.

Interest of 1.5 percent will be charged each month on any unpaid balance from a prior term. Seniors or students eligible for tuition reimbursement from their employers will not be permitted to take final exams in their last semester or take part in commencement until all accounts are clear with the Business Office.

A person's account must be paid in full before registration becomes valid and before a person can reside in University facilities.

No person may have official transcripts of his or her records until that person's account is paid in full.

Payment Options

After scholarships, grants, and loans are applied to a student's account, they have the following payment options: payment up front by cash, check, or credit/debit card (service fees may apply). Students may also sign-up for a monthly payment plan. For more detailed information about account balances, please visit https://selfservice.ashland.edu/Student, or go to

www.ashland.edu/administration/student-accounts/payment-information.

Refund Policy

This refund policy applies to students completely withdrawing from school, not simply dropping a class(es). Withdrawal is when an enrolled student withdraws from all classes during the term. Dropping of class(es) is when an enrolled student drops a class (or classes) but is still enrolled for one or more classes in the term.

Withdrawal Policy

Students withdrawing from the University, will be assigned a grade of "W" in courses that are in progress. It is the student's responsibility to clear all records and obligations to receive official separation.

The official withdrawal form and procedures for filing may be viewed at https://www.ashland.edu/administration/content/withdrawal-request-and-information. The submission date of the withdrawal request received by the Registrar's Office will serve as the official withdrawal date.

Students who decide not to return to Ashland University are responsible for notifying the Registrar's Office by completing the withdrawal process to avoid tuition and fee liability problems and to release seats to fellow students.

Non-attendance does not constitute a withdrawal. If the University is in session, the withdrawal form should be completed with the Registrar's Office. Failure to do so will delay or reduce any refunds the student may be eligible to receive.

Students who have withdrawn may reapply to the University online by completing the readmit application for admission located on the admissions homepage. However, readmission is not guaranteed.

Return of Title IV Funds/Institutional Refund Policy

This applies to students who withdraw from all classes in a term or are dismissed. 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 Direct Loan, Subsidized Federal Direct Loan, Federal Perkins Loan, Federal Parent PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, 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 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 for Withdrawn Students:
   - 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 Direct Loan; Subsidized Federal Direct Loan; Federal Perkins Loan; Federal Parent PLUS Loan; Federal Pell Grant; Federal Supplemental Educational Opportunity Grant; Federal TEACH Grant; other Title IV assistance; other federal sources of aid; other state, private and institutional aid; and finally, the student.

Ashland University's responsibilities in regard to the return of Title IV funds include:

- Providing each student with the information given in this policy;
- Identifying students who are affected by this policy and completing the Return of Title IV funds;
- Calculations for those students;
- Returning any Title IV funds that are due the Title IV programs.

The student's responsibilities in regard to the return of Title IV funds include returning to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV Funds calculation.

Appeal Process

A student who has an issue with the billing or financial aid portion of this policy may write a letter of appeal: c/o Director of Student Accounts (billing) or Director of Financial Aid (financial aid), 401 College Ave., Ashland, OH 44805.

If a student is asked to leave for disciplinary reasons, all rights to adjustments from the tuition and fees are forfeited.

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

Graduate School Finance and Administration

Finance and Administration

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

Interest of 1.5% will be charged each month on any unpaid balance. Graduating students, including those under the Corporate Reimbursement Policy, must have accounts paid in full prior to receiving a diploma. Only a student with a balance under $1000 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

Program	Tuition
Executive Doctorate, Leadership Studies	$1030/Cr. Hr.
Traditional Doctorate, Leadership Studies	$720/Cr. Hr.
Doctorate, Nursing Practice	$725/Cr. Hr.
MAHG/MASTAHG On-Campus	$590/Cr. Hr.
MAHG/MASTAHG On-Campus Audit	$295/Cr. Hr.
MAHG/MASTAHG Online	$435/Cr. Hr.
Master of Business Administration	$860/Cr. Hr.
MBA Foundation	$690/Cr. Hr.
MBA 1-Year International Program	$33,900 Total Program Cost
MBA 1-Year Online Program	$33,900 Total Program Cost
Master of Education	$570/Cr. Hr.
MED Audit	$290/Cr. Hr.
Master of Fine Arts	$760/Cr. Hr.
Master of Corporate and Strategic Communication	$615/Cr. Hr.
Master of Science in Applied Exercise Science	$570/Cr. Hr.
Bachelor's Plus/Licensure	$570/Cr. Hr.
School Nursing Program	$550/Cr. Hr.
Nurse Educator Certificate	$565/Cr. Hr.
Professional Development	$293/Cr. Hr.
Distance Education Course Fee	$20/Cr. Hr.

Instructional Supply Fee

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

Graduation Fee

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

Enrollment Deposit

Enrollment deposits will be applied to first semester tuition and are non-refundable.

A full list of fees and charges are available online through the Business Office's website: www.ashland.edu/tuition.

Terms of Payment

Tuition and fees are due and payable in full on or before August 15, 2020, for fall semester, and on or before January 3, 2021, for spring semester. Statements will only be mailed in July for the fall semester and in December for the spring semester. Students can access their account information on our CASHNet Portal by logging in through Self-Service, https://selfservice.ashland.edu/Student, and clicking the Student Accounts menu.

Interest of 1.5 percent will be charged each month on any unpaid balance from a prior term. Seniors or students eligible for tuition reimbursement from their employers will not be permitted to take final exams in their last semester or take part in commencement until all accounts are clear with the Business Office.

A person's account must be paid in full before registration becomes valid and before a person can reside in University facilities.

No person may have official transcripts of his or her records until that person's account is paid in full.

Payment Options

After scholarships, grants, and loans are applied to a student's account, they have the following payment options: payment up front by cash, check, or credit/debit card (service fees may apply). Students may also sign-up for a monthly payment plan. For more detailed information about account balances, please visit https://selfservice.ashland.edu/Student, or go to www.ashland.edu/administration/student-accounts/payment-information.

Corporate Reimbursement

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

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

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Refund Policy

This refund policy applies to students completely withdrawing from school.

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

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

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

Return of Title IV Funds/Institutional Refund Policy

This applies to students who withdraw from all classes in a term, or are dismissed. 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 Direct Loan, Subsidized Federal Direct 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 for Withdrawn Students:

- 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 Direct Loan, Subsidized Federal Direct 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 Student Accounts Office at 419.289.5019.

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

Undergraduate Financial Aid

www.ashland.edu/financial-aid

Financial Aid

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

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

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

How to Apply for Financial Aid

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

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

Attendance at Other Institutions

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

Types of Financial Assistance

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

- Grants/scholarships are considered gift aid that does not require repayment. AU grants and scholarships listed on the following pages are available to full-time, regular undergraduate students billed the comprehensive rate of tuition while pursuing their first Bachelor's degree. This excludes RN to BSN, Accelerated Nursing, Bachelor's Plus, or any Adult and Online undergraduate degree-completion programs. AU grants and scholarships are only available during the fall and spring semesters.
- Student employment is considered self-help assistance. Students may secure an on-campus job to earn funds to help with college expenses. Visit ashland.edu/student-employment and click on "Find a Job".
- Student loans are considered self-help aid that requires repayment after graduation or upon ceasing at least half-time enrollment.
- Parents can borrow federal or private loans to help their dependent, undergraduate child pay for educational expenses.

Half-time enrollment is required to borrow Federal Direct Loans. However, undergraduate students attending less than half time may qualify for Federal Pell Grant, Supplemental Grant, TEACH Grant, and/or Work-Study employment. Students enrolled in study abroad may be eligible for Ashland University grants or scholarships. Contact the Financial Aid Office for more information.

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

A. Ashland University-Funded Grants and Scholarships
B. Federal and State Grants and Scholarships
C. Student and Parent Loans
D. Student Employment

Financial Aid Refund Repayment Policy

Refer to the refund policy in the Finance & Administration section of this catalog. Financial aid questions related to the policy may be directed to the Financial Aid Office.

A. ASHLAND UNIVERSITY-FUNDED GRANTS AND SCHOLARSHIPS

Ashland University grants/scholarships are reviewed annually, and criteria is subject to change for returning and incoming students in future years. Students who meet eligibility criteria may qualify for multiple grants/scholarships from the University, but the total amount of institutional funds available to any one student will be limited to the full-time cost of tuition for the fall and spring semesters.

Students receiving Ashland University gift aid may not receive gift aid from federal, state, outside, and institutional sources that exceed the direct cost of full-time attendance at AU. The direct cost of attendance for students living *on campus* includes tuition (12-19 credits per semester), room, board, activity fee, and campus access fee. The direct cost of attendance for students living *off campus* includes tuition,

activity fee and campus access fee. Institutional aid will be reduced to prevent the above from occurring.

Ashland University allows students to benefit from scholarships received from outside/private sources. Students who qualify must inform the Financial Aid Office in writing regarding the name of the award, the amount of the award, and the number of years the award is available to the student. A copy of the outside/private grant or scholarship award letter is preferred. These funds will be added to the student's award as long as the student demonstrates sufficient financial need and the total gift aid falls within the parameters noted in the previous paragraph. In the event that aid must be adjusted, Federal Work-Study or student loans will be adjusted first.

INCOMING STUDENTS

AU Academic Scholarships

First-time freshmen are eligible for the following scholarships based on their ACT/SAT test score and cumulative high school GPA as of March 1 prior to the fall they enroll. Awards range from $2,000 to $11,500. A minimum 18 ACT or 860 SAT score and a 2.5 or better GPA are required. Students may use the Net Price Calculator located at ashland.edu/npc to estimate their academic and need-based aid. Funding for these awards may come from endowed scholarships or restricted funds. Students are not eligible for more than one scholarship from the following academic award levels:

- Presidential Scholarship – renewable with 3.00 cum GPA
- Provost Scholarship – renewable with 2.75 cum GPA
- Director Scholarship – renewable with 2.00 cum GPA
- Ambassador Award – renewable with 2.00 cum GPA
- Eagle Award – renewable with 2.00 cum GPA
- Rising Eagle Award – renewable with 2.00 cum GPA

Honors Program Scholarship

Incoming freshmen who have been accepted into the Honors Program are eligible to apply for a $1,500/year or $1,000/year merit-based scholarship, renewable for four years. Renewal of this award requires the student to continue to be a member of the Honors Program. The application is available at ashland.edu/administration/honors-program/honors-scholarships and should be completed prior to March 1 to receive full consideration for a scholarship.

TRANSFER STUDENTS

Alpha Beta Gamma National Business Honor Society Scholarship

A $500 scholarship for incoming transfer students with a minimum 3.0 GPA and an A.A., A.S., A.A.S., or Canadian-equivalent degree. An Alpha Beta Gamma designation is required on the student's transcript. This scholarship is renewable with a minimum 3.0 GPA.

Phi Theta Kappa Scholarship

A $1,000 scholarship for incoming transfer students with a minimum 3.0 GPA and an A.A., A.S., A.A.S., or Canadian-equivalent degree. This scholarship is renewable with a minimum 3.0 GPA.

Transfer Academic Scholarship

This award is for students who earn 12 or more non-remedial credits from a college or university after high school graduation. Incoming transfer students who have attained a cumulative 2.70 GPA or higher in college coursework are eligible for this award. This scholarship ranges from $2,000 to $8,000 and is renewable with the cumulative GPAs listed below. Readmit transfer students are not eligible.

- Transfer Level 1 – renewal with 3.00 AU GPA
- Transfer Level 2 – renewal with 2.75 AU GPA
- Transfer Levels 3, 4, and 5 – renewal with 2.00 AU GPA

INTERNATIONAL STUDENTS

International Academic Scholarship

First-time international freshman students who have attained a cumulative 2.50 or better high school GPA are eligible for this award. This scholarship ranges from $2,000 to $11,500 and is renewable with the cumulative GPAs listed below.

- Presidential Scholarship – renewal with 3.00 cum GPA
- Provost Scholarship – renewal with 2.75 cum GPA
- Director Scholarship – renewal with 2.00 cum GPA
- Ambassador Award – renewal with 2.00 cum GPA
- Eagle Award – renewal with 2.00 cum GPA

ADDITIONAL AU SCHOLARSHIPS

Art, Music, and Theatre Scholarships

The Art, Music, and Theatre departments award these scholarships based on talent. Students are required to participate in an on-campus interview: an audition for the theatre and music scholarships and a portfolio submission for the art scholarship. Scholarships are renewable by fulfilling certain departmental criteria.

Ashbrook Scholarship

A $2,000 annual scholarship awarded to Ashbrook Scholars and renewable each year based on merit. Applications are available through the Ashbrook Center.

Ashland University Grant

A need-based grant offered to students. In addition to financial need, the grant is based on high school GPA and ACT or SAT scores, or college GPA for transfer students. Renewal is based on the need of the student in subsequent years and the academic performance of the student at Ashland University.

Athletic Scholarship

Men's and women's varsity sports offer scholarships to selected athletes. The coaches, under the leadership of the athletic director and in coordination with the Financial Aid Office, determine standards of distribution that follow the guidelines set by the athletic conference and the NCAA Division II. The coach determines the amount of the scholarship.

Brethren Grant

Students who are members of the Ashland-based Brethren Church are eligible for this $1,000 grant. A letter from the student's minister verifying membership must be sent to the Director of Admissions. This grant is renewable by maintaining satisfactory academic progress.

Brethren Summer Ministries Award

Students who participate in the summer ministry program of the Board of Christian Education of the Ashland-based Brethren Church are eligible for this $1,000 grant for the academic year immediately following their summer of service. The grant is renewable with subsequent summers of service.

Endowed Scholarships

Endowed scholarship recipients are selected by the Financial Aid Office. These scholarships are used primarily to fund AU academic scholarships and need-based grants.

Legacy Grant

Children and grandchildren of Ashland University alumni are eligible for this $1,000 grant. An alumnus is defined as a parent or grandparent who has earned at least 32 undergraduate credits or an undergraduate or graduate degree from Ashland University. This grant is renewable by maintaining satisfactory academic progress.

Mathematics and Computer Science Department Scholarships

The AU Mathematics and Computer Science Department offers the following scholarships to students who achieve certain results on the noted tests:

- AMC-12 Scholarship – $2,000 per year
- OCTM State Mathematics Contest – $2,000 per year

Contact the Department of Mathematics and Computer Science for more information.

Ministerial Grant

This grant is offered to children of pastors, missionaries, and staff ordained/licensed and actively serving full-time within the Ashland-based Brethren Church or who have retired from full-time service for reasons of age or health. Students who qualify will receive total AU gift aid equal to 65% of tuition. The grant is renewable with a minimum 2.5 GPA.

Science Scholarship

The University offers science awards to students who receive a superior rating at the Mohican District Science Fair hosted by Ashland University or the Ohio Academy of Science Fair hosted by Ohio Wesleyan University. The amount of the scholarship is $1,000 at the district level and $2,000 at the state level.

B. FEDERAL AND STATE GRANTS AND SCHOLARSHIPS

Federal Pell Grant

Students may apply for this need-based federal grant by filing the FAFSA. The amount of the award varies and is determined by the FAFSA results.

Federal Supplemental Educational Opportunity Grant

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

Federal TEACH Grant

The *Teacher Education Assistance for College and Higher Education* (TEACH) Grant program provides up to $3,724 a year to students completing or planning to complete coursework needed to begin a career in teaching. Enrollment in an eligible degree program is required. Students must sign an *Agreement to Serve* in a high-need field at an elementary school, secondary school, or educational service agency that serves students from low-income families for at least four complete academic years within eight years after completing (or ceasing enrollment in) the course of study for which the grant was received. If the required service obligation is not completed, then all TEACH grant funds will convert to a Direct Unsubsidized Loan that must be repaid with interest charged from the date the TEACH grant was disbursed. Additional eligibility requirements can be found at ashland.edu/students/financial-aid.

Ohio College Opportunity Grant

A need-based grant offered by the state of Ohio available to eligible students who are residents of Ohio. A student must file the FAFSA to apply for this program. The 2020-2021 full-time grant is $4,000/year. This amount decreases if enrolled less than full-time.

Ohio National Guard Tuition Grant

This grant is offered to eligible members of the National Guard for undergraduate studies. The grant pays the average state-assisted university's tuition costs at private institutions recognized by the Ohio Student Aid Commission. Contact a local Ohio National Guard Armory for further information and an application.

Ohio War Orphan Scholarship

Awarded to students whose parent served at least 90 days of active duty during a declared war or conflict and is severely disabled or deceased as a result of service. Applications are available from high school guidance counselors or veterans offices.

Pennsylvania State Grant

This grant is available to eligible full-time students who are residents of Pennsylvania. Students can apply for this grant by filing a FAFSA.

C. STUDENT AND PARENT LOANS

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

Federal Direct Loans

Direct Loans are available in the amount of $5,500 per year for freshmen, $6,500 per year for sophomores, and $7,500 per year for juniors and seniors. Of these amounts, students may qualify for *subsidized* Direct Loans of up to $3,500 for freshmen, $4,500 for sophomores, and $5,500 for juniors and seniors. Subsidized Direct

Loans are interest free while the student is enrolled at least half time and are based on financial need as determined by the Financial Aid Office. The remainder of the loan funding comes through the *unsubsidized* Direct Loan which accrues interest while the student is enrolled. The interest of the unsubsidized Direct Loan will be capitalized and added to the principal of the loan or payments toward the accrued interest may be made while the student is enrolled. Interest rates on Direct Loans can be found at studentaid.ed.gov/sa/types/loans/interest-rates. Loan repayment begins six months after the student ceases half-time enrollment. Independent undergraduate students or dependent students whose parents are credit denied for a Parent PLUS loan are eligible to borrow additional Federal Direct unsubsidized loans as follows: $4,000 per year for freshmen and sophomores, and $5,000 per year for juniors and seniors.

Private Educational Alternative Loans for Students

Private loans borrowed by the student usually require a credit-worthy cosigner. Funding may be secured up to the cost of attendance minus all other financial assistance received by the student. Interest can be paid monthly, quarterly, or capitalized and added to the loan principal until after the borrower ceases at least half-time enrollment. Always read the terms and conditions carefully.

Federal Parent PLUS Loan

Parents of dependent students may borrow this loan to help pay for educational expenses up to the cost of attendance minus all other financial assistance received by the student. The Parent PLUS Loan interest rate can be found at studentaid.ed.gov/sa/types/loans/interest-rates. Repayment begins two months after the date of full disbursement, but may be deferred while the student is enrolled at least half time.

Private Educational Alternative Loan for Parents

Parents and, in some cases, other interested parties can now apply for loans to assist students in financing their education. These loans are credit-based and offer rates that are competitive with the Federal Parent PLUS Loan. Individuals can borrow up to the cost of attendance minus all other financial assistance received by the student.

Ashland University provides a *Private Loan Comparison List* at ashland.edu/student-loans. This is not a full list of potential lenders, but is a good place to start your search. If you apply with a lender not on the comparison list, the lender must send their School Certification form to Ashland University's Financial Aid Office for completion.

D. STUDENT EMPLOYMENT

AU's Work-Study and Regular Student Employment programs employ 400 to 500 students per year. On-campus employment consideration is first given to those who qualify for the Federal Work-Study program. Jobs may relate to a student's major or simply be a way to earn cash for educational expenses. Students are paid every two weeks for hours worked, and most positions pay minimum wage. To apply for jobs, go to ashland.edu/career and click on the AU Career Connect icon & register!

Federal Work-Study

Federal Work-Study is funded partially by the federal government and partially by the University. The majority of on-campus jobs are available through the Federal Work-Study program, and eligible students may earn up to $3,200 per year. Federal Work-Study is awarded to students who demonstrate financial need as determined by the FAFSA.

Regular Student Employment

Regular student employment is funded solely by Ashland University, available to all AU students enrolled at least half time, and not dependent on financial need. To apply for jobs, go to ashland.edu/career and click on the AU Career Connect icon & register!

Resident Assistant

Students selected receive free room and a stipend. Various duties focus on the development of a floor and hall community. Responsibilities include organizing social and educational floor events, participating in conflict resolution activities, responding to crises, serving as a referral source, and assisting with the adjustment issues that students face. Applications are available to upper-class students from the Office of Residence Life, and the selection process is highly competitive.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY FOR UNDERGRADUATES

Federal regulations require that an institution develop and enforce a satisfactory academic progress (SAP) policy for all Ashland University students. This policy is administered by the Financial Aid Office and pertains to all undergraduate students enrolled at Ashland University, unless otherwise notated.

This is a separate policy and appeal process from the academic policy administered by the Academic Standards and Graduation Committee. Therefore, students may be permitted to enroll at Ashland University, but may not be financial aid eligible due to not meeting the standards in the SAP policy.

STANDARDS OF MEASUREMENT

Ashland University is required to monitor academic progress based upon the *qualitative* and *quantitative* standards in this SAP policy. It is the recipient's responsibility to ensure they are meeting these standards to maintain financial aid eligibility. Annual reviews take place at the conclusion of the spring semester.

Measurement Type	Standard of Measurement	Evaluation Timeline	
		UG (not CEP)	Correctional Education (CEP)
Qualitative	*Cumulative* grade point average (GPA)	Annually	End of each semester
Quantitative	Pace of Completion	Annually	End of each semester
Quantitative	Maximum Timeframe	Annually	End of each semester

Qualitative Requirements

Grade Point Average (GPA) – Students must achieve a minimum *cumulative* grade point average (GPA). Students who do not meet GPA standards will immediately lose financial aid eligibility.

Category	Minimum GPA Requirement
At the conclusion of the first semester through the third semester	1.501
At the conclusion of the fourth semester and beyond	2.000

Institutional Merit-Based Aid – Additional GPA standards must be met by students eligible to receive certain institutional scholarships. The minimum *cumulative* GPA required to retain these scholarships is notated in the following chart, and eligibility for renewal is reviewed *annually* after the spring semester. Scholarships awarded by other departments may have additional GPA standards for renewal.

Incoming Freshman Scholarships	Transfer Scholarships	International Scholarships	Minimum GPA Required
Presidential Level	Transfer Level 1	International Level 1	3.00
Provost Level	Transfer Level 2	International Level 2	2.75
Director Level	Transfer Level 3	International Level 3	2.00
Ambassador Level	Transfer Level 4		2.00
Eagle Level	Transfer Level 5		2.00
Rising Eagle Level			2.00

Quantitative Requirements

Pace of Completion – Students must successfully complete at least 66.67% of their *cumulative* attempted credits. Attempted credits are determined by the number of credits a student is registered for at the end of the drop date for any registered course. This percentage will be calculated by taking the number of completed credits divided by the number of attempted credits. Students who do not meet this standard at the time of review will immediately be ineligible for financial aid. Reinstatement of aid may occur through the appeal process or once the student attains the required percentage of completed credits at Ashland University, provided the student meets all other policy standards.

Maximum Timeframe – The maximum timeframe for undergraduate students to complete their program of study is 150% of the minimum degree/licensure requirements rounded up to the nearest full credit hour. After exceeding the 150% maximum timeframe restriction, the student is no longer eligible for financial aid. Classes withdrawn after the drop deadline for that semester will be considered attempted credits for maximum timeframe purposes.

Associate's Degree – In general, students enrolled in an Associate's degree program need 60 credits to complete their degree and may attempt a maximum of 90 credits to complete this degree. Students who exceed this limit will be ineligible for aid.

Bachelor's Degree – In general, students enrolled in a Bachelor's degree program need 120 credits to complete their degree and may attempt a maximum of 180 credits. Students exceeding this limit will be ineligible for aid.

Additionally, a student who cannot mathematically complete a degree within the allotted maximum credits is also ineligible for aid. Affected students who have reached or exceeded the credit hours allowed due to academic program changes, changes in major, transfer hours accepted from other schools, or pursuit of a second degree (e.g., a second bachelor's degree) can have their status reviewed by submitting an appeal.

ADDITIONAL FACTORS IMPACTING SATISFACTORY ACADEMIC PROGRESS

Repeated Coursework – A student who repeats a failed course will receive financial aid for the repeated course each time it is attempted. A student who repeats a previously passed course in order to receive a higher grade can only receive financial aid for the repeated course one time. Repeat coursework will count towards the number of attempted hours for pace of completion and maximum timeframe purposes; however, only the highest grade will be used in the calculation of the student's grade point average.

Transfer Credits – Transfer credits do not impact a student's Ashland University GPA, and thus are not included when evaluating the *grade point average (GPA)* standard in this policy. In addition, the number of semesters attended at another school will not be considered when determining the minimum cumulative GPA required. Transfer credits will impact a student's pace of completion and maximum timeframe calculation, regardless if courses are relevant or not to the student's current major or program.

Incomplete Grades – A course assigned a grade of "I" is considered an "F" until the course is completed. It is the student's responsibility to notify the Financial Aid Office once the course has been assigned another grade.

S and U Grades – A course assigned a grade of "S" is assigned a 3.00 grade value and is factored into the cumulative GPA for satisfactory academic progress purposes only. A grade of "U" is not assigned a grade value and is not factored into the cumulative GPA.

Course Withdrawals – Financial aid eligibility may be affected if a student elects to remove a class from their schedule after the semester drop date and a "W" grade is assigned on their transcript. These courses will be considered attempted courses for pace of completion and maximum timeframe purposes.

APPEALS PROCESS

Students not meeting the minimum standards for satisfactory academic progress are ineligible for federal, state, and institutional financial aid (e.g. grants, scholarships, work study, and loans). However, students may request reinstatement of their financial aid eligibility by submitting a written appeal to the Financial Aid Office. The appeal must explain the unusual or extenuating circumstances that prevented the student from meeting satisfactory academic progress standards. The committee will consider any unusual or extenuating circumstances, which may include, but are not limited to, the following:

- Death of a relative
- Family difficulties, such as divorce or illness
- Injury or illness of the student
- Severe mental or emotional stress
- Physical or mental hardship

The Financial Aid Office will review appeals and make a final determination as to whether financial aid eligibility will be approved for another semester. The student will be notified of the committee's decision in writing, and the decision will be notated in the student's file.

The Financial Aid Office may approve a student to receive aid for one additional semester under a **Financial Aid Probation** or for a longer period of time under an **Academic Plan.** The student's academic progress will be reevaluated each semester to determine if appeal conditions were met. Students who meet all appeal conditions for the semester will be approved to receive aid for the next semester. If SAP conditions are not met at the time of review, the student will become

ineligible for financial aid in the next semester. Students can submit another financial aid appeal explaining why they were unable to meet appeal conditions. There is no limit to the number of appeals a student may submit, and appeals must be turned in by the published deadlines. New documentation supporting the extenuating circumstance must accompany subsequent appeal requests.

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 Office.

APPENDIX (Satisfactory Academic Progress Policy)

The following definitions apply to this financial aid SAP policy only. Please refer to other aspects of this academic catalog for the specific academic requirements for the University or your program of study.

1. **Academic Plan:** A guided plan of action assigned to students who are mathematically unable to meet SAP standards after one semester.
2. **Enrollment Status:** Based on the number of credits enrolled during a regular semester:

Enrollment Status	Credits
Full-time	12 or more
Three-quarter time	9 - 11
Half-time	6 - 8
Less-than-half-time	1 - 5

3. **Financial Aid:** Title IV federal, state, and/or institutional aid. Institutional aid includes any grant, scholarship, or discounts including tuition waiver or tuition exchange.
4. **Grade Point Average (GPA):** A measure of a student's academic achievement at an institution, calculated by dividing the total number of grade points earned by the total number of credit hours completed.
5. **Grade of Incomplete (I):** A grade assigned by a professor allowing the student more time to complete course requirements.
6. **Maximum Timeframe:** An institution must establish a maximum timeframe in which a student is expected to complete degree requirements for each program of study. The maximum timeframe is 150% of the minimum degree/licensure requirements rounded up to the nearest full credit hour.
7. **Preparatory Coursework:** A student not enrolled in a degree program is eligible for Federal Direct Subsidized/Unsubsidized Loans for up to one consecutive 12-month period beginning on the first day of the loan period if the coursework taken is necessary for enrollment in an eligible program. The courses must be part of an eligible program otherwise offered by the school, though the student does not have to be in that program.
8. **Remedial Course:** Classes taken to prepare a student for study at the postsecondary level. If acceptance into an eligible program is contingent on completing remedial work, a student cannot be considered enrolled in that program until he or she completes the remedial work. In this case, financial aid cannot be used to cover the cost. However, if the student is admitted into an eligible program and takes remedial coursework within that program, he or she can be considered a regular student, even if taking all remedial courses before taking any regular courses. In this case, students are eligible for federal aid for up to one academic year's worth (30 credit hours) of these courses. Remedial coursework will count toward the qualitative and quantitative assessments of this SAP policy.
9. **Repeated Course:** Any courses a student has completed and is now enrolling in again either due to failure to meet program requirements or to obtain a better grade.
10. **Satisfactory Academic Progress (SAP):** There are minimum standards for GPA, pace of completion, and maximum timeframe that a student must meet in order to be eligible for financial aid as outlined in this SAP policy.
11. **Satisfactory Academic Progress (SAP) Statuses**
    - **Satisfactory** – student is eligible to receive financial aid.
    - **Unsatisfactory** – student is not eligible for financial aid since SAP standards are not met.
    - **Maximum Timeframe Exceeded** – student is not eligible for financial aid since the 150% maximum timeframe restriction has been reached.
12. **Satisfactory Academic Progress (SAP) Appeal Statuses:** a student not meeting satisfactory academic progress standards can request the reinstatement of financial aid through an appeal process. Possible appeal results may include:
    - **Approved under a one-semester probation** – the student has been granted one additional semester of financial aid eligibility to reach SAP standards.
    - **Approved under an academic plan** – the student has been granted one or more semesters of financial aid eligibility to reach SAP standards.
    - **Approved maximum timeframe extension** – the student can receive financial aid to complete their degree up to the number of semesters specified in their approved appeal.
    - **Denied** – the student cannot receive financial aid based on the appeal submitted.
    - **Denied Forever** – the student cannot receive financial aid and is not eligible to re-appeal.
13. **Transfer Credits**: Courses taken at another institution that are accepted by Ashland University. Transfer credits count toward the student's pace of completion and maximum timeframe calculation.

Graduate School Financial Aid

www.ashland.edu/graduate/financial-aid

Financial Aid

Ashland University provides financial assistance to qualified, eligible Graduate and Bachelor's Plus students who have been accepted for admission to the University, are not on disciplinary probation, and meet the standards of the *Financial Aid Satisfactory Academic Progress Policy for Graduate & Bachelor's Plus Students* provided in this section of the catalog. Students must apply for financial aid each year and meet the necessary criteria required for renewal.

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

How to Apply for Financial Aid

Follow the steps listed at ashland.edu/graduate/ financial-aid to apply for financial aid. Contact the Financial Aid Office at 419.289.5003 with any questions or concerns.

Applications for financial aid are processed on a first-come, first-served basis with priority given to those applications submitted by March 1 for summer and May 1 for fall/spring. Students should complete the following steps to apply for financial aid:

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

Types of Financial Assistance

It is the responsibility of the student to secure the funds necessary to pay for all direct and indirect expenses incurred as a student at Ashland University. Federal or private loans may be available to those who qualify.

- Students must complete a FAFSA and be enrolled at least half time to borrow Federal Direct Student Loans. Repayment begins after graduation or upon ceasing at least half-time enrollment at the University.
- Students may start their search for a private educational alternative loan lender by visiting ashland.edu/graduate/financial-aid.

Attendance at Other Institutions

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

Financial Aid Refund Repayment Policy

Refer to the refund policy in the Finance & Administration section of this catalog. Financial aid questions related to the policy may be directed to the Financial Aid Office.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY FOR GRADUATE AND BACHELOR'S PLUS STUDENTS

Federal regulations require that an institution develop and enforce a satisfactory academic progress (SAP) policy for all Ashland University students. This policy is administered by the Financial Aid Office and pertains to all graduate students (including Pre-Doctor of Ministry and bachelor exempt) and Bachelor's Plus students enrolled at Ashland University.

This is a separate policy and appeal process from the academic policy administered by the Academic Standards and Graduation Committee. Therefore, students may be permitted to enroll at Ashland University, but may not be financial aid eligible due to not meeting the standards in the SAP policy.

STANDARDS OF MEASUREMENT

Ashland University is required to monitor academic progress based upon the *qualitative* and *quantitative* standards in this SAP policy. It is the recipient's responsibility to ensure they are meeting these standards to maintain financial aid eligibility. Annual reviews take place at the conclusion of the spring semester.

Measurement Type	Standard of Measurement	Evaluation Timeline
Qualitative	*Cumulative* grade point average (GPA)	Annually
Quantitative	Pace of Completion	Annually
Quantitative	Maximum Timeframe	Annually

Qualitative Requirements

Grade Point Average (GPA) – Students must achieve a minimum *cumulative* grade point average (GPA). Students who do not meet GPA standards will immediately lose financial aid eligibility.

Academic Degree/Program	Minimum Cumulative GPA
Bachelor's Plus	3.0
Master of Fine Arts in Creative Writing	
Master of Arts in American History & Govt	3.0
Master of Arts in Corporate & Strategic Comm	
Master of Arts in Teaching Amer Hist & Govt	

Master of Business Administration	
Master of Education	
Master of Science in Applied Exercise Science	
Doctor of Nursing Practice	
Doctor of Education in Leadership Studies	3.2
ATS Master of Arts in Clinical Mental Health Counseling (CMHC)	3.0
ATS Master of Arts (non-CMHC program)	2.0
ATS Master of Divinity	
ATS Doctor of Ministry (including Pre-Dmin)	

**ATS = Ashland Theological Seminary*

Students in the Master of Fine Arts in Creative Writing program must demonstrate reasonable progress towards annual completion of credit hours of relevant coursework as determined by the Financial Aid Office and the MFA department. A grade of "S" is assigned a 3.00 grade value in order to generate a cumulative GPA for satisfactory academic progress review purposes. Students who receive a "U" are required to retake the course and cannot proceed to the next course until they pass. Students academically dismissed from the MFA program are ineligible for aid at Ashland University.

Quantitative Requirements

Pace of Completion – Students must successfully complete at least 66.67% of their *cumulative* attempted credits. Attempted credits are determined by the number of credits a student is registered for at the end of the drop date for any registered course. This percentage will be calculated by taking the number of completed credits divided by the number of attempted credits. Students who do not meet this standard at the time of review will immediately be ineligible for financial aid. Reinstatement of aid may occur through the appeal process or once the student attains the required percentage of completed credits at Ashland University, provided the student meets all other policy standards.

Maximum Timeframe – The maximum timeframe for Graduate and Bachelor Plus students to complete their program of study is 150% of the minimum degree/licensure requirements rounded up to the nearest full credit hour. After exceeding the 150% maximum timeframe restriction, the student is no longer eligible for financial aid. Classes withdrawn after the drop deadline for that semester will be considered attempted credits for maximum timeframe purposes. A chart showing the maximum timeframe hours for all AU Graduate and Bachelor Plus programs is available on our website at http://www.ashland.edu/sap-max-credits.

Additionally, a student who cannot mathematically complete a degree within the allotted maximum credits is also ineligible for aid. Affected students who have reached or exceeded the credit hours allowed due to academic program changes, changes in major, transfer hours accepted from other schools, or pursuit of a second degree (e.g., a second Master of Education degree) can have their status reviewed by submitting an appeal.

ADDITIONAL FACTORS IMPACTING SATISFACTORY ACADEMIC PROGRESS

Repeated Coursework – A student who repeats a failed course will receive financial aid for the repeated course each time it is attempted. A student who repeats a previously passed course in order to receive a higher grade can only receive financial aid for the repeated course one time. Repeat coursework will count towards the number of attempted hours for pace of completion and maximum timeframe purposes; however, only the highest grade will be used in the calculation of the student's grade point average.

Transfer Credits – Transfer credits do not impact a student's Ashland University GPA, and thus are not included when evaluating the *grade point average (GPA)* standard in this policy. In addition, the number of semesters attended at another school will not be considered when determining the minimum cumulative GPA required. Transfer credits will impact a student's pace of completion and maximum timeframe calculation, regardless if courses are relevant or not to the student's current major or program.

Incomplete Grades or Approved Extensions – A course assigned a grade of "I" or "E" is considered an "F" until the course is completed. It is the student's responsibility to notify the Financial Aid Office once the course has been assigned another grade.

S, P, and U Grades – A course assigned a grade of "S" or "P" is assigned a 3.00 grade value and is factored into the cumulative GPA for satisfactory academic progress purposes only. A grade of "U" is not assigned a grade value and is not factored into the cumulative GPA.

Course Withdrawals – Financial aid eligibility may be affected if a student elects to remove a class from their schedule after the semester drop date and a "W" grade is assigned on their transcript. These courses will be considered attempted courses for pace of completion and maximum timeframe purposes.

SAP APPEALS AND FINANCIAL AID PROBATION

Students not meeting the minimum standards for satisfactory academic progress are ineligible for federal, state, and institutional financial aid (e.g. grants, scholarships, work study, and loans). However, students may request reinstatement of their financial aid eligibility by submitting a written appeal to the Financial Aid Office. The appeal must explain the unusual or extenuating circumstances that prevented the student from meeting satisfactory academic progress standards. The committee will consider any unusual or extenuating circumstances, which may include, but are not limited to, the following:

- Death of a relative
- Family difficulties, such as divorce or illness
- Injury or illness of the student
- Severe mental or emotional stress
- Physical or mental hardship

The Financial Aid Office will review appeals and make a final determination as to whether financial aid eligibility will be approved for another semester. The student will be notified of the committee's decision in writing, and the decision will be notated in the student's file.

The Financial Aid Office may approve a student to receive aid for one additional semester under a **Financial Aid Probation** or for a longer period of time under an **Academic Plan.** The student's academic progress will be reevaluated each semester to determine if appeal conditions were met. Students who meet all appeal conditions for the semester will be approved to receive aid for the next semester. If SAP conditions are not met at the time of review, the student will become ineligible for financial aid in the next semester. Students can submit another financial aid appeal explaining why they were unable to meet appeal conditions. There is no limit to the number of appeals a student may submit, and appeals must be turned in by the published deadlines. New documentation supporting the extenuating circumstance must accompany subsequent appeal requests.

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 Office.

APPENDIX (Satisfactory Academic Progress Policy)

The following definitions apply to this financial aid SAP policy only. Please refer to other aspects of this academic catalog for the specific academic requirements for the University or your program of study.

1. **Academic Plan:** A guided plan of action assigned to students who are mathematically unable to meet SAP standards after one semester.
2. **Enrollment Status:** Based on the number of credits enrolled during a regular semester:

Enroll Status	**Bachelor Plus/*Pre-Dmin**	**Bachelor's Exempt**		**⅄Grad**	**Doctor of Ministry**
	Credit Hours	*<90 Cr Hrs*	*90+ Cr Hrs*	*Credit Hours*	*Credit Hours*
Full-time	12	12	6	6	4
3-quarter time	9	9	*N/A*	*N/A*	*N/A*
Half-time	6	6	3	3	2

* Eligibility for financial aid is limited to one-year for Pre-Doctor of Ministry students.

⅄ Also applicable to Doctorate of Education and Doctorate of Nurse Practitioner students.

3. **Financial Aid:** Title IV federal, state, and/or institutional aid. Institutional aid includes any grant, scholarship, or discounts including tuition waiver or tuition exchange.
4. **Grade Point Average (GPA):** A measure of a student's academic achievement at an institution, calculated by dividing the total number of grade points earned by the total number of credit hours completed.
5. **Grade of Incomplete (I) or Extension (E):** A grade assigned by a professor allowing the student more time to complete course requirements.
6. **Graduate Student:** A student attending Ashland University or Ashland Theological Seminary (ATS) who has earned a Bachelor's degree and is pursuing additional education in a specific field. Students designated as bachelor's exempt may be considered undergraduate students for financial aid purposes until specific criteria are met. Pre-Doctor of Ministry and Bachelor Plus students are not considered graduate students, but must meet the academic standards included in the Graduate and Bachelor's Plus SAP policy.
7. **Maximum Timeframe:** An institution must establish a maximum timeframe in which a student is expected to complete degree requirements for each program of study. The maximum timeframe is 150% of the minimum degree/licensure requirements rounded up to the nearest full credit hour.
8. **Preparatory Coursework:** A student not enrolled in a degree program is eligible for Federal Direct Subsidized/Unsubsidized Loans for up to one consecutive 12-month period beginning on the first day of the loan period if the coursework taken is necessary for enrollment in an eligible program. The courses must be part of an eligible program otherwise offered by the school, though the student does not have to be in that program.
9. **Repeated Course:** Any courses a student has completed and is now enrolling in again either due to failure to meet program requirements or to obtain a better grade.
10. **Satisfactory Academic Progress (SAP):** There are minimum standards for GPA, pace of completion, and maximum timeframe that a student must meet in order to be eligible for financial aid as outlined in this SAP policy.
11. **Satisfactory Academic Progress (SAP) Statuses**
    - **Satisfactory** – student is eligible to receive financial aid.
    - **Unsatisfactory** – student is not eligible for financial aid since SAP standards are not met.
    - **Maximum Timeframe Exceeded** – student is not eligible for financial aid since the 150% maximum timeframe restriction has been reached.
12. **Satisfactory Academic Progress (SAP) Appeal Statuses:** a student not meeting satisfactory academic progress standards can request the reinstatement of financial aid through an appeal process. Possible appeal results may include:
    - **Approved under a one-semester probation** – the student has been granted one additional semester of financial aid eligibility to reach SAP standards.
    - **Approved under an academic plan** – the student has been granted one or more semesters of financial aid eligibility to reach the standards outlined in this policy.
    - **Approved maximum timeframe extension** – the student can receive financial aid to complete their degree up to the number of semesters specified in their approved appeal.
    - **Denied** – the student cannot receive financial aid based on the appeal submitted.
    - **Denied Forever** – the student cannot receive financial aid and is not eligible to re-appeal.
13. **Transfer Credits:** Courses taken at another institution that are accepted by Ashland University. Transfer credits count toward the student's pace of completion and maximum timeframe calculation.

Student Affairs

https://www.ashland.edu/student-affairs/

Vice President for Student Affairs

Dr. Robert Pool

Mission Statement

The Division of Student Affairs at Ashland University is committed to promoting the academic purpose of the university while enhancing student learning outside of the classroom. Through collaboration with faculty, staff and students, we strive to build a strong community of respect and affirm the value of each individual.

Campus Creed

As a member of Ashland University, I will hold myself to the highest standards of academic, personal and social integrity; respect the dignity of each individual; honor the University's tradition and commitment to Judeo-Christian values; and serve others in our world community. (Written and adopted by Student Senate on the 11th of April in the year 2000.)

Mansfield Nursing Campus – Student Life

Student activities and student organizations such as Student Nurses Christian Fellowship, SCRUBS, and Student Nursing Association are provided for nursing students. Freshmen and sophomore students are required to live on the Ashland campus unless eligible to commute. Upper class students are required to reside on the Ashland campus or in Mansfield apartments unless they meet off- campus criteria.

Student Center

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

Orientation

New Student Orientation is a key component to assisting you with your transition to university life! This program is designed to acquaint you with campus services, staff that can assist you with taking care of business such as finalizing loans, and peer mentors to answer your questions. At Ashland University, Orientation is a mandatory three-part process which includes completing an Online Orientation Module, attending a Summer Orientation Program and participating in Orientation Weekend right before classes begin.** Note, students that enroll in Spring Term an accelerated program and mini Information Fair will be hosted the day before classes begin.

Part I: Online Orientation

Once incoming students have paid their deposit, they will be promoted to complete an Online Orientation Course via Blackboard starting May 1. This Online Orientation will introduce and walk students and parents through various aspects to the enrollment process which will include how your fall class schedule was created; steps to complete processes for Financial Aid; how to navigate AU's online systems such as AU Gmail, WebAdvisor, and AU Portal; as well as highlight student services such as Residence Life and Commuter Services. We encourage students and parents to jot down any questions that they have, and we will be happy to answer them during your Summer Orientation.

Part II: Summer Orientation Program

Select one of the five Summer Orientation Days to attend. Students and parents are invited to drive into town for a half-day program that will help prepare you for fall semester. You will have the opportunity to take care of business, as well as speak with faculty, staff and upper-class students to get your questions answered. At check-in, a copy of your Fall Class Schedule will be provided if all of your online enrollment forms (pre-registration, financial aid, housing) are completed.

Part III: 2020 Orientation Weekend

During Orientation Weekend, Ashland University will become your home away from home. With activities and programs planned throughout the weekend, you will create friendships with your peers and become better acclimated with the campus.

Residence Life

As a residential campus community, Ashland University requires its students to live on campus and contribute to its environment. Students play an integral part in the creation of programs, as well as housing policies and procedures through their involvement in the Student Senate and other student leadership organizations.

All full-time students must reside on campus unless they reside in the permanent, primary residence of their parents/guardian within thirty-five driving miles of Ashland University. Residential students, with 90+ credit hours, living in an apartment, are not required to have a meal plan. Students who are 22 years old prior to October 1 of the current academic year are permitted to reside off campus. Off campus applications are due by March 1 for returning students and are accepted on a rolling basis for new and transfer students. Any student found to be living off campus without authorization will be invoiced for full room and board charges.

Student Activities & Organizations

Students who invest time in campus activities tend to be more successful in their future careers. At Ashland University, your college years will offer you many opportunities to grow and develop. As you become involved on campus and in the community, you will discover all sorts of new things about yourself and you will have a great time in the process. Check out one or more of our 130+ student organizations by contacting our office of Student Life, located in the Hawkins-Conard Student Center, Room 230, or by emailing us at stu-life@ashland.edu.

Student Handbook

The Student Handbook, developed by students, faculty, administrators, and the Board of Trustees, contains the policies and regulations for Ashland University. Primary handbook content areas include academics, campus services, health and counseling services, student conduct system, University policies, residence life, safety services, and student involvement. See it online at www.ashland.edu/student-conduct. A limited number of hard copies are available in the Student Conduct Office.

Psychological Counseling Center

Ashland University provides FREE personal, social, academic, and career counseling and related services to address a variety of student's needs. Such services include:

Accelerated learning	Test anxiety & relaxation
Alcohol & drug awareness	Test preparation: MCAT, GRE, PRAXIS, LSAT
Career testing	Time management
Counseling for personal concerns	Training for improvement of study skills
Decision making strategies	Workshops and skills enhancement programs
Guidance for professional school	Depression management
Human sexuality information and counseling	Proper sleep hygiene
Memory improvement	Relationship building
Premarital & marital decision making	Communication skills
Speed reading	

Students can be assured that their personal concerns will be treated as COMPLETELY CONFIDENTIAL, within the parameters of the Family Educational Rights and Privacy Act of 1974 and the Licensure Board of the State of Ohio.

Career Services Center

The Career Services Center helps Ashland students navigate the path from college to internship and transition to full time employment by providing career consultation, workshops, events, and programs as well as a career resource room for use by students and alumni. The center assists students in planning for their careers; researching career fields, internships, graduate and professional schools, and employers; and developing resumes, networking, and job search strategies. Students are strongly encouraged to undertake internship experiences while at Ashland University. The students interested in completing an internship should contact the Career Services Center and his/her faculty advisor, the latter for potential credit. Visit www.ashland.edu/career for more information.

Office of Community Service

The Office of Community Service works with local service agencies and churches to help make a difference in our community as well as to provide meaningful service opportunities in an effort to encourage social responsibility, community involvement, a hands on-experience and thoughtful reflection for Ashland University students.

Commuter Services

Commuter Services is committed to assisting commuter students by identifying available resources and providing services that foster a successful college experience. Through service, programs, advocacy, and research, commuter students' learning and individual student development is enhanced. For information about the commuter lounge, lockers, and parking, and other resources, please visit: www.ashland.edu/commuter.

Health Center

The Health Center provides confidential medical care for common illnesses and injuries and arranges for consultation with specialists as needed. The services are covered by an undergraduate student health fee and include a gynecology clinic, a sports medicine clinic, and health and wellness education materials. The staff typically consists of the director of health services and counseling, an administrative assistant, a physician assistant, a registered nurse, and a part-time physician. The health center is located on the first floor of the Hawkins-Conard Student Center.

Mail Center

The Mail Center is located in the Hawkins Conard Student Center. The service window is open Monday through Friday 10 am to 4 pm. Postal services available include stamps, envelopes, parcel postage shipping, first class, express and standard mail processing. The Mail Center may use more than one vendor for shipping express parcels and mail (UPS, FedEx, etc.). Student mail is picked up from the post office in the morning Monday through Friday and is distributed to student mailboxes by 11:00 a.m. on those days. Outgoing mail is taken to the Ashland Post Office at 3:30 p.m. each weekday.

Incoming student packages that do not fit in the mailboxes are scanned by AU mail center staff upon receipt from the carrier. An email to the student is generated from the incoming scan. When expecting a package, please wait until you receive the email from the AU Mail Center. Oftentimes senders and shippers send emails updating shipping status. To prevent delays in verifying incoming packages, please make sure the sender includes your AU box number in the address. An ID is required to pick up a package at the service counter.

Office of Diversity

The Office of Diversity seeks to create and support a variety of diversity initiatives which advance the University's Diversity and Strategic plans while fostering civility and respect for the value of all. Committed to a multidimensional approach, the office will use qualitative and quantitative data as the compass for plotting its course to create and prioritize plans which make for an ever improving Ashland University.

Recreational Services

The Ashland University Department of Recreational Services encourages individuals to develop and maintain an active and healthy lifestyle by enhancing mind, body and spirit. The department builds community and shapes participants by facilitating fitness, wellness, leadership and developmental opportunities through a comprehensive recreational facility, programs and services. Facility highlights include the Recreation Center comprised inside of two gymnasiums, one multi-purpose 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, four sand volleyball courts, and an intramural/sport clubs field. Membership to the Recreation Center is open to all, including AU/ATS students, and AU/ATS faculty and staff and their families.

Safety Services on the Ashland Campus

The Ashland University Safety Services department is a support services department that enforces campus policies and maintains a safe and secure environment for the campus community. **Located on the first floor in the Hawkins-Conard Student Center, the Safety Services department operates 24 hours a day, seven days a week.** A dispatcher and at least one uniformed, unarmed officer patrolling campus provide around-the-clock service. Common services of this department are outlined below.

- Routine safety/security patrol of campus, including residence halls
- Monitor electronic building access status
- Safety Escorts - available 24 hours a day
- Registration/distribution of parking permits
- Response to reports of crime or criminal behavior
- Assist motorists with vehicle lockouts and jumpstarts
- Assist students locked out of their room/residence hall

Safety Services on the Mansfield Campus

The Safety Services office works with Schmidt Security Pro for evening coverage (10 p.m. - 6 a.m.) as well as the Mansfield Police Department for the Mansfield Nursing Campus.

Office of Christian Ministry

https://www.ashland.edu/student-affairs/getting-involved/office-christian-ministry

Christian Ministry

Lower level of Chapel

The Brethren Church founded Ashland University as a liberal arts college in 1878. The philosophy is, and always has been, to illustrate the significance of a liberal arts education grounded in Christian values. It is the intent of Ashland University to apply these values in all areas of operation from administration to education, both in and out of the classroom. Practicing the Christian faith is not a requirement to attend Ashland University; however Christian beliefs, values, and ministries are encouraged and supported. For this reason, Ashland University has established the Office of Christian Ministry which seeks to create an environment for the Ashland University community to hear and respond to the love and truth of Jesus Christ.

Christian Ministry, located in the lower level of Jack and Deb Miller Chapel, is uniquely positioned to meet the diverse needs of the Ashland University community as a hub of Christian ministries and activities. The purpose of Christian Ministry is to encourage students in their pursuit of Christian spiritual formation through:

1. Encouraging intimacy and obedience in personal relationships with God
2. Enhancing Christian community with authentic connection and care
3. Equipping individuals to impact the campus, community, state, nation, and the world for the Kingdom of God. Participation is completely voluntary and open to all from followers of Christ to those who are curious about the Christian faith

For more information about Christian Ministry, please visit the website a www.ashland.edu/ocm or call 419.289.5489.

Athletics

http://www.goashlandeagles.com

Athletic Director
Al King

Ashland University offers 24 intercollegiate sports – 12 for women, 11 for men, and 1 co-ed. The Eagles play in NCAA Division II, and in the Great Lakes Intercollegiate Athletic Conference.

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

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

Co-Ed
- esports

The 2019-20 academic year was a unique one in the century-long history of Ashland University athletics. It was cut short at the outset of the spring season and the end of the winter championship season due to the COVID-19 virus, not allowing the wrestling, indoor track and field, swimming and diving and women's basketball teams to complete their seasons, and halting the spring schedules as they began.

Even in a shortened year, eight Eagles teams reached the NCAA Division II postseason – men's and women's cross country, men's swimming and diving, men's and women's indoor track and field, wrestling, women's basketball and women's soccer.

Fall 2019 Highlights

Ashland's women's soccer team made a second consecutive NCAA Division II postseason appearance, and the program's 10th overall. Senior defender Sydney Wright became just the fifth All-American in program history…The Eagle volleyball team finished 24-7, and with 49 wins over the past two seasons, that total is the program's best since 2012-13…Ashland football went 7-4 in 2019, and included in that mark was the program's 500th all-time victory, a 31-28 win at Northwood on Sept. 28…Women's tennis reached the GLIAC Tournament for the third consecutive year, and won 11 matches, most since 2013-14…The AU men's and women's cross country teams finished 14th and 24th, respectively, at the NCAA Division II Midwest Regional meet…Men's soccer once again rallied from an early-season slump to finish 6-11-1, going 6-6-1 after an 0-5 start…Women's golf won Gannon's Michael Corbett Fall Classic in September before having its championship season in the spring canceled…Men's golf ended the fall with a win at Davenport's Panther Invitational in October before having its championship season in the spring canceled…Men's tennis played host to the Spreng-Smith Agency Tennis Invitational in October before having its championship season in the spring canceled.

Winter 2019-20 Highlights

The Eagle women's basketball team became the first NCAA Division II women's basketball squad with two undefeated seasons all-time after finishing 31-0 when the postseason was canceled. Ashland won its fifth consecutive GLIAC Tournament championship, and its fourth GLIAC regular-season title in the last five years…Indoor track and field had 11 men and women qualified for nationals before they were canceled, and junior Trevor Bassitt was the top-ranked athlete in the country in the men's 60-meter hurdles and 400 dash…Seven Eagle wrestlers qualified for nationals prior to their cancelation, the most in one season since 2012…Sophomore Franci Aleksi and freshman Amar Sapcanin were the first Eagle men's swimmers to earn nationals berths since 2014…Men's basketball parlayed a 9-3 record over the last 12 games into a 17-12 overall mark and a spot in the GLIAC Tournament…Ashland's esports program was ranked No. 5 in the country in the preseason in Fortnite, and won the North-East Conference regular-season title in Counter-Strike:Global Offensive.

Coming In 2020-21

STUNT will begin play in the spring of 2021, bringing the total of AU teams to 24.

A form of competitive cheerleading, STUNT is being played at the college level by 14 NCAA institutions as a varsity sport, and by 26 NCAA schools as a club sport. NCAA Division I has its own national championship, and Divisions II and III have a combined national championship.

Nine non-NCAA schools also have STUNT – six NAIA varsity, one NJCAA varsity and two CCCAA.

STUNT removes the crowd-leading element and focuses on the technical and athletic components of cheer, including partner stunts, pyramids, basket tosses, group jumps and tumbling. These elements are put together in short routines that both teams must perform head-to-head on the floor at the same time. The team that executes the skills best wins the round and the point, and has the opportunity to determine which of routine level will be called next.

Each game of STUNT consists of four quarters of play, with a halftime. The first quarter is partner stunts, the second quarter is pyramids and tosses, the third quarter is group jumps and tumbling, and the fourth quarter is team performance.

Undergraduate Academic Affairs

The integration of the liberal arts and career development is a major strength of Ashland University. Through what might be called a synthesis for learning, Ashland University has faced the challenge of, on the one hand, meeting discipline standards for certifications and keeping majors up to date while, on the other hand, preserving the liberal arts and allowing students a measure of flexibility in their course selection. The concept which has evolved contains three primary elements: core requirements, major/minor requirements, and elective courses.

Ashland University intends to liberate the minds of students and to challenge each student to reach their full potential.

Academic Affairs works to see that the teaching and program core of the institution allow and encourage that growth.

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

This catalog and listing of course offerings represent institutional policy and program requirements at the time of print. Students should contact their advisor to discuss any changes to programs or course offerings after print. Revisions to the printed catalog for academic policy changes are available on the Registrar's Office web page at https://www.ashland.edu/administration/office-records-and-registration.

Ashland University Student Learning Goals and Outcomes

1. **Intellectual Development**

   Students will analyze evidence, apply specialized knowledge, and think critically and creatively to solve problems.

   Pertaining to specialized knowledge acquired through education or experience students will be able to:

   - Analyze a complex topic or issue by dividing it into its parts, identifying the parts and the relationship between them, and evaluating the quality of evidence used to support the topic/issue.
   - Synthesize issues, objects, or works in original ways that result in informed conclusions or judgements.
   - Formulate solutions using innovation, divergent thinking, or risk taking.

2. **Ethical Development**

   Students will apply principles of integrity and ethical decision-making to address real-world issues.

   Students will be able to:

   - Apply ethical perspectives/concepts to a real or hypothetical ethical question or issue.
   - Model integrity, honesty, and fairness in dealings with others and with confidential information.

3. **Civic Engagement**

   Students will apply knowledge, skills, and values in order to work, serve, and lead in their communities.

   Students will be able to:

   - Apply knowledge from academic disciplines and other institutional experiences to a campus community/civic/societal issue or activity.
   - Articulate how to use one's knowledge and skills to contribute in civic, work, or leadership roles.

4. Global and Intercultural Competence

   Students will exhibit competence for constructive engagement within global and intercultural contexts.

   Students will be able to:

   - Analyze and explain the impact of culture and experience on one's world view and behavior.
   - Describe themselves and their culture through the perception of others.
   - Critically analyze the complexity and interconnectedness of global processes

Provost

Dr. Amiel Jarstfer

Registrar

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Ashland Theological Seminary
Academic Dean
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Columbus Campus
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Center Locations

Ashland (Main Campus) Center
Columbus Center
Elyria/Cleveland Center
Mansfield Center
Massillon/Stark Center
Southwest Center

The College of Arts and Sciences
Addictions, Counseling, and Human Services
majors - Associate of Arts with a concentration in Addictions Counseling
minors - addictions counseling

Art and Design
majors - art education, computer art and graphics programming, fine art
minors - art history, studio art

Biology/Toxicology
majors - biology (with the option of a concentration in forensic biology or the option of a concentration in medical laboratory sciences), biology/environmental science, integrated science education, life sciences education, toxicology
minors - biology, environmental science

Chemistry/Geology/Physics
majors - biochemistry, ACS-certified chemistry, chemistry, chemistry education, chemistry/environmental science, earth science education, forensic chemistry, geology, geology/environmental science, geoscience technology & management, integrated science education, physical science education, physics
minors - chemistry, environmental science, geology, physics

Communication Studies
majors - applied communication, public relations & strategic communication, sport communication
minor – conflict resolution, public relations
graduate - Master of Arts in Corporate and Strategic Communication

Criminal Justice
majors - criminal justice
minors – conflict resolution, criminal justice, homeland security, sociology

English
majors - creative writing, English, integrated language arts education
minors - creative writing, English
graduate – Master of Fine Arts in Creative Writing

Foreign Languages
majors - French, French education, Spanish, Spanish education
minors -global studies, French, Spanish, Spanish minor for PK-8 Education Majors

General Studies
majors-Associate of Arts in general studies
Associate of Arts in general studies with a concentration in Business

History/Political Science
majors - history, integrated social studies education, international political studies, political science, political economy
minors - history, political science, classical civilization, political economy
graduate - Master of Arts in American History and Government,
Master of Arts with a Specialization in Teaching American History and Government

Journalism and Digital Media
majors - digital media journalism, digital media production
minors - digital media journalism, digital media production

Mathematics/Computer Science
majors - actuarial science, computer science, cyber security, integrated mathematics education, mathematics, software design and development
minors - computer science, cyber security, mathematics, web technology

Multidisciplinary Studies
majors - multidisciplinary studies

Music
majors - music, music education, music performance
minors - applied music, music

Philosophy
majors – philosophy, interdisciplinary studies
minors - philosophy, ethics

Psychology
major - psychology
minors - psychology

Religion
major - religion
minors - ethics, religion

Social Work
major - social work
minors - child and family studies, social work

Theatre
major - theatre
minor - theatre

The Dwight Schar College of Nursing and Health Sciences
Health Sciences
major - athletic training, dietetics, exercise science, public health

Nursing
major - nursing

The Dauch College of Business and Economics
Accounting/MIS
majors - accounting, management information systems
minors- accounting, management information systems

Economics/Finance
majors - economics, finance
minors - business analytics, economics, finance

Management/International Business/Entrepreneurship/ Manufacturing Management/Supply Chain Mgt.
majors - business administration, business management, entrepreneurship, international business, manufacturing management/supply chain management
minors - business administration, business management, entrepreneurship, international business, supply chain management
graduate - Master of Business Administration

Marketing/Hospitality Management/Fashion Merchandising/Sport Management
majors - hospitality management, marketing, fashion merchandising, sport management
minors - coaching, fashion merchandising, hospitality management, marketing, sport management

The Dwight Schar College of Education
Teacher Education
majors - education studies
majors - primary grades/intervention dual program
majors - middle childhood (4-9)/intervention specialist (K-12)
majors - adolescent to young adult (7-12) [see departmental listings for majors],
majors - multi-age (PreK-12) [see departmental listings for majors]
majors - intervention specialist (mild-moderate, moderate-intensive, or dual license)
minors - technology, ece 4-5 generalist

Graduate
Master of Education, Doctor of Education in Leadership Studies

College of Online and Adult Studies
Center for English Studies (ACCESS)
major - intensive English program

Online Undergraduate Programs Offered
Associate of Arts in General Studies
Associate of Arts in General Studies with a concentration in Business
Associate of Arts with a concentration in Criminal Justice
Bachelor of Arts or Bachelor of Science in Multidisciplinary Studies
Bachelor of Science in Criminal Justice
Bachelor of Arts in Business Administration
Bachelor of Arts in Applied Communication
Bachelor of Arts in Interdisciplinary Studies

Other Areas under Academic Affairs

Library
Registrar's Office
The Honors Program
Regional Centers
Global Education Office
Center for Academic Success
Student Accessibility Center

Degrees Offered by Ashland University

Associate of Arts
Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Music
Bachelor of Science
Bachelor of Science in Athletic Training
Bachelor of Science in Business Administration
Bachelor of Science in Education
Bachelor of Science in Nursing
Bachelor of Science in Social Work

Correctional Education Programs

Directors

Denise Justice-Executive Director of Correctional Education Operations
Cathy Britton-Director of Records and Advising
Mary Deloe-Director of Academic Services
Kelly Liocano, Senior Associate Director of Financial Aid
Gary Pember, Director of Outreach

Education Opportunities are provided in Ohio at:

Mansfield Correctional and Camp, Grafton Correctional and Camp, Richland, and Chillicothe.

Correctional Education Degree Programs

Ashland University runs Pell programs in multiple states in correctional institutions. The following degrees are currently offered to Correctional Education students:

- Associate of Arts in General Studies
- Associate of Arts in General Studies with a concentration in Business
- Bachelor of Arts in Applied Communication
- Bachelor of Arts in Interdisciplinary Studies
- Bachelor of Science in Multidisciplinary Studies

Faculty

Faculty who teach courses are not only graduates of a wide range of universities, but they also bring with them many years of non-university workplace experience. As a result, students are exposed to teacher-scholars who are also aware of the expectations of the workplace. Because of the nature of Ashland University, professors are not only expected to be experienced and continuously engaged in scholarly activity, but they are also required to be effective teachers. Ashland faculty are committed to preparing students to be competent and confident professionals. Faculty are involved in their students' programs and; therefore, are available to help students gain valuable insights into the influences that shape their fields.

Ashland offers master's and doctoral degree programs on the main campus, online, and at approved off-campus centers. Regardless of the location in which the student takes course work, the student will experience the same curriculum and many of the same professors.

It is our hope that students will easily discover that Ashland's motto, "Accent on the Individual," applies equally to graduate and to undergraduate programs.

Special Academic Programs
Continuing Education

Continuing Education offers students and adults an opportunity to take credit courses and non-credit seminars, workshops and courses. Continuing Education Units (CEUs) are awarded for non-credit offerings, one CEU per 10 contact hours. Professional Development Units (PDUs) are offered for some workshops. Non-credit offerings include, but are not limited to, real estate licensing, project management, supervisor management, and social service. For more information, contact the Founders School.

Regional Centers Locations

Ashland (Main Campus) Center
Columbus Center
Elyria/Cleveland Center
Mansfield Center
Massillon/Stark Center
Southwest Center

Class and Coursework Policies Academic Integrity Policy

Ashland University community strives to model leadership that is based upon Christian beliefs and virtues and that will encourage, develop and sustain men and women of character to serve their professions, their communities, and the world (AU Statement of 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.

In addition to plagiarism, fabrication, and cheating, stealing, buying or otherwise obtaining all or part of graded coursework is considered a violation of the Academic Integrity Policy. When a faculty member has not observed a student violating any part of the policy but possesses a firm conviction of academic dishonesty, based on competent and probative evidence, an allegation may be filed with the Registrar.

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 continues to advance that position. Since the educational and social environment is built upon a longstanding commitment to Judeo-Christian values, it is obvious that academic integrity is an essential part of students' personal and intellectual growth.

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

Section 2. Conduct That Violates Academic Integrity:

Academic Dishonesty Ashland University expects each student to advance the university's mission by furthering an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and respect ethical standards. The work that one submits for academic evaluation must be his/her own unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use his/her own capabilities to achieve his/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 the above conduct shall constitute academic dishonesty.

Section 3. Forms of Academic Dishonesty

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

Plagiarism

Plagiarism is the intentional or unintentional presentation of someone else's words, ideas or data as one's own work. In the event the faculty member deems the plagiarism is unintentional, he/she shall typically require the student to complete the assignment again. 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 documentation practice.

A. Whenever one quotes another person's actual words,
B. Whenever one uses another person's idea, opinion or theory, even if it is completely paraphrased in one's own words, or,
C. 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:

A. Citing information not taken from the source indicated.
B. Including in a reference list sources which have not been consulted.
C. Inventing or altering data or source information for research or other academic exercise.
D. Submitting as one's own any academic assignment (e.g. written work, painting, sculpture, etc.) prepared totally or in part by another.
E. 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.
F. Permitting one's work to be submitted by another person as if it were his or hers.
G. Taking a test (or other evaluation) for someone else or permitting someone else to take a test for oneself.
H. Other offenses of this form which incorporate dishonesty for academic gain.

Cheating

Cheating is an act of deception in that a student represents mastery of information that he/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, that the student cannot explain or reproduce the thought-processes used to generate the writing. Examples include:

A. Copying from another student's test paper.
B. Allowing another student to copy from a test paper.
C. Using notes, textbooks or other information in homework, examinations, tests or quizzes, except as expressly permitted.
D. Securing, giving or exchanging information during examinations without authority to do so.
E. Other offenses of this form which incorporate dishonesty for academic gain.

Other Forms of Academic Misconduct Examples include:

A. Obtaining confidential information about, examinations tests or quizzes other than that released by the instructor.
B. Stealing, buying, or otherwise obtaining all or part of an unadministered test in which the origins of the materials are suspect.
C. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
D. Inducing any other person to obtain an unadministered test or any information about the test.
E. 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 records of the University which relate to grades.
F. Cooperating with another person in academic dishonesty, either directly or knowingly, as an accessory.
G. Using computing resources in a manner that violates University academic integrity policies.
H. Other offenses of this form that incorporate dishonesty for academic gain. To reiterate, these examples are not meant to be inclusive. Further, they refer only to academic areas; appropriate action may also be undertaken by other agencies.

Section 4. Institution of Procedures Following an Allegation of Academic Dishonesty at the Undergraduate Level

A. When a faculty member has observed a student violating any of the policies stated herein, an allegation of academic dishonesty shall be filed with 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 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 competent and probative evidence, an allegation of academic dishonesty shall be filed with the Registrar. It shall be a breach of professional responsibility should a faculty member make an allegation of academic dishonesty in bad faith.
D. Upon the filing of an allegation of academic dishonesty, the faculty member, or the chairperson of the department in which the faculty member instructs, shall inform the student of the nature of the allegation.
E. Upon receipt of an allegation of academic dishonesty, the Registrar should identify whether the allegation is the first such allegation, or whether the allegation is a subsequent allegation of academic dishonesty. Results of any previous allegations or appeals may be considered in subsequent allegations.
F. Action on second allegations will proceed even if the student withdrawals from the course. In the event of a withdrawal from the course by the student, a grade of WF (if found in violation of the policy) or W (if found not in violation of the policy) P will be assigned to the course according to the outcome of the academic integrity process.

G. Upon receipt of an allegation of academic dishonesty, the Registrar should identify whether the allegation is the first such allegation, or whether the allegation is a subsequent allegation of academic dishonesty. Results of any previous allegations or appeals may be considered in subsequent allegations.

H. The following timeline shall apply to the adjudication of violations:

I. Within five business days, upon the receipt of the allegation, the Registrar shall notify the student and his/her academic advisor of:

   a. The opportunity to refute such allegation
   b. The opportunity to appeal an initial decision of such allegation, and
   c. The University penalty upon a finding that the student has committed an act of academic dishonesty.

J. Upon receipt of notification from the Registrar the student has ten10 business days to request hearing or appeal.

K. The registrar shall schedule a hearing within ten business days of receiving the request to appeal.

Section 5. First Offense at the Undergraduate Level

A. Upon the allegation of an act of academic dishonesty for the first time, and not involving multiple offenses arising out of the same instance, the faculty member shall submit an Academic Integrity Incident Report with supporting documentation of such offense to the Registrar's Office. The student and academic advisor shall be notified of the allegations and the opportunity to appeal. Upon findings of an academic integrity violation, the student shall be placed on Academic Integrity Probation, and notification of that status shall be sent to the student's academic advisor for placement in the academic advising folder.

B. In addition to submitting the Academic Integrity Incident Report the faculty member should take such action as is deemed appropriate and pursuant to any stated policy of the faculty member and/or department, if any. Such action may be, but is not limited to, assigning a grade of zero for the assignment or test involved, assigning an F for the course, suspension from the major, or permanent dismissal from the major. Seriousness of the offense depends on such factors as but not limited to:

   a. The student's length of experience as a student; e.g., an offense by an advanced student is more serious than an offense by a first semester student.
   b. The extent to which the student has been previously warned or instructed about academic integrity.
   c. Willfulness of the violation. (Done with deliberate intention and not as an accident.)

C. In addition to submitting the Academic Integrity Incident Report to the Office of the Registrar, the faculty member may also pursue other options such as:

   a. Referring the student for tutoring and/or Classroom Support Services.
   b. Referring the student to the Counseling Center.
   c. Requiring that the student review and summarize issues of academic integrity or rules of citation.

D. The action taken pursuant to paragraphs B. and/or C. above does not prevent any additional action taken pursuant to stated policies of individual colleges, departments or programs.

Section 6. Second Offense at the Undergraduate Level

In the event a student violates the academic integrity policy after having been previously found to have committed an act of academic dishonesty, or if the offense involves multiple allegations of acts of academic dishonesty, the Registrar shall cause the matter to be presented for adjudication before the Academic Integrity Board. The Board will be appointed by the Provost and will be composed of three faculty members and one or two students. If the student is found by the Board to have committed a subsequent act of academic dishonesty, or multiple acts of academic dishonesty, the student under most circumstances shall be suspended from Ashland University for a period to be determined by the Board, but not to exceed two years. At that time, the student's academic advisor, the chair of the department(s) in which his/her major resides, and the chair of the department of the faculty member bringing the allegation shall be notified of the findings. The suspension may be applied to the current semester or the following non-summer semester at the discretion of the Academic Integrity Board, based on the date of the hearing, proximity to degree completion, and severity of the charge. A student given the sanction of suspension is withdrawn from the university and is excluded from classes with no right to take tests or make up work missed during the time of the suspension. The actual dates of the above withdrawal periods are included in the Registrar's Calendar each term. The Admissions Office shall be notified of the term of the suspension. The student may apply for readmission after the specified term of suspension has passed.

Section 7. Appeal at the Undergraduate Level

A. First Offense.

   a. A student, against whom a faculty member alleged a first offense, may appeal such an allegation to the Academic Integrity Board.
   b. The Provost shall appoint members to such board.
   c. Any appeal must be filed in the Office of the Registrar within ten University business days from the student being notified that an Academic Integrity Incident Report has been filed.
   d. Upon the filing of such appeal, the Registrar shall convene the Academic Integrity Board, consisting of three faculty members and no more than two students.
   e. The Academic Integrity Board shall review written documentation and hear verbal testimony from both the student and the faculty member as well as examine evidence and results from any previous allegations or appeals.
   f. A student or faculty member may also appeal a finding by the Academic Integrity Board, which appeal shall be filed in the Office of the Registrar within ten days from the decision of the Academic Integrity Board.
   g. Upon the filing of an appeal of a finding, the Registrar shall convene the Academic Integrity Appeals Board, consisting of three faculty members and no more than two students.
   h. No voting member of the Academic Integrity Appeals Board shall have served as a voting member of the Academic Integrity Board hearing the claim of a first offense.

B. Second Offense

   a. A student or faculty member may appeal the findings of the Academic Integrity Board regarding a second offense, or multiple offenses, to the Academic Integrity Appeals Board.
   b. The Provost shall appoint members to such board.
   c. Any appeal must be filed in the Office of the Registrar within ten University business days from decision of the Academic Integrity Board.
   d. Upon the filing of such appeal, the Registrar shall convene the Academic Integrity Appeals Board, consisting of three faculty members and no more than two students.
   e. The Academic Integrity Appeals Board shall review written documentation and hear verbal testimony from both the student and the faculty member as well as examine evidence and results from any previous allegations or appeals.
   f. A finding by the Academic Integrity Appeals Board may not be appealed.

g. No voting member of the Academic Integrity Appeals Board shall have served as a voting member of the Academic Integrity Board hearing the claim of a subsequent offense or multiple offenses.

Section 8. Subsequent Offense After Readmission at the Undergraduate Level

A. If a student is readmitted after having been suspended for a second offense as described in Section 6 above, the record of academic integrity violation shall be retained by the Office of the Registrar.

B. Subsequent Offense(s):

a. Any allegation of academic dishonesty subsequent to the student's readmission under Section 6 above shall be adjudicated according to the process outlined in Sections 6 and 7, with the following exception:

b. If there is a finding of academic dishonesty in the allegation above, being a third violation of the Academic Integrity Policy, the student shall be immediately expelled from Ashland University, with no provision for readmission.

Section 9. American Disabilities Act Accommodation

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

Class Attendance and Preparation

Registration is required before attending any course. Students who need assistance with registration should contact the Registrar's Office. Properly registered students are expected to attend all class times, including synchronous meeting times for online and hybrid classes.

Classification of Students	Semester hours completed
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90 and above

Graduate Coursework Opportunity

Students who meet college level criteria are eligible to register for up to and including 9 graduate credits to be applied directly to their undergraduate degree requirements. Student criteria for participation, set forth by each college, are senior status at the time of the course, 3.0 overall GPA and permission of Advisor, Chair and Dean of the student's college. For specifics about this opportunity contact your advisor or an advisor in the Center for Academic Success; for specifics about charges and financial aid contact Student Accounts and Financial Aid respectively. All registrations are at the discretion of the graduate program director or Dean. Successfully completed coursework will have both undergraduate and graduate credit value.

Conference Courses

When a student is unable to take a course at its regularly scheduled time due to an unavoidable peculiarity in the student's program, the department may agree to offer the course on an individual (conference) basis. The course by conference form may be obtained from the Registrar's Office and must be completed prior to registration. The following procedure is to be used:

1. The student must obtain written permission from the dean of the appropriate college, the department chair of the appropriate department, the student's advisor and the instructor for the course to be taken by conference.
2. The student must then present the form to the Registrar's Office for processing and consent. All required parties must approve the request for a conference course in order for the student to be registered for the course.

Course Level

Courses numbered 100 and 200 are designed generally for freshmen, and courses numbered 300 and 400 are designed generally for sophomores, juniors and seniors.

Courses numbered 300 and 400 may have graduate students enrolled in them for graduate credit. These courses are co-numbered 500/600/700 and are cross-listed in the graduate course offerings of the College of Education, College of Arts and Sciences, College of Nursing and Health Sciences and the College of Business and Economics.

Discontinued Classes

The University reserves the right to discontinue classes which have insufficient enrollment.

Elective Internship Program

The opportunity for internship experience is available in many departments. Each department offering credit for internships has separate guidelines and requirements. See the department chair to begin the process.

The University criteria for students to receive credit for the program include the following:

1. The elective internship experience must be in the student's major field or an allied field of study.
2. The student must follow individual department internship guidelines to receive credit for internship experiences.
3. Generally, elective internships are evaluated on a satisfactory/unsatisfactory basis. Exceptions may be made by individual departments.
4. The student may apply no more than 16 credit hours in any internship experience toward the 120 semester hours graduation requirement.

Elective Service Learning Program

Service learning is a form of experiential education that engages the student in a meaningful application of academic knowledge in significant service to the community. Service learning is a course-based, credit-bearing educational experience and is designed to promote civic responsibility, diversify and expand the student environment, advance professional development, enhance critical thinking skills, and help to create citizens aware of their global responsibilities. It must include orientation or training specific to the service site, meaningful and engaging service, and a structured reflection.

- Orientation/training familiarizes the student with the ideology of service learning, the service site and the expectations of the University, site supervisor and the professor.
- Service must be meaningful and engaging. It must not simply fulfill a need in the community but should also challenge and engage the student beyond the everyday classroom experience.
- Reflection is the purposeful consideration of the service experience with respect to the specific learning objective.

Integrated Service Learning (0 Credit Hour)

1. The Service Learning experience is created and designed by the professor to be a requirement of the course and directly relates to course content. The course syllabus will state how the learning objectives of the service learning activity coincide with the learning objectives of the course.
2. The student must sign up for the 0-credit service learning option concurrently with the corresponding service learning course.
3. The service requirement will be no less than 10 hours and no more than 29.
4. No extra credit hours will be awarded for the service.

Service Learning Outcomes

1. Apply academic theories and information to actual situations.
2. Reflect on the social and moral implications of education.
3. Practice civic and social responsibility by serving others in the community and expressing concern for the welfare of others.
4. Examine new identities and unfamiliar roles.
5. Develop a conscious set of personal values and beliefs.
6. Work with people of diverse backgrounds in ~~to~~ new environments.

University Criteria

1. All service learning activities must include orientation, meaningful service and reflection exercise as described in the service learning definition.
2. The service learning portion of all designated service learning courses (Plus One or Integrated Service Learning) will be evaluated satisfactory/ unsatisfactory (S/U). The course to which the service learning is attached will be graded according to the course criteria.
3. All courses containing a service learning portion will be designated as such.
4. Acknowledgment of participation in service learning will be indicated on the student's transcript.
5. All students participating in service learning should be flexible and open to new experiences and environments.
6. Students should be prepared to travel off campus.
7. Service learning activities should create joint ventures between students, faculty members and the community.

Plus One Credit Option (1 Credit Hour)

1. The Plus One Credit Option must be tied to the academic content of a course with which it is taken. It is not a course in itself–one hour must be attached to an already existing course. The professor of the course must be involved in the development of the learning contract. The contract must state how the learning objectives of the service learning activity coincide with the learning objectives of the course.
2. A student may receive no more than 3 service learning credit hours and only one credit per course. A minimum of 30 hours of service is required for one credit hour.
3. The student must submit a Service Learning Contract to the Center of Community Service before beginning the experience and before registering for the elective credit. The student must be registered for the credit before the last day to add. Any exceptions to this policy are up to the discretion of the Center for Community Service and the Registrar's Office.
4. The service learning credit may not apply toward any major. The exception to that will be when a student has the permission of the Department Chair and the Dean of that College. Both will sign the learning contract and note for which major they are permitting the credit to count.

Independent Study Program

The opportunity for independent study is offered in each department. To take Independent Study 498 (1-8 semester hours), a student must obtain an Independent Study Request form from the Registrar's Office or online at https://www.ashland.edu/administration/office-records-and-registration/forms and complete it prior to registration.

Students must meet the following criteria to enroll:

1. The study must be in the student's major field or an allied field of study.
2. The student must have a 3.0 or better GPA both overall and in the major field.
3. The student must have completed one half of the total semester hours within the major field.
4. The student must have completed 60 semester hours of the total academic program.
5. The student may apply no more than eight semester hours in Independent Study toward the 120 semester hours graduation requirement.
6. Credit in Independent Study may be applied toward a major field requirement only upon the written approval of the department chair.

Change of Major

Students may elect to change or add majors or minors through the Registrar's Office. All Major Change Forms require the signature of an advisor. Students may elect to advance in catalog year, however, they do not have the option to step back in catalog years.

Registration

All registrations are expected to take place during the regularly scheduled registration periods. This would include, but is not limited to, all course work that is independent study, internship, by conference.

The Registrar's Office sets the drop/add deadlines. All students are responsible for the effect of registration changes to financial aid and student billing. Refer to the appropriate Financial Aid and Finance and Administration sections of this catalog for applicable policies.

Repeat Policy

If a student repeats a course because of receiving a "C-" or lower, the last grade received is the grade earned. All courses and grades remain on the official transcript; however, only the last grade will be used to determine the student's grade-point average. Repeat courses must be taken at Ashland University. Courses with grades higher than C- cannot be repeated for a grade or on an S/U basis unless noted in the course description as repeatable. A student may audit a course previously taken for a grade; however, the previous grade earned will remain on the transcript and will be used to determine the student's grade point average. Audit fees may apply.

Schedule Changes

Students are responsible for reporting all schedule changes to their academic advisor.

Special Group (SG) Studies

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

Student Load

An average schedule load of 15 semester hours for each of eight semesters will meet the graduation requirements.

Students may register for 19 semester hours without special permission. Twelve semester hours is considered full time during a regular term for an undergraduate student. Students are restricted to a maximum summer course load of 6 semester hours per session and a total of 15 semester hours per summer.

Approval for enrollment beyond 19 semester hours spring or fall and 15 semester hours summer is required. Students with a cumulative grade point average of 3.0 or better may register for up to 21 hours per semester with approval from the student's advisor and chair of the student's major department. Approval for enrollment over 21 hours is required from the student's advisor, chair of the student's major department, and dean. Non-probationary sophomore, junior, and senior students in the Honors Program with an AU GPA of at least 3.5 may register for up to 21 hours of course credit without seeking approval.

It shall be the responsibility of the student to resolve schedule conflicts resulting from overloads. Credit in music ensemble may be added to the scheduled load without being counted as an excessive academic load.

Credit and Grade Policies

The unit for computing credit is the semester hour, which is equivalent to three 50-minute classes per week for at least 15 weeks. For example, a student satisfactorily completing work in a course which meets for recitation 150 minutes per week will receive three semester hours credit at the end of the semester.

Class schedules and expectations are based on requirements of 750 minutes per college credit. Additional expectations of college work are a minimum of 150-180 minutes per week of homework, reading, or preparation per college credit.

Grades and Quality Points

The system of letter grades and quality points is

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	F	0.00

Other grades are:

AU - Audit - No Grade or credit assigned. This grade option is not available for private music lessons.

S - Satisfactory - Applies to work rated "C-" or better.

U - Unsatisfactory - Applies to work rated "D+" or lower

I - Incomplete - Applies to work of acceptable quality when the full coursework is not completed because of illness or other emergency. It is never applied to poor work. "I" becomes "F" if not removed by the date specified on the Registrar's Office calendar and carries the same grade value as an "F" until completed.

IP - In Progress - indicates that the student has not completed the scheduled coursework during the term because the nature of the course does not permit completion within a single term, such as work toward a thesis or a study away course that continues beyond the conclusion of the semester.

CR - Credit - assigned for satisfactory performance in non-academic courses and applies toward the total graduation requirement but is not used in computation of grade averages.

K - Credits accepted in transfer - recorded on the student's permanent academic record, but not included in the cumulative grade point average.

W – Withdrawn (course) - assigned for official drops during the period after the last day to drop to the last day to withdraw from a course with a notation on the transcript (not calculated in the GPA,); after the last day to drop a course only if a student is withdrawing from the University for the term. The deadline for total semester withdrawal is the last day of scheduled classes before final exams.

NG - No Grade - grade not reported by instructor.

WF - May be assigned by the Registrar's Office for second Academic Integrity Violation.

Students will not earn credit for courses in which grades of F or U are received.

Satisfactory/Unsatisfactory Grade Option

Students with a cumulative grade point average of at least 2.00 for 16 semester hours of earned credit (transferred credit hour not included) are eligible to register for courses, up to a maximum of seven, for which they earn the usual credit but are evaluated on a "Satisfactory/Unsatisfactory" basis. This opportunity is limited to one course each semester. (Exceptions: Courses offered only for S/U do not count toward the total.)

Students (non-transfer) with less than 16 semester hours of earned credit and/or less than a 2.00 cumulative grade point average are ineligible for the S/U option. Transfer students with less than 16 earned credit hours from Ashland University will be considered on a case by case basis. First semester freshmen are not eligible for this option.

Also, Post-Secondary Education Opportunity Students are not eligible for this option.

Courses excluded are those taken to fulfill a major, the business core, Composition I and II in the Core, Honors Program courses, applied music lessons and teaching or pre-professional requisites.

"Satisfactory" means the equivalent of "C-" work or better. Work rated "D+" or lower on the conventional scale would be graded as "Unsatisfactory."

Courses taken under the S/U option will be recorded on the student's permanent record, but not included in the computation of the student's cumulative grade point hour average. A course in which an "Unsatisfactory" is received does not count toward graduation. Any course in which a "U" or "F" is received may be repeated on a graded basis only.

Students will apply for the S/U option in the Registrar's Office at the midpoint of the course. Refer to the Registrar's Office Calendar for time frames to elect this option.

Grade Appeals

Ashland University seeks in the student grade appeal process to foster amicable and equitable resolution of disputes after a fair and impartial exploration of the facts. The purpose of the student grade appeal process is to provide the framework and method to resolve student complaints concerning a final course grade. A formal student grade appeal request can be considered when:

- A procedural error has been discovered in the evaluation or recording of a final grade;
- A final grade has been assigned to a student on some basis other than performance in the course; or
- A final grade is assigned which departs from the faculty member's standards written in the syllabus or in written amendments to the syllabus.

A final grade appeal request will not be considered solely on a disagreement about the content or quality of a student's course work. A student will, where possible, attempt to resolve the issue informally with the instructor before filing a formal written grade appeal. Should attempts at informal resolution fail, the student may wish to file a formal grade appeal.

Formal Grade Appeal Procedure

Any formal appeal must be initiated with completion of the Student Grade Appeal Form. The formal procedure must be started within 45 calendar days after the contested final grade was officially recorded. Any evidence and all direct and supporting statements once made, become part of the permanent record of the appeal and must be produced at each level of appeal.

First Level: Appeal to the Department Chair

The Grade Appeal Process officially begins on the date the Student Grade Appeal Form document is received by the Department Chair. The Department Chair to whom the appeal has been submitted will conduct a formal conference with the student, permitting her or him to provide any necessary relevant information. The Department Chair will also confer with the faculty member involved and conduct additional investigation and/or mediation efforts as he or she deems necessary. Absent extraordinary circumstances, a written recommendation is sent within 30 calendar days of the date the appeal was submitted. The recommendation is sent to the student and the faculty member. Should the student fail to take further action within 7 calendar days after receiving the Department Chair's decision that decision shall stand. If the student or faculty member is dissatisfied with the decision or does not receive a response from the Department Chair, the student or faculty member may proceed to the second level of appeal. If the grade appeal concerns a course taught by the Department Chair, the Dean of the Department Chair's College will select another faculty member to receive the documentation and conduct the investigation/mediation.

Second Level: Appeal to the Dean

If the student or faculty member elects to continue the appeal will be sent to the Dean of the appropriate college. The Dean (or the dean's designee) will conduct a formal conference with the student, permitting her or him to provide any necessary relevant information. The Dean (or the dean's designee) will also confer with the Department Chair and the faculty member if necessary and conduct additional investigation as he or she deems necessary. Absent extraordinary circumstances, a written recommendation is sent within 30 calendar days. The recommendation is sent to the student, Department Chair, and the faculty member. Should the student fail to take further action within 7 calendar days after receiving the Dean's decision that decision shall stand. If the student or faculty member is dissatisfied with the decision or does not receive a response from the Dean, the student may proceed to the third level of appeal.

Third Level: Appeal to the Provost

If the student or faculty member elects to continue the appeal after the Dean's decision or recommendation has been received, he/she may appeal the matter to the Provost within 7 calendar days. The Provost will review documentation and the recommendation of the Dean and make the final determination regarding the grade appeal within 14 calendar days. His or her determination is final and will be sent to all affected parties within 14 calendar days.

Medical Withdrawal

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

1. Class absences and missed work can be directly attributed to the medical condition.
2. A qualified health professional verifies in writing that the medical condition prohibits completion of the semester requirements in one of two ways.

   a.) A "non-specific" medical withdrawal notice should be presented in writing to the Registrar's Office. This medical notice (signed by a physician) should state that a medical condition prohibits completion of the semester requirements; and, assign a date of condition onset (to verify times classes were missed).

   b.) A notice of "specific" diagnostic information including all recommendations must be sent to the Health Center Director or Director of Psychological Counseling Services, as warranted. This is to ensure confidentiality and coordinate any recommended treatment or follow-up in the event of readmission.
3. The medical withdrawal process is initiated by the student, the physician, and/or the parent/guardian, not AU.
4. The medical condition fits in one of the following categories: medical illness; mental illness (must include date of psychiatric hospitalization and date of clinical assessment); drug or alcohol addiction; or surgery.

All medical withdrawals need to be initiated by contacting the Registrar's Office within 60 days of the end of the grading period. Once the Registrar's Office has the documentation to support the withdrawal, a "W" will be assigned and the faculty will be notified. Any refunds will be determined based on the effective date of withdrawal. Please refer to the refund policy in Undergraduate Finance and Administration section.

Readmission after Medical Withdrawal

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

Grade Reports

Final grades are reported at the close of each term (available on WebAdvisor) and become a 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 student to report to the Registrar's Office any discrepancy on their grade reports within 60 days of the end of the grading period.

At the mid-point of each regular semester, a report will be made by the instructor to a student receiving a "C-" or lower in a course. This information is used for advising purposes and is not a part of the student's permanent record.

Grievance Procedure

In cases where a student believes his or her academic rights (non-grade appeal) have been infringed, the student should, if possible, discuss the matter with the instructor involved. If the student wishes to appeal the case, the student must appeal in writing, to the department chairperson and then to the Dean and the Provost, who may confer with the Student Senate President and the chairperson of the Judicial Board in order to assure that the problem is settled satisfactorily.

Prior Learning Credit

Prior learning credit is accepted from recognized institutions and organizations based upon standard policies and practices in higher education. At Ashland University, prior learning may be defined as college-level learning achieved outside the traditional college classroom "prior to" any college coursework in that subject area. Prior learning is distinguished from prior experience by the key word "learning." Prior experience, while it is important, will not necessarily be equivalent to prior learning.

Students achieve competencies through workshops, seminars, personal or professional opportunities, and/or independent study. Prior Learning Credit (PLC) is academic credit awarded for college-level learning obtained outside the traditional college classroom which can be verified by either an academic transcript from an accredited undergraduate institution or via equivalencies determined

by the American Council of Education.

A maximum of 32 semester hours credit may be granted and a processing/recording fee may be charged for each credit earned.

Common forms of PLC accepted by Ashland University:

- Standardized examinations: Advanced Placement (AP); College Level Examination Program (CLEP); Chauncey Group International (DSST Program), formerly DANTES
- Military; American Council on Education (ACE); professional licensures
- Corporate and professional training which demonstrates college-level learning
- Credit by examination – Enrolled students may obtain credit by examination in any required course. Proficiency must be demonstrated prior to the student's last registration before graduation. Approval of Department Chair, Dean and Instructor must be given using the Credit by Examination Form through the Registrar's Office. No such application will be considered for any course which the student has previously taken or in any course for which a waiver has been previously granted. A grade of "B" of better must be obtained on the test to receive course credit; however, a grade of "S" will be entered on the student's record. A processing/recording fee will be charged. See Fees and Charges brochure for details.

When considering Prior Learning Assessment credit and transfer credit which reflects the same course work or student learning outcomes, credit from regionally accredited institutions shall take priority for transcripted values.

Transcripts

A copy of a student's academic record (official transcript) is available from the Registrar's Office, Founders Hall, upon receipt of a written request and the required fee. Official transcripts may also be ordered online through the National Student Clearinghouse website. Official transcripts may not be available until after the final grading of that semester and will not be issued if there is an unmet financial obligation to the University.

Undergraduate Academic Probation Status

Students are placed on Academic Probation when their cumulative grade point average (GPA) is as listed below:

Freshman (0-29 earned credit hours): between 1.501 and 1.999

Sophomore (30-59 earned credit hours): between 1.751 and 1.999

Junior (60-89 earned credit hours): between 1.901 and 1.999

Senior (90+ earned credit hours): between 1.950 and 1.999

Academic Probation status indicates that students must take serious measures to return to good academic standing (a cumulative GPA of a 2.0 or higher). Faculty Advisors will also be notified of advisees who are on probation.

Students placed on **Academic Probation at the end of the fall semester** will be required to complete the Academic Probation Support Program through the Center for Academic Support during their next registered term.

Students placed on **Academic Probation at the end of the spring semester** will have the option to complete summer courses at Ashland University to improve their GPA and potentially return to good academic standing. If a 2.0 cumulative GPA is not achieved at the end of the summer term, students will remain on Academic Probation for their next registered term. Students opting out of the summer option at AU will return on Academic Probation status for their next registered term and are required to complete the Academic Probation Support Program through the Center for Academic Support.

The Academic Probation Support Program requires students to complete a self-assessment, meet with their Professional Academic Advisor regularly, and earn a minimum of a 2.0 cumulative GPA to remain at the University. Other support services may include, but are not limited to, Career Services, Counseling Services, Accessibility Services, Peer Tutoring, and the Writing Studio.

While the University is dedicated to student success, it is ultimately the student's responsibility to improve his/her academic performance. **Students earning a GPA placing them on Academic Probation status for two consecutive fall or spring semesters may result in dismissal from Ashland University.**

College Credit Plus (CCP)/Dual Enrollment Academic Probation Status

A student is placed on probation when the student:

- Has earned a cumulative 1.33 to 2.00 GPA in College Credit Plus courses
- OR
- Withdraws from, or receives no credit for, two or more courses in the same term

When on CCP Probation, the student:

- May enroll in no more than one College Credit Plus course for one college term.
- May not enroll in the college course in the same subject in which student previously earned D or F or received no credit*
- Student remains on probation until student has improved cumulative college GPA to 2.0 or higher (maximum of two terms)

**"No credit" under this rule has been interpreted to mean a transcript entry of W, NC, or equivalent.*

Undergraduate Dismissal Policy

Students in the on-line programs are considered for dismissal after completing 12 semester hours at Ashland University and follows the same procedures.

Freshman (0-29 earned credit hours): At or below 1.500

Sophomore (30-59 earned credit hours): At or below 1.750

Junior (60-89 earned credit hours): At or below 1.900

Senior (90+ earned credit hours): At or below 1.949

Students who are dismissed and desire immediate reinstatement must document extenuating medical circumstances or non-medical circumstances by filing a written appeal with the Registrar.

The written appeal and any supporting documentation must be submitted within three weeks of the last day of final exams of the semester in question. This should include specific reasons for past performance, along with defined goals and objectives for the future. Appeals are heard by the Academic Standards and Graduation Committee. All appeals made to the committee and the resulting decisions will become a part of the student's permanent records. All students filing an appeal must notify the Registrar's Office.

Students receiving dismissal after spring semester while enrolled in a summer session may finish the session, however the dismissal, pending appeal, will remain in effect through the fall term regardless of cumulative grade point average.

Any student who is reinstated after filing an appeal must meet with the Center for Academic Support to create a Plan for Academic Achievement and must obtain a minimum semester GPA of at least a 2.500 for the return semester, or obtain a 2.000 cumulative GPA. This plan will include reviewing the student's current major, outlining a plan for improving the GPA, and may, at the suggestion of the Academic Standards and Graduation Committee, also require additional evaluation and action. Such action may include taking a restricted load, taking specific courses, working one on one with the Center for Academic Support, attending required tutorial sessions,

not participating in co-curricular activities, and/or being evaluated by a mental health professional.

Following the creation of an acceptable Plan for Academic Achievement and the completion of any tasks immediately required by the plan, the student may register for the coming semester only for courses approved by the Center for Academic Support.

Failure to adhere to the Plan for Academic Achievement at any point during the semester may, of itself, constitute grounds for dismissal. In addition, all information regarding the conditions of the dismissal will be placed in the student's permanent file and will be reviewed in any future probation and dismissal discussions, as well as any application for readmission.

Students not reinstated after filing an appeal are eligible to apply for readmission after a period of one fall or spring semester. During the appeal review, the Academic Standards and Graduation Committee may outline conditions to be observed in the event the student is readmitted. Unsatisfactory Academic Progress - Written Appeal required.

Students earning a cumulative grade point average placing them in an academic probation status for two consecutive semesters are not eligible to continue enrollment automatically after the end of the second term. If students feel they have extenuating medical or non-medical circumstances, they may file written appeals for reinstatement as outlined within the Dismissed section of these policies.

College Credit Plus (CCP)/Dual Enrollment Dismissal Policy

A student is placed on CCP Dismissal when:

- A student on CCP probation has failed to increase his or her GPA to above 2.0 in College Credit Plus courses during the CCP Probation term
- OR
- Has earned a cumulative GPA of less than 1.33

Note: Ohio Administrative Code 3333.1.65.13 (Underperforming Student Rule) does not alter, supersede, or affect any college or university policy/procedure on satisfactory academic progress.

Readmission after Dismissal

Students who have been academically dismissed are eligible for readmission after a period of one fall or spring term or summer term (for on-line students). Applications for readmission after dismissal will be reviewed by the Registrar's Office with consultation with the Center for Academic Support, the Counseling Center, the Judicial Affairs Office and any appropriate Department Chairs or Program Directors.

Applicants must submit a personal statement that includes assessment of past performance along with goals and strategies for future improvements. This may include, but is not limited to employment, education, and training during absence from Ashland University.

If readmitted to the university, the student is not guaranteed readmission into the same program. Additionally, all readmitted students re-enter the University under Academic Probation and must meet with the Center for Academic Support to complete their Academic Probation Support Program Contract. Students who are readmitted after one full year (to include one fall and spring term) will be admitted under the current academic catalog.

Registration Cancellation

All students who are dismissed may have their registrations automatically canceled. Students who are reinstated after appeal may not register or attend classes until they have completed their Academic Probation Support Program Contract, as outlined above. Students who are reinstated after appeal must re-register for classes.

Financial Aid Probation

Students who are not making satisfactory progress toward a degree may be placed on Financial Aid Probation even though they are not on Academic Probation. For information about Financial Aid Probation, refer to the Financial Aid sections of this catalog.

Graduation Policies

Course Requirements and Grade Point Average

A candidate for a baccalaureate degree must have completed all the course and proficiency requirements for that particular degree and must earn not less than 120 semester hours (60 hours for associate degree) of college work with a grade point average of not less than 2.0.

Bachelor of Science in Education, Bachelor of Science in Athletic Training, and Bachelor with a major in Music Education degrees require an overall gpa of 2.5 (note other Bachelor of Music degrees do not require a gpa of 2.5). The grade point average in the candidate's major field must be at least 2.25 or 2.5 in certain majors.

Degree Applications

Applications for degree are accepted on the following schedule.

By November 13, 2020 for December Conferral

By April 2, 2021 for May Conferral

By August 6, 2021 for August Conferral*

*Note that students with an August Conferral date are eligible to participate in the December commencement ceremony. Any exceptions must be approved by the Registrar prior to the degree application deadline for the conferral month of the requested ceremony.

All coursework, including transfer, independent study, internship, etc. is to be complete before the conferral date. Students who have applied for conferral but have not met all requirements will be conferred on the next available conferral date. Final determination of conferral date is the decision of the Registrar's Office. In no case will a degree be posted to a transcript or diploma issued prior to the scheduled conferral date.

Ashland University Commencement Policy

May Commencement and Conferral - Students with a May conferral date are permitted to walk in the May commencement, provided that they have a documented plan for degree completion; degree evaluation must have a status of "pending" or students must have arranged transfer credit through the Registrar's Office. Latin honors will be published in the commencement program based upon the previous term. Student's final Latin honors will be printed on the diploma and transcript based on all grades. Students with May conferral will be printed in the current commencement program only.

August Conferral - Students to be conferred for August are permitted to walk in the December commencement.

Students with an August conferral date will be published in the December commencement program only. Latin honors will be published in the commencement program based upon final grades. Student's final Latin honors will be printed on the diploma and transcript based on all grades. Diplomas for August graduates will be mailed after conferral.

December Commencement and Conferral - Students with a December conferral date will be permitted to walk in the December commencement, provided that they have a documented plan for degree completion; degree evaluation must have a status of "pending" or students must have arranged transfer credit through the Registrar's Office. Latin honors will be published in the commencement program based upon the previous term. Student's final Latin honors will be printed on the diploma and transcript based on all grades. Students with December conferral will be printed in the current commencement program only.

***Note: Applications received after the degree application deadline will not be eligible for participation in commencement.**

Residence Requirement (Academic)

A candidate for a degree must take a minimum of 30 semester hours at Ashland University. The last 12 hours of coursework and at least one half of the student's work in his/her major field must be taken at AU.

Dean's List

Each semester an honor list (Dean's List) of names is prepared and published. The list is composed of the names of all full-time undergraduate students in the University who have received a grade point average of 3.5 or above for the preceding semester.

Second Degree

Students seeking a second degree after having achieved an initial undergraduate degree, must complete a minimum of 30 credit hours at Ashland University.

Students seeking two degrees simultaneously should petition the Academic Standards and Graduation Committee with a plan for completion and are required to obtain a minimum of 30 additional credits beyond the initial 120 credit hours for the first degree.

Honors and Degrees with Distinction

Valedictorian and salutatorian honors are computed based on the highest and second highest Ashland University GPA of those students with 80 or more institutional credits toward their initial baccalaureate degree. All students, regardless of catalog year, will fall under this policy.

Degrees with distinction will be awarded to graduates with 50 or more Ashland University credits. Only Ashland University grades will be used to assess honors. All students, regardless of catalog year, will fall under this policy.

Students may earn Latin honors on subsequent undergraduate degrees.

All honors presented at commencement are based on the total GPA up to, but not including the student's final semester. Honors placed on student's academic record will be based on all Ashland University coursework.

The averages necessary are:

Summa Cum Laude 3.900 - 4.000

Magna Cum Laude 3.700 - 3.899

Cum Laude 3.500 - 3.699

Academic Honors Program

The academic transcript of each Honors graduate bears the acknowledgment of work completed in the Honors Program. For complete information on the program, see the Academic Honors Program section of the catalog.

Honor Societies based on GPA

Alpha Lambda Delta honors students who, during their first semester, have achieved a 3.5 cumulative grade point average or higher.

Gamma Alpha Kappa honors graduates who have maintained a 3.6 cumulative scholastic average and have taken all their coursework at AU. This selection is announced at commencement.

Honor Societies in the subject areas:

Alpha Gamma Omega Nu – see Health Sciences

Alpha Phi Sigma – see Criminal Justice

Alpha Psi Omega – see Theatre

Beta Beta Beta – see Biology/Toxicology

Delta Mu Delta – see Business and Economics

Kappa Delta Pi – see Education

Omicron Delta Epsilon – see Business and Economics, Economics section

Lambda Pi Eta - see Communication Studies

Phi Alpha – see Social Work

Phi Alpha Theta – see History

Phi Sigma Iota – see Foreign Languages

Phi Sigma Tau – see Philosophy

Pi Mu Epsilon – see Mathematics

Pi Sigma Alpha – see Political Science

Psi Chi – see Psychology

Sigma Gamma Epsilon – see Geology

Sigma Tau Delta – see English

Sigma Theta Tau – see Nursing

Theta Alpha Kappa - see Religion

Upsilon Pi Epsilon – see Computer Science

Center for Academic Support

Ashland University's Center for Academic Support provides resources to students in a coordinated effort that focuses on individual needs of students with an emphasis on academic success. Comprehensive and individualized support services are offered in the following areas: scheduling, accessibility services, retention initiatives, tutoring and academic advising.

Tutoring Programs

Tutoring programs are designed to assist Ashland University students in their academic goals by providing tutoring in all content areas. Tutors are full-time Ashland University students who have been recommended by faculty and have demonstrated academic excellence in their subject. Visit the Tutoring Programs website for updated information: https://www.ashland.edu/tutor.

Academic Advising

The mission of academic advising at Ashland University is to support students through their college transition and help create academic plans that promote educational, professional, and personal development within a collaborative environment.

Ashland University uses a collaborative advising model that includes both faculty and professional advising. The Center for Academic Support will focus on providing students with a strong foundation for success at Ashland University, while the faculty advisors will focus on the details and issues inherent to their individual majors. Incoming freshmen students will receive individual attention and proactive advising during their first year in college. The Center for Academic Support assigns freshmen to faculty advisors based on their major selection during the second semester of enrollment. Deciding students and special populations will continue to be advised by the Center for Academic Support.

Students are strongly encouraged to develop an early and ongoing relationship with both their Faculty Advisor and the Center for Academic Support Professional Advisor. This will enable them to learn curriculum requirements, better understand course demands, adhere to academic policies and deadlines, and to engage in thoughtful exploration and preparation of potential career and graduate school opportunities.

Undergraduate Writing Center

The Undergraduate Writing Center is administered through the College of Arts and Sciences. Its primary purpose is to offer face-to-face individual consultation for papers across the curriculum to on-campus undergraduate students.

Writing Assistants provide guidance and instruction in the following areas: understanding writing assignments and styles, writing the essay and critical analysis, supporting theses, revising for structure and grammar, documenting research, and teaching proofreading strategies.

More intense writing support is available to on-campus students through a Writing Lab, a one-credit coursed called ENG 110 that is arranged in the Writing Center. Students may take the lab concurrently with ENG 101 or 102 or by arrangement with any course. The lab course may be taken for a maximum of two credit hours. The Writing Lab allows students to collaborate on a current writing assignment to reinforce skills for college papers.

The Writing Center is located in 104 Center for the Humanities Bixler (CFHB) and is open five days a week during the academic year. Appointments are scheduled online at https://ashland.mywconline.com. Visit the Writing Center webpage for updated information: https://www.ashland.edu/administration/center-academic-support/university-writing-center

Fully Online Undergraduate Writing Support:

Online-only undergraduates request writing support by emailing writingcenter@ashland.edu. Click here for information about how to login and access the service: https://www.ashland.edu/administration/sites/ashland.edu.administration/files/ashlanduniversity-etutoringstudentinstructions.pdf.
The Online Writing Center allows you to submit a draft of your paper to a tutor, ask for specific feedback, and receive a tutor's response within 24-48 hours.

Accessibility Center

Accessibility services at Ashland University collaborates with students who have disabilities to enable equal access to education and university life. Disabilities can include hearing or visual impairments, learning disabilities, mobility impairments ADD/ADHD, and psychiatric or medical disabilities.

Students requesting accommodations, will be asked to provide DS with documentation that verifies the existence of a disability. Student documentation will be reviewed, and eligibility for reasonable accommodations will be determined on an individual basis. Accommodations may include extended time for exams, alternative versions of textbooks and classroom materials, sign-language interpreters, assistive technology, etc. The confidential handling of student documentation is our policy.

Students who believe they may be eligible for accommodations due to barriers they face as a result of a disability should contact the Director of the Student Accessibility Center for additional information at:

Director, Student Accessibility Center
Silvia Henriss, MA
shenriss@ashland.edu
419.289.5904
Ohio Relay: dial 711

Information Technology

The Office of Information Technology, located in 100 Patterson, provides a wide range of computing services to students. The office provides computing support to students for AU email, network, wireless, and other issues. The Technical Support Center (TSC) can be reached at 419-289- 5405 or 1-866-434-5222. Open hours are posted at the TSC (100 Patterson) and can be found at https://www.ashland.edu/administration/departments/information-technology-0.

Computers are available 24 hours a day, 7 days a week via Eagle Card access in the 200 Patterson computer lab. This lab has 34 PCs, 2 Apple computers, 1 scanner, black & white and color laser printing (subject to print quota limits). Computers for homework and other student activities are available in the Hawkins-Conard Student Center (25 systems in various locations), the Library, and Dauch College of Business. Black & white laser printing is also available in these areas. Student-owned systems may be dropped off at the TSC for basic troubleshooting during the open hours (posted on https://www.ashland.edu/administration/departments/information-technology-0).

Students may also download their free copy of Microsoft Office Professional suite (Mac and PC) at the Tech Support Center portal webpage.

Pre-Professional Programs

Ashland University will assist students to meet the preparatory professional requirements of the schools they wish to attend. It is the student's responsibility to make early application to the schools of their choice. The following are the minimum course requirements for pre-professional training in the areas indicated. It is recommended that students contact professional schools that they are interested in attending to be sure that their admission requirements are properly met. Students should also discuss their professional ambitions with their advisors in order to get recommendations of courses that will best prepare them for their choice of programs. Students interested in the health sciences can join our student-led Pre-Health club and campus chapter of the American Medical Association.

Pre-Law

The study of law requires a variety of skills, including critical reasoning, analytical reading, clear writing and self-discipline. Good legal practice requires an appreciation of history, social and political institutions and, in general, a developed understanding of human nature. Those approaching a profession in law should possess a morally serious character, since their actions affect the lives of many people.

Students seeking entry into the legal profession are encouraged to peruse a variety of majors and minors in preparation for this endeavor, including but not limited to, the study of liberal arts and business. For this reason, Ashland University does not offer a Pre-Law major or minor, but does offer a minor in Business Law or a Legal Studies Track within the Criminal Justice Major. Students are encouraged to contact one of the pre-law advisors: Daniel Sullivan in the College of Business and Economics or Marc Hedrick in the Criminal Justice Department in order to further define their course of study.

Pre-Art Therapy

Students interested in Pre-Art Therapy should take a combination of courses found in the Department of Art and Design and the Department of Psychology. Typical requirements for graduate programs in Art Therapy and Counseling include:

- 18 semester hours in studio art to include: Drawing, Painting, Ceramics, Sculpture
- 12 semester hours in psychology:
  General Psychology
  Developmental Psychology
  Personality

Abnormal Psychology

- Working with people in a human service context (e.g., through an internship) is also recommended.
- These requirements can be completed by earning Bachelor of Arts degrees in both Fine Arts and Psychology. The completion of both degrees is possible within a typical 4- year framework.

Pre-Dentistry

For students interested in Pre-Dentistry, a major in biology, toxicology, biochemistry, forensic chemistry, or chemistry is recommended. Minimum course requirements for admission to dental school typically include:

- BIO 201 Molecular & Cellular Basis of Life
- BIO 202 Organisms, Adaptation, & Diversity
- CHEM 103/104 General Chemistry I & II
- CHEM 307/308 Organic Chemistry I & II
- MATH 205/206 The Calculus or MATH 201/202 Calculus
- PHYS 205/206 University Physics or PHYS 201/202 General Physics
- Additional upper level courses in biology and chemistry (specific recommendations available from the departments)

Students must maintain a competitive GPA and perform well on the DAT to be considered competitive for admission to dental school.

Pre-Medical Laboratory Science

This program is designed to prepare students for acceptance into a school of medical laboratory science following the completion of three years of undergraduate coursework. Ashland University maintains a 3+1 partnership with the Cleveland Clinic School of Medical Laboratory Science.

Following three years of coursework at Ashland University and subsequent completion of the medical laboratory science program at the Cleveland Clinic, the student will be granted the baccalaureate degree from Ashland University and will be prepared to take the State licensing exam. Minimum course requirements recommended prior to beginning a medical laboratory science program include:

- Ashland University core requirements
- BIO 201 Molecular & Cellular Basis of Life
- BIO 202 Organisms, Adaptation, & Diversity
- BIO 303 Genetics
- BIO 325-326 Anatomy & Physiology I & II
- BIO 340 Microbiology
- BIO 424 Cell Biology
- BIO 429 Biochemistry
- CHEM 103/104 General Chemistry I & II
- CHEM 307/308 Organic Chemistry I & II
- MATH 201 Calculus with Applications MATH 208 Elementary Statistics PHYS 201/202 General Physics

Pre-Medicine

For students interested in Pre-Medicine, a major in biology, toxicology, biochemistry, chemistry, forensic chemistry, or health sciences programs is recommended. Minimum course requirements for admission to medical school typically include:

- BIO 201 Molecular & Cellular Basis of Life
- BIO 202 Organisms, Adaptation, & Diversity
- CHEM 103/104 General Chemistry I & II
- CHEM 307/308 Organic Chemistry I & II
- MATH 205/206 The Calculus
- PHYS 205/206 University Physics or PHYS 201/202 General Physics
- Additional upper level courses in biology and chemistry (specific recommendations available from the departments)

Several factors, including coursework, grade point average, and MCAT performance contribute to a competitive application to medical school.

Pre-Optometry

For students interested in Pre-Optometry, a major in biology is recommended. Minimum course requirements for admission to a school of optometry typically include:

- BIO 201 Molecular & Cellular Basis of Life
- BIO 202 Organisms, Adaptation, & Diversity
- CHEM 103/104 General Chemistry I & II
- CHEM 307/308 Organic Chemistry I & II
- MATH 205/206 The Calculus or MATH 201/202 Calculus With Applications
- PHYS 205/206 University Physics or PHYS 201/202 General Physics
- Additional upper level courses in biology and chemistry (specific recommendations available from the Department of Biology/ Toxicology)

Students must maintain a competitive GPA and perform well on the OAT to be considered competitive for admission to optometry school.

Pre-Pharmacy

For students interested in Pre-Pharmacy, a major in biology, toxicology, biochemistry, forensic chemistry, or chemistry is recommended. Minimum course requirements for admission to a school of pharmacy should include:

- BIO 201 Molecular & Cellular Basis of Life
- BIO 202 Organisms, Adaptation, & Diversity
- BIO 325/326 Anatomy and Physiology I & II
- BIO 340 Microbiology
- CHEM 103/104 General Chemistry I & II
- CHEM 320 Quantitative Analysis
- CHEM 307/308 Organic Chemistry I & II
- MATH 205/206 The Calculus or MATH 201/202 Calculus with Applications
- MATH 208 Elementary Statistics
- PHYS 205/206 University Physics or PHYS 201/202 General Physics
- Additional course recommendations are available from the Department of Biology/Toxicology and Chemistry/Geology/Physics

Pre-Physician Assistant

For students interested in Pre-Physician Assistant, a major in biology, biochemistry or toxicology is recommended. Minimum course requirements for admission to a school of physician assistant typically include:

- BIO 201 Molecular & Cellular Basis of Life
- BIO 202 Organisms, Adaptation, & Diversity
- BIO 303 Genetics
- BIO 325/326 Anatomy and Physiology I & II
- BIO 340 Microbiology
- BIO 425 Advanced Human Physiology
- BIO 340 Microbiology
- CHEM 103/104 General Chemistry I & II
- CHEM 307/308 Organic Chemistry I & II

- MATH 208 Statistics
- Additional course recommendations are available from the Department of Biology/Toxicology and Chemistry/Geology/Physics

Additional requirements for acceptance to a physician assistant program usually include health care experience in a clinical setting that can be acquired through shadowing and internship experience as well as work as a state tested nursing assistant.

Pre-Physical Therapy

For students interested in Pre-Physical Therapy, a major in biology or one of the health sciences majors is recommended. Minimum course requirements for admission to a school of physical therapy typically include:

- BIO 201 Molecular & Cellular Basis of Life
- BIO 202 Organisms, Adaptation, & Diversity
- BIO 325/326 Anatomy and Physiology I & II
- BIO 425 Advanced Human Physiology
- BIO 340 Microbiology
- CHEM 103/104 General Chemistry I & II
- ES 190 Anatomy & Physiology for the Exercise Sciences
- ES 308 Kinesiology
- ES 309 Physiology of Exercise
- MATH 201 Calculus
- MATH 208 Statistics
- PHYS 201/202 General Physics
- PSYC 101 General Psychology
- SOC 111 Principles of Sociology
- Additional upper level courses in biology, physical education, and other departments (specific recommendations available from the Department of Biology/Toxicology)

Additional requirements for acceptance to a physical therapy program usually include experience and exposure to physical therapy through direct association with a licensed physical therapist in a clinical setting. Credit for this may be received through BIO 493 Professional Internship. Contact Chair of the Biology Dept. for more information.

Pre-Seminary

See Department of Religion for information.

Pre-Veterinary Medicine

For students interested in Pre-Veterinary Medicine, a major in biology, toxicology, biochemistry, forensic chemistry, or chemistry is recommended. Minimum course requirements for admission to a school of veterinary medicine typically include:

- BIO 201 Molecular & Cellular Basis of Life
- BIO 202 Organisms, Adaptation, & Diversity
- CHEM 103/104 General Chemistry I & II
- CHEM 307/308 Organic Chemistry I & II
- MATH 205/206 The Calculus
- PHYS 205/206 University Physics or PHYS 201/202 General Physics
- Additional upper level courses in biology and chemistry (specific recommendations available from the departments)

Students must maintain a competitive GPA and perform well on the GRE or MCAT to be considered competitive for admission to a school of veterinary medicine.

Affiliate Programs

Ashland University has affiliate programs with a number of institutions. A student who enters one of these programs at Ashland and who fulfills the institutional requirements for graduation, as well as the program of the cooperating institution, will receive the baccalaureate degree from Ashland University and the professional certificate or degree from the cooperating school or university if applicable.

Students enrolled in study abroad or affiliate programs are not eligible for Ashland University grants or scholarships.

For more information, see the chair of the department offering the affiliate program.

FASHION MERCHANDISING - Department of Marketing/Hospitality Management/Fashion Merchandising

- Fashion Institute of Technology, New York City
- Paris Fashion Institute

Four Year Graduation Guarantee

Students entering as freshmen beginning the fall 2012 semester will have the opportunity to elect a Four Year Graduation Guarantee program. This program guarantees that, provided all academic, advising, and financial guidelines are met by the student, if a degree is not achieved in eight consecutive fall and spring semesters, Ashland University will pay up to one additional year of tuition in order that the degree may be obtained. Students will have an opportunity to apply for this program through the Registrar's Office by submitting an application along with a four year plan. Students are restricted to one comprehensive major or one major and one minor/endorsement for their Four Year Graduation Guarantee Program.

As not all degree plans are eligible for the guarantee, approval is required by the Registrar's Office for each application. Students accepted for the plan will be required to sign a Federal Educational Rights and Privacy Act waiver for release of student academic and financial information to their parent or guardian.

This guarantee does not apply to students who elect to extend their studies beyond eight semesters to take advantage of research, license, endorsement, minor program opportunities and/or athletic eligibility. Students are expected to adhere to all aspects of the Four Year Graduation Policy found by visiting https://www.ashland.edu/administration/office-records-and-registration.

Three Year Degree Program

Students planning to complete one of the degree programs listed below in three years should confer with their advisor, plan accordingly, and file a Major Change Form with the Registrar's Office. Provided that students do not utilize their 19 credits during each of the fall and spring terms, a two credit award will be granted for billing purposes for summer courses when registered for the planned six summer credits.

- Bachelor of Science in Criminal Justice
- Bachelor of Arts in Psychology
- Bachelor of Science in Psychology
- Bachelor of Arts in Spanish
- Bachelor of Arts in French
- Bachelor of Arts in Music
- Bachelor of Arts in Philosophy
- Bachelor of Arts in Fine Art
- Bachelor of Arts in Business Administration
- Bachelor of Arts in Economics

General Goals of the Ashland University Core Curriculum

Our University's institutional mission articulates four key elements: those of intellectual development, ethical development, civic engagement, and global and intercultural competence.

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

Transferring in Core Courses
Campus Undergraduate Transfer Students

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

1. For students transferring to Ashland University, course credits from other institutions will be evaluated by the Registrar, in consultation with department chairs and the Core Director.
2. All matriculated undergraduate students must complete more than 50% of their remaining Core requirements via Ashland University coursework. A student is "matriculated" beginning on the first day of the first semester of the student's enrollment in an Ashland University program.

Online Undergraduate Transfer Students

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

1. Liberal arts equivalencies are subject to preliminary comprehensive review by the Core Director and the Registrar, in conjunction with primary discipline chairs and representatives. These may be redistributed as general core credits in select transfer cases. These cases are limited to transitional students admitted uniquely in online programs who have transfer credits beyond the requirements of the institutional undergraduate core curriculum, the student's desired major, and any bachelor's degree electives.
2. All undesignated liberal arts transfer credits should meet the established Student Learning Outcomes for the area of the core with which they correspond.
3. For those unique students who meet the criteria spelled out in this recommendation, and who have undesignated core equivalencies being applied to the core, are required to complete both Composition requirements, 3 hours in Communication, 3 hours of Religion, 3 hours of Historical reasoning, 3 hours in CCI, 3 hours in Math/Logic and a minimum of 3 hours each in Humanities, Aesthetics, Social Science and Natural Science. An additional 3 hours must be completed within one of these four areas as well. Up to 9 credits from undesignated equivalencies will then be used to reach 45 credit hours. If less than 9 credits are being applied then the student would complete additional courses within the Humanities, Aesthetics, and Social Science and Natural Science areas as required.
4. All matriculated undergraduate students must complete more than 50% of their remaining Core requirements via Ashland University coursework. A student is "matriculated" beginning on the first day of the first semester of the student's enrollment in an Ashland University program.

Current Students

1. All matriculated undergraduate students must complete more than 50% of their remaining Core requirements via Ashland University coursework. A student is "matriculated" beginning on the first day of the first semester of the student's enrollment in an Ashland University program.
2. Students must fill out a transient student form in advance of taking a course for an evaluation of the transfer course credit.

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

ASSOCIATE OF ARTS INSTITUTIONAL DEGREE REQUIRMENTS

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

Courses	Hrs.
Communication Courses	3
Composition I	3
Composition II	3
Math/Logic course	3
Religion course	3
Aesthetics course	3
Humanities course	3
Natural Science course	3
Social Sciences course	3
Historical Reasoning course	3
Critical Cultural Inquiry (CCI)	3
Core Elective	3
Electives and/or Concentration(s)	24-27
	60-63 hrs

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

NOTE: For the Associate Degree with a concentration in General Studies, the student chooses the electives of interest to make up the 36 hours above. For specific programs, see the alphabetical listing for that subject.

BACCALAUREATE DEGREES

Ashland University's baccalaureate degree program, with the traditional four-year bachelor degrees, offers its students the wide sampling of courses and opportunities that a well- rounded student needs.

BACHELOR OF SCIENCE DEGREES

Candidates for a BS degree must complete the requirement of their specific program along with the Institutional Baccalaureate degree requirements below**.** This includes a concentration totaling at least 60 hours in either:

a. A comprehensive major, which is defined as a major that does not require a minor;
b. A major and related concentration totaling at least 60 hours; or

c. A major, related minor and related concentration totaling at least 60 hours

INSTITUTIONAL BACCALAUREATE DEGREE REQUIREMENTS

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

Courses	Hrs.
Communication Course	3
Critical Cultural Inquiry (CCI)	3
Math/Logic course	3
Religion course	3
Historical Reasoning course	3
Composition	6
Natural Science	6
Humanities	6
Social Sciences	6
Aesthetics	6
	45 hours

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

List of approved Core Courses:

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

Communication

*COM 101 Human Communication
*COM 120 Foundations of Health Communication

Composition I

*ENG 101 English Composition I

Composition II

*ENG 102 English Composition II

Math/Logic

*MATH 110 Finite Mathematics
MATH 201 Calculus w. Appl. to Mgmt., Life, and Soc. Sci.
MATH 205 The Calculus I
*MATH 208 Elementary Statistics
MATH 217 Theory of Arithmetic and Geometry
MATH 223 Discrete Mathematics I
PHIL 205 Introduction to Philosophy
PHIL/IDS 220 Practical Thinking
PHIL/IDS 320 Symbolic Logic

Religion

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

Aesthetics

ART 130 Elements of Design
ART 140 Fundamentals of Drawing
*ART 150 Art and Ideas
ART 160 Fundamentals of Studio Art (not open to art majors)
ART 160A Ceramics
ART 160B Painting
ART 160C Printmaking
ART 160D Sculpture
ART 160E Digital Art
ART 161 Fundamentals of Studio Art II
ART 161A Ceramics
ART 161B Painting
ART 161C Printmaking
ART 161D Sculpture
ART 204 Photography
ART 205 Sequencing in Art
ART 352 Art of the Renaissance
ART 353 Baroque Art
ART 354 19th Century Art
ART 356 20th Century Art
MUSIC 010-015, 017, 020, 022, 030, 031, 050-052, 120s, 140s, 240s, 330s, 340s, 440s, 450s (Up to 3 hrs. combined for Core Aesthetics Requirement)
MUSIC 130 Basic Guitar Musicianship
MUSIC 150 Principles of Music Making
MUSIC 225 Musical Style
MUSIC 226 Music in World Cultures
MUSIC 250 Topics in Music Appreciation
*MUSIC 251 Love Songs
MUSIC 252 Music/Drama Across Cultures
*MUSIC 253 Listening to Jazz
MUSIC 381 Music History Seminar II
*TH 203 Theatre Aesthetics
TH 204 Script Analysis
TH 207 The Visual Art of Theatre
TH 214 Acting for Non-Majors
TH 303 American Musical Theatre

Humanities

CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force
*ENG 203 American Literature
ENG 217 British Literature
ENG 304 Short Story
ENG 308 The Poem
ENG 309 African American Literature
*ENG 314 Literature and Gender
ENG 315 German Literature in Translation
ENG 316 Postcolonial Literature
ENG 317 Studies in Shakespeare
ENG 319 Dramatic Literature
ENG 322 Modern Poetry
ENG 324 The Novel
*ENG 330 African Literature
ENG 338 Themes and Topics in Literature
ENG 340 Studies in Jewish Literature
ENG 365 Greek Literature
ENG 370 Russian Novel
FL 3SG Quests & Questions in Arthurian Lit, Film, & Life
FREN 353 French Literature: Marie De France to Voltaire
FREN 354 French Literature: Revolution to Present
*PHIL 104 The Concept of Truth
PHIL 208 Major Thinkers in Dialogue
*PHIL/IDS 210 Philosophy of Human Nature
PHIL/IDS 215 Ethics
PHIL 217 Thought and Belief

PHIL/IDS 280A Sports and Ethics
PHIL/IDS 280B Environmental Ethics
PHIL/IDS 280D Medical Ethics
*PHIL/IDS 280H Workplace Ethics
PHIL 309 Social & Political Philosophy
PHIL 317 Philosophy of Religion
PHIL 318 Topics in Philosophy
PHIL 330 Philosophical Readings
PHIL 450 Great Philosophers
*REL 220 Taking Human Life
REL 232 History of Modern Christianity
REL 240 Jewish Religious Traditions
REL 250 Understanding Islam
REL 308 Faith and Society
REL 320 Legacy of Paul and Peter in Italy
REL 340 Religion & the Civil Rights Movement in America
REL 3SGK Paul in the Greco Roman World
REL 3SGL Luther and the German Reformation
SPAN 372 Survey of Spanish Literature
SPAN 373 Survey of Latin American Literature

Natural Sciences

*BIO 100 Human Biology
*BIO 103 Concepts in Biology
BIO 107 Plants and Civilization
BIO 110 Ecology & the Human Environment
BIO 111 Wetlands & Waterways
BIO 129 Drugs, Poisons, Pollutants
BIO 1SGC Biology of the Microbes
BIO 201 Molecular & Cellular Basis of Life
BIO 202 Organisms, Adaptation & Diversity
BIO 2SGI Cells-The Basis of Life
CHEM 103 General Chemistry I
CHEM 104 General Chemistry II
CHEM 250 Lead & Civilization
CHEM 251 Molecular Architecture
CHEM 252 Chemistry of Crime Scene Investigation
CHEM 253 Chemical Perspectives on Life
CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force
GEOL 209 Natural Disasters: Volcanoes and Earthquakes
*GEOL 210 Natural Disasters: Severe Weather
GEOL 211 Discovering the Ice Age
GEOL 212 Archaeology & Human Antiquity
GEOL 213 Asteroids, Comets & Catastrophism
*PHYS 107 The Hidden Life of the Stars
PHYS 320 Origins of the Universe

Social Sciences

ECON 101 Market Fundamentals
*ECON 232 Principles of Microeconomics
*ECON 233 Principles of Macroeconomics
ECON 301 Game Theory
ECON 302 Economics/History of Entrepreneurship
ECON 331 Comparative Economics
*POLSC 101 Understanding Politics
POLSC 102 Democracy in America
POLSC 345 Western Political Thought III
POLSC 365 Contemporary Germany
POLSC 431 Human Being and Citizen
*PSYC 101 General Psychology I
PSYC 102 General Psychology II
*PSYC 218 Psychology of Adolescence
*SOC 111 Principles of Sociology
*SOC 301 Race Ethnic, and Minority Issues
*SOC 340 Marriage and Family Relationships

Historical Reasoning

HIST 112 Western Civilization to 1500
HIST 113 Western Civilization from 1500
*HIST 212 American History through Civil War
*HIST 213 American History after Civil War

Critical Cultural Inquiry (CCI) Initiative

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

CCI Language and specialized courses

ENG 332 Global Film
*FL 211 The Language and Culture of Quebec
FL 213 Discovering the French-Speaking World
*FL 220 Contemporary Latin American Literature in Translation
FL 221 U.S. – Mexico Border Literature
*FL 315 French Women Writers
FREN 151 Elementary French I
FREN 152 Elementary French II
FREN 200 Intermediate Level Intensive French Study Abroad
FREN 251 Intermediate French I
FREN 252 Intermediate French II
FREN 300 Advanced Level Intensive French Study Abroad
FREN 301 French Civ. From Lascaux to Versailles
FREN 302 French Civ. From Revolution to Present
FREN 303 French Written Expression
FREN 304 French Stylistics
FREN 305 French Phonetics
FREN 357 French Oral Expression
GER 161 Elementary German I
GER 162 Elementary German II
GER 261 Intermediate German I
GER 262 Intermediate German II
LTN 110 Elementary Latin I
LTN 210 Elementary Latin II
LTN 310 Intermediate Latin
PORT 141 Elementary Portuguese I
PORT 142 Elementary Portuguese II
PORT 241 Intermediate Portuguese I
*SPAN 171 Elementary Spanish I
*SPAN 172 Elementary Spanish II
SPAN 200 Intermediate Level Intensive Spanish with Study in Costa Rica
SPAN 271 Intermediate Spanish I
SPAN 272 Intermediate Spanish II
SPAN 300 Advanced Level Intensive Spanish Study
SPAN 307 Spanish Phonetics
SPAN 310 Spanish Grammar and Composition

SPAN 311 Civilization of Spain
SPAN 312 Civilization of Latin America
SPAN 377 Conversational Spanish I
SPAN 378 Conversational Spanish for the Professions

CCI Course with study-away and study abroad components which includes the required completion of FL 299:

AHA, Segovia, Spain
All CCIS and USAC programs
COBE in Taiwan
COST (Consortium of Overseas Student Teaching)
- EDEC 460 Sa: ECE
- EDCI 467 Sa: MG
- EDCI 461 Sa: AYA

Paris Fashion Institute
AU in Germany
AU in France
AU in Costa Rica
Semester at Sea
HIS/POLSC 341 (when approved tour is offered)
FM 211 (when approved tour is offered)
Honors 390 (when approved tour is offered)
HS 221 (when approved tour is offered)
HS 380 (when approved tour is offered)
REL 260 (with instructor-approved short-term mission)
REL 375 Understanding Israel (when approved tour is offered)
COBE in Brazil
Fontys University in the Netherlands Exchange Program
Blaise Pascal University in France Exchange Program
UAB in Spain Exchange Program
Providence University in Taiwan Exchange Program

Graduate School Academic Affairs

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

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

Mission and Purposes of the Graduate School

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

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

Student Learning Outcomes

1. Intellectual Development and Wisdom

Students will analyze evidence, apply specialized knowledge, and think critically and creatively to solve problems.

2. Ethical Development

Students will apply principles of integrity and ethical decision-making to address real-world issues.

3. Civic Engagement

Students will apply knowledge, skills, and values in order to work, serve, and lead in their communities.

4. Global Responsibilities and Intercultural Competence

Students will exhibit competence for constructive engagement within global and intercultural contexts.

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Center Locations

Ashland (Main Campus) Center
Columbus Center
Elyria/Cleveland Center
Mansfield Center
Massillon/Stark Center
Southwest Center

Graduate Faculty

Faculty who teach graduate courses are not only graduates of a wide range of universities, but they also bring with them many years of non-university workplace experience. As a result, students are exposed to teacher- scholars who are also aware of the expectations of the workplace. Because of the nature of Ashland University, professors are not only expected to be experienced and continuously engaged in scholarly activity, but they are also required to be effective teachers. Ashland faculty are committed to preparing students to be competent and confident professionals. Faculty are involved in their students' programs and; therefore, are available to help students gain valuable insights into the influences that shape their fields.

Ashland offers master's degree programs on the main campus, online, and at approved off-campus centers.

Regardless of the location in which the student takes course work, the student will experience the same curriculum and many of the same professors.

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

Maintaining Quality Instruction

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

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

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

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
* Doctor of Nursing Practice
* Master of Arts
* Master of Education
* Master of Fine Arts
* Master of Science

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

* M.Ed. Curriculum and Instruction with areas of concentration in:
  - Teaching & Learning in the 21st Century
  - Intervention Specialist—Mild/Moderate
  - Talent Development Education
  - Reading & Literacy
  - Educational Technology
* M.Ed. Adult Education
* M.Ed. Educational Leadership
* M.S. Applied Exercise Science
* Master of Business Administration
* Master of Arts
  - American History and Government
  - Specialization in Teaching American History & Government
  - Corporate and Strategic Communication
* Master of Fine Arts in Creative Writing
* School Nurse Licensure

Degrees Offered by Ashland Theological Seminary

Master of Arts (Biblical Studies)
Master of Arts (Historical and Theological Studies)
Master of Arts in Clinical Mental Health Counseling
Master of Arts in Counseling
Master of Arts in Christian Ministries
Master of Arts in Black Church Studies
Master of Divinity (also with concentration in Chaplaincy)
Doctor of Ministry

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 Office Services

The Registrar's Office on main campus provides several services to graduate students. Among them are:

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

Registration Deadlines

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

Registering for Courses

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

Six semester hours is considered full time for financial aid purposes. Some graduate programs are designed to accommodate more hours. A graduate student with full-time employment should normally register for no more than seven semester hours per semester. A student wishing to deviate from the normal credit limitation must have the approval of his or her faculty advisor 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 Doctoral Studies and Advanced Programs.

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

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

Registration for all MAHG and MASTAHG students is conducted via WebAdvisor (webadvisor.ashland.edu). Attendance is expected at all class meetings and students may NOT add a course after it has begun meeting.

Students who wish to drop a course at no academic penalty must do so no later than:

- For summer on-campus courses, students must notify the program office in writing at mahg@ashland.edu or in person no later than 12:30 pm on the second day of the class (Monday).
- For online courses, students must notify the program office in writing at mahg@ashland.edu or in person prior to the start of the third class meeting.

Students who properly notify the program office of a drop within these deadlines may be eligible for a prorated refund of tuition and room and board charges (if applicable).

Master of Business Administration

Registration materials are available to students well in advance of each semester. Course schedules include registration dates and semester meeting dates; tentative offerings for two semesters are also included with each schedule.

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

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

Students wishing to drop a course from their registration may be able to accomplish this online via WebAdvisor if done early enough in the semester. Otherwise, students must e-mail (mba@ashland.edu) a request to the Master of Business Administration office stating

1. the course to be dropped (course number, name, and section);
2. a brief but complete reason for withdrawal from the course;
3. future plans, if any, for reenrolling in the same course. Upon receipt of this notification by the Master of Business Administration office and approval of the request by the Director of the MBA program, a registration change will be completed and the course instructor will be notified.

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

Program Change

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

Auditing Courses

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

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

Course Repeat Policy

Any student receiving a "B–" or lower grade in a course may choose to retake the course in an attempt to raise his or her grade point average. All grades appear on official transcripts, however, only the second grade will be used in calculating the grade point average.

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

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

Grade Point System

The following system of grading and point values applies to the Doctor of Education, Doctor of Nursing Practice, Master of Education, Master of Arts, Master of Science (APEX and MSN) School of Nursing and Master of Business Administration Programs:

A ……. 4.00 quality points

A– ……3.67 quality points

B+ ……3.33 quality points

B ……. 3.00 quality points

B– ……2.67 quality points

C+ ……2.33 quality points

C ……. 2.00 quality points

C– ……1.67 quality points

F …….0.00 quality points

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

S..... Satisfactory: Applies to performance equivalent of B– or higher.

U..... Unsatisfactory: Applies to performance equivalent of C+ or lower.

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

CR - Credit - assigned for satisfactory performance in non-academic courses and applies toward the total graduation requirement but is not used in computation of grade averages.

Other grades are:

AU—Audit: No grade or credit assigned.

I *—Incomplete: May be given when a student is not able to complete the course work due to illness, accident, or other emergencies. This grade applies to work of acceptable quality when the full amount is not completed. It is never applied to unsatisfactory work. The required work must be completed during the next academic semester. The "I" grade becomes "F" if not removed by the date specified. It is the student's responsibility to follow up with professors regarding courses given a grade of incomplete. Use may vary by program.

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

K—Transfer: Credits accepted in transfer. Courses are recorded on the student's permanent academic record but not included in the grade point average computation. See individual program information for guidelines regarding transfer credit.

W—Withdrawn: Policies vary by program. Students should consult their graduate program representative for further information.

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

Grade Reports

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

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

Student Grade Appeals

Ashland University seeks in the student grade appeal process to foster amicable and equitable resolution of disputes after a fair and impartial exploration of the facts. The purpose of the student grade appeal process is to provide the framework and method to resolve student complaints concerning a final course grade. A formal student grade appeal request can be considered when:

- a procedural error has been discovered in the evaluation or recording of a final grade;
- a final grade has been assigned to a student on some basis other than performance in the course; or
- a final grade is assigned which departs from the faculty member's standards written in the syllabus or in written amendments to the syllabus.

A final grade appeal request will not be considered solely on a disagreement about the content or quality of a student's course work.

A student will, where possible, attempt to resolve the issue informally with the instructor before filing a formal written grade appeal. Should attempts at informal resolution fail, the student may wish to file a formal grade appeal.

Formal Grade Appeal Procedure

Any formal appeal must be initiated with completion of the Student Grade Appeal Form. The formal procedure must be started within 45 calendar days after the final grade was officially recorded. Any evidence and all direct and supporting statements once made, become part of the permanent record of the appeal and must be produced at each level of appeal.

First Level: Appeal to the Department Chair

The Grade Appeal Process officially begins on the date the Student Grade Appeal Form document is received by the Department Chair. The Department Chair to whom the appeal has been submitted will conduct a formal conference with the student, permitting her or him to provide any necessary relevant information. The Department Chair will also confer with the faculty member involved and conduct additional investigation and/or mediation efforts as he or she deems necessary. Absent extraordinary circumstances, a written recommendation is sent within 30 calendar days of the date the appeal was submitted. The recommendation is sent to the student and the faculty member. Should the student fail to take further action within 7 calendar days after

receiving the Department Chair's decision that decision shall stand. If the student or faculty member is dissatisfied with the decision or does not receive a response from the Department Chair, the student or faculty member may proceed to the second level of appeal. If the grade appeal concerns a course taught by the Department Chair, the Dean of the Department Chair's College will select another faculty member to receive the documentation and conduct the investigation/mediation.

Second Level: Appeal to the Dean

If the student or faculty member elects to continue the appeal will be sent to the Dean of the appropriate college. The Dean (or the dean's designee) will conduct a formal conference with the student, permitting her or him to provide any necessary relevant information. The Dean (or the dean's designee) will also confer with the Department Chair and the faculty member if necessary and conduct additional investigation as he or she deems necessary. Absent extraordinary circumstances, a written recommendation is sent within 30 calendar days. The recommendation is sent to the student, Department Chair, and the faculty member. Should the student fail to take further action within 7 calendar days after receiving the Dean's decision that decision shall stand. If the student or faculty member is dissatisfied with the decision or does not receive a response from the Dean, the student may proceed to the third level of appeal.

Third Level: Appeal to the Provost

If the student or faculty member elects to continue the appeal after the Dean's decision or recommendation has been received, he/she may appeal the matter to the Provost within 7 calendar days. The Provost will review documentation and the recommendation of the Dean and make the final determination regarding the grade appeal within 14 calendar days. His or her determination is final and will be sent to all affected parties within 14 calendar days.

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, students should consult their Program Director.

Academic Integrity Policy

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

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

Section 1. Purpose

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

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

Section 2. Conduct that Violates Academic Integrity-Academic Dishonesty

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

Section 3. Forms of Academic Dishonesty

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

Plagiarism

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

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

Fabrication

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

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

7. Taking a test (or other evaluation) for someone else or permitting someone else to take a test for oneself.
8. Other offenses of this form that incorporate dishonesty for academic gain.

Cheating

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

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

Examples include:

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

Other Forms of Academic Misconduct

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

Examples include:

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

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

a. When a faculty member has observed a student violating any of the policies stated herein, he or she shall first inform the student of the allegation, then file a report with the Registrar's Office with supporting documentation.

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

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's Office.

d. Upon the filing of an allegation of academic dishonesty, the Registrar's Office 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's Office 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's Office, the faculty member may assign a grade of zero for the assignment or test involved and/or assign an F for the course. Any grade appeal in process will be suspended until any integrity violation is resolved.

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

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

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

Section 6. Student Appeal Procedure

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

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

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

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

Graduate Student Writing and Communication Support

Graduate students (online and on-campus) can access support for any assignment that involves writing or communication through the Ashland Multiliteracy Center for Writing, speaking, and Digital Communication, or AMuLit Center for short. The AMuLit Center is a free service available for students in graduate degree programs at Ashland University. Graduate students will work with one of our professional graduate consultants. All graduate consultants have a graduate degree and extensive experience with writing center theory and practice. The aim of our service is to support and mentor students as they explore ways to improve their graduate-level academic writing and communication skills. All consultations are confidential.

The majority of graduate and seminary students prefer online appointments, but face-to-face appointments are available as well. For online appointments, use our online scheduler, WCOnline, to make an online appointment. Be sure to use the ONLINE and GRADUATE schedule for the current semester. The first time you use WCOnline, you will need to register for an account. To register for an account, go to www.ashland.mywconline.com. For face-to-face appointments, email amulitcenter@ashland.edu to schedule an appointment.

Our masters' qualified graduate consultants can help you with the following issues:

- Provide constructive feedback on your ideas, outlines and drafts
- Provide help with improving organization and structure
- Provide feedback to improve word flow, clarity, readability
- Provide feedback on APA or other formal style guidelines, including in-text citation and documentation
- Provide feedback on grammar and punctuation errors

Please remember, however, that our graduate consultants are not permitted to do the following:

- Graduate consultants cannot "fix" or correct errors--they can identify them and point you to resources for help
- Graduate consultants cannot be content experts in your discipline. GWAs are masters-qualified experts in writing. If you provide an assignment guide, GWAs can let you know if you seem to have met the basic requirements; however, they cannot tell you whether you have gotten your content "right." Consult your professor for help with that.
- Graduate consultants cannot write your work for you or serve as editors/proofreaders. They are here for your guidance and support only.
- Be available at the last minute, if you have not completed your work early enough to get feedback in a timely manner.

GPA Requirement for Doctor of Education (Ed.D) Program

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

Medical Withdrawal

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

1. Class absences and missed work can be directly attributed to the medical condition.
2. A qualified health professional verifies in writing that the medical condition prohibits completion of the semester requirements in one of two ways.

   a.) A "non-specific" medical withdrawal notice should be presented in writing to the Registrar's Office. This medical notice (signed by a physician) should state that a medical condition prohibits completion of the semester requirements; and, assign a date of condition onset (to verify times classes were missed).

   b.) A notice of "specific" diagnostic information including all recommendations must be sent to the Health Center Director or Director of Psychological Counseling Services, as warranted. This is to ensure confidentiality and coordinate any recommended treatment or follow-up in the event of readmission.
3. The medical withdrawal process is initiated by the student, the physician, and/or the parent/guardian, not AU.
4. The medical condition fits in one of the following categories: medical illness; mental illness (must include date of psychiatric hospitalization and date of clinical assessment); drug or alcohol addiction; or surgery.

All medical withdrawals need to be initiated by contacting the Registrar's Office within 60 days of the end of the grading period. Once the Registrar's Office has the documentation to support the withdrawal, a "W" will be assigned and the faculty will be notified. Any refunds will be determined based on the effective date of withdrawal. Please refer to the refund policy in Graduate Finance and Administration section.

Readmission after Medical Withdrawal

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

Residence Requirement (Academic)

Adult Study candidates for degree must take a minimum of 30 semester hours at Ashland University. The last 12 hours of coursework must be taken at AU. A minimum of 50 course credits must be taken at a four year college or university. Regardless of credits accepted at AU, students must take a minimum of five of the nine online Criminal Justice core courses.

Transfer of Credit

Doctor of Education

Upon admittance to the doctoral program, a student's transcripts are evaluated on an individual basis. Up to nine semester credits from a recognized accredited institution may be accepted for post-master's level courses not used toward another degree, but only in the cognate area and for courses taken within five years of admission to the program.

Doctor of Nursing Practice

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

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

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

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

Master of Arts in Corporate and Strategic Communication

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

1. The course work should have been completed within six years prior to application at Ashland University.
2. Course work must be comparable with the Ashland University program course work. Comparability of transfer credit is determined by the program director.
3. The final grades in the courses to be transferred must be "B" or higher.
4. Transfer credit does not affect the cumulative grade point average established with Ashland University.
5. Quarter hours transferred into the university will be converted to semester hours.

Master of Arts in American History and Government

Up to six semester credit hours may be transferred from other institutions to satisfy degree requirements in the master's program. The maximum number of transfer credits accepted toward degree requirements may be reduced depending upon the number of semester credit hours the student earns in online courses.

To transfer credit hours, the following conditions must apply:

- Credit hours transferred cannot have been used for another degree.
- A student must have earned the credit hours no longer than six years prior to acceptance into the master's program.
- A student must have earned the credit hours at a regionally-accredited institution.
- The credit hours must be graduate-level credit hours from a course in which the student received at least a B.
- Quarter hours transferred into the university will be converted into semester hours, and all conversions will be rounded down to the nearest semester hour.

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

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

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

MAHG Program

Ashbrook Center at Ashland University

401 College Avenue

Ashland, Ohio 44805

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

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

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

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

- Credit hours transferred cannot have been used for another degree.
- A student must have earned the credit hours no longer than six years prior to acceptance into the master's program.
- A student must have earned the credit hours at a regionally-accredited institution.
- The credit hours must be graduate-level credit hours from a course in which the student received at least a B.
- Quarter hours transferred into the university will be converted into semester hours, and all conversions will be rounded down to the nearest semester hour.

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

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

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

Transcripts should be sent to:
MASTAHG Program
Ashbrook Center at Ashland University
401 College Avenue
Ashland, Ohio 44805

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

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

Master of Business Administration

Ashland University will accept up to 9 hours of graduate transfer credit into the Master of Business Administration Program. Several factors should be noted when transferring credit:

* A student must have earned the credit hours no longer than six years prior to acceptance into the master's program.
* Credit hours transferred cannot have been used for another degree.
* A student must have earned the credit hours at an accredited institution.
* The credit hours must be graduate-level credit hours from a course in which the student received at least a B.
* Quarter hours transferred into the University will be converted into semester hours.

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

To transfer credit, a student should ask the Registrar's Office 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:
Registrar's Office
Ashland University
401 College Avenue
Ashland, OH 44805

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

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's Office. 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 semester credits may be transferred from other institutions under the following conditions:
   a. The student is in good standing at the other institution;
   b. The grades in graduate courses to be transferred are "B" or better or an "S."
   c. Course work accepted must be no older than five-seven years, (depending on course topic) from the date of admission into the M.Ed.;
   d. The student has been admitted to a Master of Education degree program;
   e. Exceptions to the above must be approved by the dean of the Dwight Schar College of Education;
   f. Quarter hours transferred into the University will be converted into semester hours.

Master of Fine Arts

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

Graduate Course Work Opportunity Policy

Ashland University undergraduate students wishing to take graduate courses under the Graduate Course Work Opportunity Policy should consult the undergraduate academic affairs section of this 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 an official transcript from the applicant's home institution is required.
3. Students from other institutions interested in attending Ashland University graduate level courses prior to obtaining an undergraduate degree should complete the Application for Transient Student Admission through the appropriate program office. Students should be senior status at the time of the course and possess a cumulative GPA of 3.0 or better from their home institution. A faculty reference along with an official transcript must accompany the application.
4. All enrollments are at the discretion of the dean or director of the program and application is on a per semester basis.

Policy for Determining Graduate Credit

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

1. Contact Hour

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

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

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

   An academic program is a graduate program, consisting of approved courses, contained within the Graduate School of Ashland University.
5. Flexible Learning Environment

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

Graduate Credit

Subject to any variation approved or required by an accrediting agency, graduate credit shall be based on the number of contact hours the class meets during an academic semester. One graduate credit, measured in hours, is equivalent to each contact hour the class meets per week.

Fractions of a graduate credit shall not be computed. Classes meeting on an accelerated schedule, e.g., seminars or workshops, shall be converted to an equivalency based on the total number of hours the class meets compared to the total number of hours required for satisfaction of contact hours during the semester.

Flexible Graduate Credit

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

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

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

Degree Applications

Applications for degree are accepted on the following schedule.

By November 13, 2020 for December Conferral

By April 2, 2021 for May Conferral

By August 6, 2021 for August Conferral*

*Note that students with an August Conferral date are eligible to participate in the December commencement ceremony. Any exceptions must be approved by the Registrar prior to the degree application deadline for the conferral month of the requested ceremony.

All coursework, including transfer, independent study, internship, etc. is to be complete before the conferral date. Students who have applied for conferral but have not met all requirements will be conferred on the next available conferral date. Final determination of conferral date is the decision of the Registrar's Office. In no case will a degree be posted to a transcript or diploma issued prior to the scheduled conferral date.

Ashland University Commencement Policy

May Commencement and Conferral - Students with a May conferral date are permitted to walk in commencement, provided that they have a documented plan for degree completion; degree evaluation must have a status of "pending" or students must have arranged transfer credit through the Registrar's Office. Students with May conferral will be printed in the current commencement program only.

August Conferral - Students to be conferred for August are permitted to walk in the December commencement. Students with an August conferral date will be published in the December commencement program only. Diplomas for August graduates will be mailed after conferral.

December Commencement and Conferral - Students with a December conferral date will be permitted to walk in the December commencement , provided that they have a documented plan for degree completion; degree evaluation must have a status of "pending" or students must have arranged transfer credit through the Registrar's Office. Students with December conferral will be printed in the current commencement program only.

*Note: Applications received after the degree application deadline will not be eligible for participation in commencement.

Simultaneous Degree Candidacy in More Than One Graduate Program

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

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

Second Master's Degree

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

No more than 12 semester hours from the first master's program may be counted in the second master's program. The student must have earned a B or better in the courses. The transfer of these hours must be approved by the advisor in the second program and recorded in the Registrar's Office.

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

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

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

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

Waivers of Degree Requirements

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

Degree Completion Time Limits

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

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

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

Master of Business Administration

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

A student's file will be removed from the active program status 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 three consecutive semesters will be terminated from the program's active file and will be required to apply for reactivation of his or her records to the current catalog year.

Master of Arts in Corporate and Strategic Communication

Master of Arts in Corporate and Strategic Communication students have a minimum length of 18 months to complete the MACSC program. The maximum length to complete the program is five years. Once the maximum allotted time has passed, students must reapply for admission. Any credits earned prior to readmission cannot be used toward the fulfillment of the degree.

Master of Fine Arts in Creative Writing

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.

Doctor of Nursing Practice Program

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

Distinguished Graduate Student Awards

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

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

Disability Services

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

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

Official Student Notification

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

Grievance Procedure

In cases where a student believes his or her academic rights have been infringed, the student should, if possible, discuss the matter with the instructor involved. If the student wishes to appeal the case, the student must appeal in writing, to the department chairperson and then to the Dean and the Provost, who may confer with the Student Senate President and the chairperson of the Judicial Board in order to assure that the problem is settled satisfactorily.

ADA Accommodation

Students with disabilities who are in need of any special accommodations for the Academic Integrity Hearing, should contact the Office of Disability Services at 419.289.5904, or visit the Library, 7th Floor at their earliest convenience. The Registrar's Office will work with the Office of Disability Services to accommodate any documented disability.

Notes

Definition

In sections 4, 5, and 6, "Graduate Academic Integrity Standing Committee" refers to a committee that is comprised of a representative from each graduate program.

Representatives are elected by those full-time faculty with graduate faculty designation.

Graduate Student Judicial Code

I. Statement of Purpose

Ashland University subscribes to and strongly supports the right of each student to study and work in a quiet, peaceful, and respectful atmosphere that is conducive to the pursuit and acquisition of knowledge. Students who enroll in Ashland University are assumed to be adults who understand the obligation to conduct themselves in a manner that is compatible with the University's function as an educational institution. Each student is expected to be fully acquainted with all published policies, rules, and regulations of the University and will be held fully responsible for compliance with them.

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

II. Authority and Jurisdiction of the University

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

The University may assert jurisdiction over a graduate student while on property owned or occupied by the University, as well as graduate students engaging in University activity, whether on property owned or occupied by the University or elsewhere. The University reserves the right to take action for behavior of a graduate student not occurring on property owned or occupied by the University, or not engaging in a University activity, when such behavior has, or reasonably may have, an adverse impact on Ashland University. Any graduate student involved in an activity that may give rise to civil or criminal culpability may also be subject to disciplinary action by the University when, in the sole discretion of the University, such action has, or reasonably may have, an adverse impact on Ashland University. The University reserves the right to determine the timing of implementing disciplinary action against the graduate student.

III. Definitions

a. Student: Any person registered in one or more courses in any school, college, or special program offered by the Ashland University Graduate School. Teaching or research assistants, if also registered as students, are classified as students for the purpose of this Code.

b. Campus: All property owned or leased by Ashland University.

c. Member of the University Community: Any Ashland University faculty member, student, employee, or Trustee, as well as any person on campus who is an employee of an entity with an ongoing relationship, whether contractual or otherwise, with Ashland University.

d. Incident Report: The initial document setting forth facts suggesting the violation of a rule or regulation of Ashland University by a graduate student.

e. Complaint: The formal document alleging the violation of a rule or regulation of Ashland University by a graduate student for which a sanction may be imposed.

f. The Appropriate Administrator shall be:

*The graduate chair of the Master of Business Administration Program, in the case of a Master of Business Administration student;

*The dean of the College of Education, in the case of a graduate Education student in any program, excluding the Doctor of Education.

*The chair of the Master of Arts program, in the case of a Master of Arts of American History and Government student or the director of the Master of Arts with a Specialization in Teaching American History and Government, in the case of a MASTAHG student;

*The co-chair of the Department of Doctoral Studies & Advanced Programs, in the case of a Doctor of Education student;

*The director of the Master of Fine Arts program, in the case of a Master of Fine Arts student.

*The director of the Master of Arts in Corporate and Strategic Communication program, in the case of an MACSC student.

*The director of the Doctor of Nursing Practice Program, in the case of a Doctor of Nursing Practice student.

*The director of the School of Nurse Licensure Program, in the case of a School Nurse Licensure student.

*The director of the Master of Science in Applied Exercise Science Program, in the case of a Master of Science in Applied Exercise student.

IV. Regulations and Policies

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

A. Safety

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

1. Physical Abuse/Self-Endangerment: Physical abuse: Use of force on another person. Self-endangerment: Threatening or attempting to intentionally harm oneself.
2. Harassment: Threatening to harm, intentionally harassing, hazing, stalking, coercing, intimidating, or seriously embarrassing any person through conduct that would offend a reasonable person. Any harassment because of the status of a victim as being a member of a protected class shall also be prohibited.
3. Dangerous Weapons: Possession, use, sale, or distribution anywhere on any campus or at any activity sponsored, either in whole or in part by Ashland University, of a dangerous weapon is prohibited. “Dangerous weapons” include but shall not be limited to all firearms, BB and pellet guns, knives, ammunition, explosives, fireworks and firecrackers of any type, and all other illegal weapons. No person shall carry a concealed weapon, whether under proper license or otherwise, on any campus or other property occupied by Ashland University.
4. Sexual Imposition: Engaging in sexual contact with another person when (a) the sexual contact is offensive to the victim, (b) the victim’s ability to appraise the nature of or control the offender’s conduct is substantially impaired, or (c) the victim is unaware of the sexual contact.
5. Drugs: Possession, use, cultivation or manufacture, sale or distribution on any campus of any drug, or drug paraphernalia, except under the direction of a licensed physician or as expressly permitted by law. Conviction of any federal, state, or local law of any drug offense is a violation ofthis policy.
6. Alcohol: Use and/or possession of alcoholic beverages and/or containers anywhere on any campus.

B. Property

1. Unauthorized possession, use, or removal: Unauthorized possession, use, or removal from a designated area of property belonging to Ashland University, any member of the University community, or any guest or vendor.
2. Destruction/Damage to Property: Destruction, damage, or defacement, including damage to technological equipment or network services belonging to Ashland University, any member of the University community, or any guest or vendor.

C. Integrity

1. Failure to meet financial obligations: Failure to meet financial obligations to Ashland University or giving the University a worthless check.
2. Failure to comply with requests/sanctions: Failure to follow the oral or written instructions regarding University policies or federal, state, or local laws by a properly identified University official whom the Board of Trustees or the president of the University has vested authority to give such instruction, or knowingly interfering with or obstructing students, faculty, or staff acting in the performance of their assigned duties. Cooperation with staff members in their assigned duties is expected. Failure to comply with a judicial sanction may result in suspension or dismissal.
3. Deception, Fraud, and/or Misuse of Documents/Technology: Furnishing false information to Ashland University, including, but not limited to, representing oneself as another (in writing or in person), knowingly supplying false or misleading information to University officials, unauthorized possession of an ID or false ID or falsifying, tampering, altering, forging, or misusing any University record, computer, technology, or official document.
4. Dishonesty in Judicial Matters: Dishonesty before University judicial bodies, knowingly misrepresenting verbally or in writing the nature of events or identification of persons or failing to appear before an appropriate judicial body by a complainant or witness when requested by an official member of the Judicial System.
5. Inappropriate Behavior: Disorderly conduct or an act that is morally shameful or that jeopardizes the integrity of Ashland University, any member of the University community, or any guest or vendor. Inappropriate behavior violations by persons representing Ashland University can include activities that occur off campus. Conviction of any federal, state, or local criminal statute is a violation of this policy.
6. Classroom Disruption: Activity or behavior that interferes with an instructor or faculty member’s ability to teach or a student’s ability to learn. The instructor or faculty member retains latitude in determining whether activity or behavior is disruptive.

D. Accessory Responsibility

Aiding, abetting, inciting, or cooperating with another person in the commission of a violation of regulations. All members of the University community have the responsibility for enforcing rules and reporting violations. Any individual, when University policies are being violated, is subject to the same disciplinary action as the violating party. Students are responsible for the behavior of their guests.

E. Traffic, Parking, and Vehicle Operation

Any person operating a motor vehicle on Ashland University property, or any campus, will be responsible for complying with University vehicle and parking regulations. Persons found to be in violation of such regulations may be ticketed and/or subject to judicial action in accordance with the severity of the offense.

F. Academic Integrity

Please see the Academic Integrity Policy in this catalog.

V. Student Rights

Please see Ashland University's Student Handbook.

Those rights are incorporated by reference herein.

VI. Complainant's/Victim's Rights

Please see Ashland University Student Handbook. Those rights are incorporated by reference herein.

VII. Judicial Process

a. Initiation of Incident Report

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

b. Reasonable Grounds Determination

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

c. Notice to the Graduate Student

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

d. Judicial Conference Hearing

No sooner than three nor later than twenty 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 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 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 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 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 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.

XII. Exclusions

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

XIII. Amendments

The University reserves the right to amend this Code from time to time.

Library and Research Resources

Library

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

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

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

The library staff is committed to enhancing each student's academic experience by providing the resources, skills and confidence to access, evaluate and synthesize information.

To that end, professional reference librarians introduce the basics of information literacy to every incoming freshman class, schedule course-specific research classes for upper- level courses, offer individual research appointments for any student project, and provide reference assistance in person, by phone and by e-mail. Instructional classes are held in the Library Instruction Classroom, a thirty-workstation facility including projection capabilities, which offers students immediate hands-on practice in the skills being taught.

Instructional Resource Center (IRC)

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

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

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

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

International Programs

International Programs

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

Office of International Student Services

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

Study Abroad Office

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

PRE-APPROVED PROGRAMS

[Semester/Academic Year/Summer]

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

EXCHANGE PROGRAMS [Semester/Academic Year]

Spend a semester or academic year studying at one of AU's partner universities for the same tuition cost as AU. Major/ minor courses as well as core courses are pre-approved.

Locations include: South Korea, France, The Netherlands, Taiwan, Brazil and Spain. See ashland.abroadoffice.net for more information

AU SUMMER PROGRAMS [4-8 Weeks]

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

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

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

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

FACULTY-LED TOURS [1-3 Weeks]

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

STUDENT TEACHING ABROAD [7 weeks]

The College of Education's Cross-Cultural Internships in Teacher Education (CITE) program offers pre-service teachers the opportunity to complete their student teaching requirement outside of Ohio. Students are assigned to a school that utilizes English as the language of instruction. International locations include: Australia, Bahamas, China, Costa Rica, Ecuador, Germany, Greece, Ireland, Mexico, Netherlands, New Zealand, South Africa and Spain.

Ashland Theological Seminary

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

Mission Statement:

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

Dean

John Byron, Seminary Dean

Faculty & Administrators with Faculty Status

Richard E. Allison, Professor Emeritus of Christian Education
David W. Baker, Professor of Old Testament and Semitic Languages
Matthew Bevere, Assistant Professor of Practical Theology Director of Center Operations (Cleveland)
John Byron, Professor of New Testament
Brenda Colijn, Professor of Biblical Interpretation and Theology
David DeSilva, Trustees' Professor of New Testament and Greek
Tony Donofrio, Professor of Counseling
Jerry R. Flora, Professor Emeritus of Theology and Spiritual Formation
Marcos Ghali, Professor of Counseling
Yvonne Glass, Assistant Professor of Counseling, Director of Counseling (MACMHC)
L. Daniel Hawk, Professor of Old Testament and Hebrew
Walter J. Kime, Associate Professor Emeritus of Field Education
Douglas L. Little, Professor Emeritus of Pastoral Counseling
David P. Mann, Professor of Counseling
Dawn Morton, Assistant Professor of Christian Formation and Leadership
William H. Myers, Professor of New Testament and Black Church Studies
Paul Overland, Professor of Old Testament and Semitic Languages
William P. Payne, Professor of Evangelism/Missions
Melissa W. Corbin Reuschling, Professor Emeritus of Ethics and Theology
John C. Shultz, Professor Emeritus of Counseling
Ronald L. Sprunger, Professor Emeritus of Music
Dale R. Stoffer, Professor Emeritus of Historical Theology
John Swope, Assistant Professor of Practical Theology
Michael B. Thompson, Professor of Practical Theology
O. Kenneth Walther, Professor Emeritus of Greek and New Testament
JoAnn Ford Watson, Professor Emeritus Professor of Christian Theology and Spiritual Formation
Lee Wetherbee, Professor of Counseling

Seminary Dean's Cabinet

Laura Bedocs, Seminary Registrar
Matthew Bevere, Director of Seminary Marketing and Recruitment
John Byron, Seminary Dean
Brenda Colijn, Chair, Personnel and Professional Development Committee
Yvonne Glass, Director of Counseling (MACMHC)
Dawn Morton, Director of Advanced Degree Programs and Assessment

Administration

Laura Bedocs, Seminary Registrar
Matthew Bevere, Director of Seminary Marketing and Recruitment
Yvonne Glass, Director of Counseling (MACMHC)
Renee Johnson, Coordinator of Admissions and Retention
Dawn Morton, Director of Advanced Degree Programs and Assessment
John Swope, Director of Field Education

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 & Programs

ASHLAND, OH – The following degrees may be pursued at the Ashland Center (Biblical Studies); Master of Arts (Historical & Theological Studies); Master of Arts in Christian Ministries; Master of Arts in Clinical Mental Health Counseling; Master of Divinity or Doctor of Ministry. We are located at 910 Center Street, Ashland, OH 44805. For further information, contact the Ashland Theological Seminary at (419) 289-5161.

CLEVELAND, OH - Students can complete the Master of Divinity degree at Cleveland Center. For all other degree programs, they must complete at least half of their course work at the Ashland Center. We are conveniently located at 6500 Rockside Road, Suite 130 Independence, OH 44131. For further information, contact For further information, contact the Ashland Theological Seminary at (419) 289-5161.

COLUMBUS, OH – Students can complete the full Master of Arts in Clinical Mental Health Counseling, Master of Arts (Christian Ministries), and Master of Divinity degrees at the Columbus Center. For all other degree programs, students must complete at least half of the course work at the Ashland Center. Our Columbus Center is located at 1900 E. Dublin-Granville Rd, Columbus, OH 43229. For further information, contact the Ashland Theological Seminary at (419) 289-5161.

Online (ONL) – The Seminary continues to expand the number of courses offered annually through distance learning. Students who access the online courses and the faculty who teach them constitute a vital learning community. The online courses offer a diverse and growing community of learners.

Students are able to complete the full Master of Arts (Historical and Theological Studies) Online. For all other degree programs except the Master of Arts in Counseling, Master of Arts in Clinical Mental Health Counseling and Master of Divinity (up to two-third of the course work may be completed online), students may complete less than half of the course work online. For further information, contact the Ashland Theological Seminary at (419) 289-5161.

Ashland University Centers

The Ashland Center for Nonviolence (ACN)

The Ashland Center for Nonviolence at Ashland University was established in 2004 with the mission of exploring and promoting alternatives to violence in ourselves, our families, our communities, and our world. The Center has hosted an annual international peacemaking conference since 2015 and sponsors the Ashland University Peace Scholars Program.

Executive Director
Craig Hovey
chovey@ashland.edu

Assistant Director
Elizabeth Buttil
ebuttil@ashland.edu

For more information, please visit our website at: https://www.ashland.edu/cas/ashland-center-nonviolence
or contact us at: 419-289-5313

Center for Addictions

The Center for Addictions offers professional development for counselors, social workers, chemical dependency counselors, and others in the addictions treatment profession. Ashland University hosts continuing education opportunities and offers on-site training, workshops, and consultation. The Center for Addictions also works in conjunction with the Department of Addictions Counseling, Prevention, and Human Services to coordinate internship sites for undergraduate students interested in the helping professions

Director of Marketing and Admissions
Director of Continuing Education
Alisha Dennis-Brinson

Director of Curriculum and Assessment
Director of Grants
Emma Kulbis

For more information, please visit our website at: http://addictions.ashland.edu/ or contact us at: 419-207-4967 or addictions@ashland.edu.

Center for Community Research & Evaluation Services (CCRES)

The Center for Community Research and Evaluation Services (CCRES) provides practical and high-quality applied research and evaluation services to social service agencies, administrations, and organizations that aim to improve the well-being of residents in Ashland, Wayne, and Richland counties and surrounding communities. CCRES offers hands-on, real-world opportunities for undergraduate and graduate students to develop community connections and increase marketable job skills in social science research and evaluation. Many agencies (especially those located in rural areas) do not have the resources or expertise to support internal evaluations of their social programs or have funding sources that require an external review of programs. CCRES fills this gap as a service to the professional, rural communities.

Director
Allyson Drinkard, Ph.D., Assistant Professor of Criminal Justice & Sociology
Michael Vimont, Ph.D., LISW-S, Associate Professor of Social Work

For more information, please contact us at:
ccres@ashland.edu.

Ashland University International Collaboration Research Center (AUICRC)

The Ashland University International Collaboration Research Center connects talented undergraduate researchers with a worldwide network of social scientists to help tackle some of the largest collaborative projects ever undertaken in psychological science and related fields. The primary focus of the AUICRC's student involvement is coordinating global data collection through the Psychological Science Accelerator (PSA). The PSA, founded by the AUICRC, is an international, multi-lab system that specializes in the replication of high-profile psychological studies. In this consortium, over 500 laboratories across over 70 countries replicate the same single study in their own locations with the intention of aggregating each laboratory's individual data set into a single meta-analysis of the overarching study. AUICRC students gain a broad, research-based skillset by being deeply involved in all PSA studies.

Director
Dr. Christopher R. Chartier, cchartie@ashland.edu

For more information, please visit our website at:
https://www.ashland.edu/cas/international-collaboration-research-center
or contact us at: 419-289-5342

Ashland Multiliteracy Center for Writing, Speaking, and Digital Communication (AMuLit Center)

The Ashland Multiliteracy Center for Writing, Speaking, and Digital Communication, or AMuLit Center for short, is a place where students can go to receive one-on-one feedback from a communication coach on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, and much more! When working with students, coaches approach communication as a complex and individualized process. They seek to help students learn what works best for them when engaging with this process. The AMuLit Center's goal is to help students become more aware, confident communicators.

Director
Megan Connor

For more information, please see page 42 of the Undergraduate Academic Affairs section of this catalog, visit our website at: https://www.ashland.edu/administration/center-academic-support/amulit-center or contact us at: amulitcenter@ashland.edu.

Ashbrook Center

The Ashbrook Center seeks to restore and strengthen the capacities of the American people for constitutional self-government. Ashbrook teaches students and teachers across the country what America is and what she represents in the long history of the world. Ashbrook creates informed patriots. Ashbrook has programs for students, teachers, and citizens:

- Ashbrook helps high school and undergraduate students understand why America is worthy of their study and love and equips students in its undergraduate Ashbrook Scholar Program to take leadership roles in our country's civic life.
- Through its TeachingAmericanHistory.org website and online and on-site seminars and Masters program, Ashbrook is the only organization in the country that is positioned to take on the critical national challenge of preparing American History and Civics teachers to educate new generations of Americans.
- Ashbrook offers educational programs, on and off of the Ashland University campus, as well as publications encouraging citizens to develop a deeper understanding of the principles upon which our great nation was founded.

Executive Director
Jeffrey Sikkenga

For more information, please visit our website at:
https://ashbrook.org/
or contact us at: 419-289-5411 or info@ashbrook.org.

Center for Innovation and Teaching Excellence (CITE)

The Center for Innovation and Teaching Excellence (CITE) at Ashland University cultivates the growth and learning of faculty, advancing their development as teacher-scholars by providing and coordinating support, resources, and collaborative programs. By offering opportunities for faculty development, the Center sustains extraordinary learning experiences for students. The Center supports all internal faculty development grants, Fall and Spring Faculty College, the High Impact Teaching Summer Faculty Institute, the CITE Blackboard Organization: Resources for faculty, yearly professional development pedagogy and scholarship workshops, faculty learning communities, new faculty orientation programs, virtual teaching conferences, and maintains/schedules the CITE active learning classroom.

Director
Shawn Orr

For more information about the Center for Innovation and Teaching Excellence, please email au-cite@ashland.edu.

College of Online and Adult Studies

Dean, College of Online and Adult Studies

Dr. Dean Goon

Mission Statement

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

Curricular Structure

Most online courses consist of seven consecutive weeks of coursework, followed by one week off. Online courses are available in the fall, spring, and summer semesters.

General Admissions Procedures for Online Programs

See Online Undergraduate Admissions Procedures and Graduate School Admissions Procedures complete details. Complete appropriate online application under "Graduate, Online, and Adult" at **www.ashland.edu/admissions/apply-now**.

Administration

Pidge Bannin, Associate Director of LearnAU

Jim Powell, Executive Director of Professional Learning

Dan Lawson, Executive Director of Corporate Connections

Jennifer Winger, Director of the ACCESS program

LearnAU: Instructional Design and Technology Center

Mission Statement

Ashland University's LearnAU team works with faculty to support, inspire, and engage students when using digital learning in classroom, hybrid, and fully online courses. We partner with faculty to research, design, develop, and implement the digital tools and strategies that contribute to academic excellence and student success as outlined in AU's strategic plan.

Dr. Barbara Pidge Bannin

Dr. Vivian Beaty

Carl Nestor, MFA

Dr. Charles Piscitello

Founders School Mission

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

College Credit Plus (CCP) / Dual Enrollment (DE

Through Ashland's College Credit Plus program, high school students with strong academic records can earn college credit and/or high school graduation credit by taking college courses at the University or at participating high schools.

CCP/DE Coordinator: Carla Coon

CCP/DE Admission Requirements

The student must have participated in a college preparatory curriculum and completed the following:

- Two or more years of high school English
- Two or more units of math (algebra or higher)
- Two or more units of science (one must be a laboratory science)
- Two or more units of social studies
- The student must have a cumulative grade point average of at least 2.50 on a 4.00 scale at the time of application.
- The student must have a composite score of 18 or higher on the ACT. Accuplacer reading, QAS, and WritePlacer scores are also accepted.
- Students who were conditionally admitted without assessment scores for the 2020-21 school year may be limited in their course registration choices. Please contact the Dual Enrollment Coordinator for details.

Student must complete the free application for admission into CCP/DE program available online at https://apply.ashland.edu/apply/.

Registration is limited to a maximum of 16 credit hours per semester, and 30 credit hours per year.

All of the above criteria are considered for acceptance into College Credit Plus programs. Acceptance does not guarantee course availability.

Professional Development Services

Mission

The mission of Ashland University's Professional Development Services is to incorporate nationally-recognized standards in support of transformative learning opportunities for educators and other professionals.

Directors

Jim Powell, Executive Director of Professional Development Services, Main Campus

Cheryle Basinger, Director of Professional Development Services, Columbus Center

Paul Stellar, Director of Professional Development Services, Massillon Center

Patrick Crahan, Director of Professional Development Services, Southwest Center

Wendy Stanley, Director of Professional Development Service, Toledo Center

Telego Center for Educational Improvement

Director

Dr. David Silverberg

Mission

Our mission is to provide schools and other institutions with customized services that address education and business issues and represent the highest possible levels of professional expertise.

Information

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

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

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

Gill Center for Business and Economic Education and Outreach Programs

TBD, Executive Director of Gill Center

Mission

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

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

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

The Gill Center for Business and Economic Education

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

Continuing Education

Continuing Education offers students and adults an opportunity to take credit courses and non-credit seminars, workshops and courses. Continuing Education Units (CEUs) are awarded for non-credit offerings, one CEU per 10 contact hours. Professional Development Units (PDUs) are offered for some workshops. Non-credit offerings include, but are not limited to, nursing home administration, real estate licensing, project management, banking, supervisor management, and social service.

Corporate Education

The Corporate Education Program was established to better serve the needs of the business community. Ashland University is in a position to offer services to business and industry throughout northeastern Ohio. This program provides business and industry with on-site training and services tailored to the needs of the organization.

Ashland Center for English Studies (ACCESS)

The Ashland Center for English Studies (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 communities on campus and in university classrooms**.** ACCESS also acquaints them with American people and culture through real-world experiences, both inside and outside the classroom.

M.Ed. Adult Education

The graduate program in Adult Education is designed for educators, trainers and development professionals in industrial and workforce training, informal learning settings such as museums, libraries, health and wellness centers, prisons and other settings serving adult learners. This program will provide in-depth training in program planning, identification or creation of adult-level instructional materials and methods for delivering training or education, methods to assess adult learning, and training in the use of technology to design and deliver instruction.

The Adult Education (M.Ed.) program was approved by the Ohio Board of Regents in 2014. This degree does not require field experience.

Admission Procedures

Master of Education Program from the Bachelor's Plus Program

Bachelor's Plus students interested in the Master of Education Degree Program should contact their graduate advisor 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 the master's program. Some graduate courses may count as credit toward a Master of Education Degree.

Master of Education in Adult Education and COAS Certificate Programs

An applicant possessing a bachelor's degree from an accredited institution, with a cumulative undergraduate grade point average of at least 2.75 on a 4.00 scale may be accepted for admission to the College of Online and Adult Studies. Students with a GPA higher than 2.25 may be eligible for conditional admission to the College of Online and Adult Studies.

How to Apply

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

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

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

Ashland University
Attn: Enrollment Services
401 College Avenue
Ashland, OH 44805
Official Electronic transcripts should be submitted to:
enroll-grad@ashland.edu

Transfer Credit

The policy of the College of Online and Adult Studies 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 the dean of the College of Online and Adult Studies. 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 department chair and dean of the College of Adult and Online Studies 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's Office. Students are responsible for providing appropriate transcripts in a timely manner and confirming the transfer of credit with their respective academic advisor.
3. Written requests for acceptance of special courses, i.e., "tour" or "travel" type courses, must be fully documented so that their academic integrity can be judged. Promotional literature from a tour or travel agency or institutional sponsor is not considered appropriate documentation. Many accredited colleges or universities offer such courses for personal and professional development that can carry graduate credit but are not applicable to their degree programs.
4. Twelve (12) semester credits may be transferred from other institutions under the following conditions:
   a. The student is in good standing at the other institution;
   b. The grades in graduate courses to be transferred are "B" or better or an "S";
   c. The student has been admitted to a Master of Education degree program;
   d. Exceptions to the above must be approved by the dean of the College of Adult and Online Studies;
   e. Quarter hours transferred into the University will be converted into semester hours;

Prior Learning Assessment

A maximum of 12 credit hours of prior learning credit may be applied to the M.Ed. In Adult Education. Prior learning credit may only be used towards the cognate requirement of the degree.

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 Adult Education program allows six credit hours in workshop credit toward elective credits in the cognate area. The dean of the College of Online and Adult Studies must approve workshop credits.

Degree Completion Time Limits

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 three consecutive semesters will be terminated from the program's active file and will be required to apply for reactivation of his or her records to the current catalog year.

Curricula

The Master of Education degree makes extensive use of integrated theoretical and field-related experiences in the major program areas of curriculum and instruction and educational administration. This approach helps the classroom teacher incorporate the works of knowledgeable practitioners and theoreticians into already existing classroom structures and instructional practices.

The Adult Education M.Ed. was approved with a separate and distinct core from the other M.Ed. programs as required by the National Standards for Graduate Programs in Adult Education/Commission of Professors of Adult Education.

Cognate Area

The cognate is an individualized specialty area of study encompassing the student's interests and needs, yet related to the major area of study, Adult Education. All students are required to complete a cognate area of study consisting of a minimum of fifteen (12) semester hours. Cognates are unique to each student based on area of interest and potential research agenda.

Previous cognates have included areas such as, but not limited to:

*Business Management
*Communication
*Curriculum
*Higher Education Leadership/Administration
*Organizational Administration and Change
*Professional Development
*TESOL
*Theology

Capstone Experiences

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

Option 1: The inquiry seminar provides opportunities for students to collaborate and explore an area of interest identified by the professor.

EDUC 788 Capstone Inquiry Seminar

Prerequisites: students should have completed the Core requirements and a total of approximately 21-24 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 2: 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 781 Thesis Capstone in Education

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

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

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

Academic Policies and Regulations

Although most major program areas follow an orderly development, the student should understand that some modifications may become necessary because of state, institutional, or student expectations.

M.Ed. Adult Education (ME.MED.ADED)

Course Number and Title	Hrs.	Prerequisites
Major Professional Courses:		None
EDAE 501 Methods and Materials for Adult Education	3	
EDAE 503 History and Philosophy of Adult Education	3	
EDAE 505 Adult Training and Development in the Workplace	3	
EDAE 601 Program Planning in Adult Education	3	
EDAE 603 Adult Development, Continuity and Change	3	
Cognate Area:	12	
Capstone (Choose One):	3	
EDUC 788 Capstone Inquiry Seminar	(3)	Core Req., 24 hours, & signed intent form
EDUC 781 Thesis Capstone	(3)	Core Req., 21 hours, & signed intent form
	30 hrs.	

Honors Program

https://www.ashland.edu/administration/honors-program

Professional Staff

Jeffrey D. Weidenhamer, Director, Trustees' Distinguished Professor of Chemistry

Kimberly Pool, Coordinator

Mission Statement

The mission of the Honors Program is to offer academically talented undergraduate students cross- disciplinary experiences, participation in an intellectual community devoted to discussion and dialogue, and special projects and courses that challenge the mind. The cornerstone of the Honors Program is the belief that intellectual stimulation and camaraderie among Honors students give them a more complete college experience.

To satisfy this mission, Honors freshmen enroll in the First Year Honors Seminar during the fall semester, in which they are introduced to the Honors Program and Ashland University while learning how to think critically and communicate clearly, thereby helping with their transition from high school to college. Honors students also have the opportunity to enroll in Honors sections of the core curriculum, capped at 20 students per section and taught by some of the best professors at Ashland University. The Honors Interdisciplinary Seminar will continue to develop the Honors students' critical thinking and communication skills, building upon their involvement with previous Honors courses and helping them prepare for the rigors of the Honors Capstone Project. The pinnacle of the Honors experience is the Honors Capstone Project during which a student works closely with a faculty mentor in his or her major for at least two semesters to develop an original composition which is orally defended during the final semester of the project.

Requirements for Admission to the Honors Program

Entering first year students generally have a high school GPA of 3.5 or above, and an ACT of 27 or above or SAT (critical reading and math) of 1280 or above. First year students must complete an application form and may request an interview with the Director of the Honors Program.

Students who wish to participate in the Honors Program and do not meet the GPA or test score guidelines above are especially encouraged to request an interview. Students who are admitted to the Honors Program will receive notification typically within two weeks of completing their applications.

AU students and transfer students who wish to apply for admission to the Honors Program must have an overall university GPA of 3.5, complete an application form, provide a letter of recommendation from a faculty member, and meet with the Honors Director for an interview (optional for transfer students). AU students and transfer students accepted into the Honors Program after the 1st semester of their freshmen year are not required to complete the First Year Honors Seminar.

Honors core courses are offered in 8 areas of the core curriculum – math/logic, religion, communication, natural sciences, humanities, aesthetics, historical reasoning and social sciences. Students who begin in the Honors Program having already completed 4 of these 8 core requirements will only be required to complete Honors designated core courses in three different areas. Students who begin in the Honors Program having already completed 6 of these 8 core requirements will only be required to complete Honors designated core courses in two different areas. In both cases, completing an Honors designated core course in an additional area will satisfy the Honors Elective.

Continuation/Graduation Requirements

In order to remain in the Honors Program, students must maintain an overall GPA at AU of at least 3.3 during their freshman year, 3.4 during their sophomore year, and 3.5 during their junior and senior years. If the GPA drops below this standard, the student will be placed on probationary status if he or she can meet the standard by the end of the subsequent semester; otherwise, the student will be dismissed from the Honors Program. A student on probationary status who does not raise his or her cumulative GPA to meet the standard by the end of the subsequent semester will be dismissed from the Honors Program. Students who are dismissed from the Honors Program may reapply to the Honors Program if they raise their overall GPA to a 3.5. Students must meet the 3.5 standard at the time of graduation.

To remain a member of the Honors Program, an Honors student must complete one Honors Core course by the end of his/her first year in the Honors Program, three Honors Core courses by the end of his/her second year in the Honors Program, be enrolled in Honors 310 during his/her junior year, and be working on the Honors Capstone Project during his/her senior year. Additionally, Honors students are required to attend 4 events each year–the Honors Retreat, the Fall Honors Lecture, the Spring Honors Lecture, and the Academic Honors Convocation. Failure to attend these events may result in dismissal from the Honors Program.

Recognition and Achievement Award

The academic transcript of each Honors graduate bears an acknowledgment of work completed in the Honors Program. The Howard O. Rowe Faculty Honors Scholarship is awarded annually to the graduating student whose Honors Capstone Project is considered to be the best among his or her peers.

For more information, call or visit the Academic Honors Program office in 103 Clayton Hall (x5260), or visit the website.

Honors Curricular

Information Honors Capstone Project

The Honors Capstone Project will officially begin in the Honors student's next to last semester, although it may start earlier if the student, faculty mentor, and Honors Director agree. The Honors Capstone Project is typically completed in two semesters as two sections of Independent Study 498 in the student's major, and thus the student must complete an Independent Study Request form from the Office of Record's and Registration prior to registration. For more information, see the Independent Study Program section of the catalog. A written prospectus is required of all Honors students by the conclusion of HON 310, and this prospectus (approved by the faculty mentor and the Honors Director) should serve as a guide to the Capstone Project. The Honors Capstone Project will typically be completed in the Honors student's final semester, will be reviewed and approved by the faculty mentor, Honors Director, and an additional faculty reviewer of an appropriate academic department, and will be publicly presented to the Ashland University community. The Honors Capstone Project Handbook distributed in HON 310 should be consulted for the appropriate deadlines.

Honors Elective

Honors students have five options for completing the Honors Elective: taking a 2nd HON 390, taking an Honors designated core course in a 5th area, completing two Honors Contract Courses, completing three HON 201: Honors Community Engagement Projects or completing an Honors Study Abroad experience. The latter three options are described in more detail below.

Honors Contract Course

To fulfill the Honors elective requirement, an Honors student may add-on one credit to two upper level courses within his or her major by completing additional work beyond the normal requirements and expectations of the courses. The additional work should focus on inquiry, discovery, and critical thinking, important skills the student will need as he or she works on the Honors Capstone Project.

An Honors student wishing to enroll in an Honors Contract course must fill out a contract, in consultation with the course instructor describing in detail the additional work or project that will be tied to the academic content of the course. This contract available on the Honors Program website must be signed by the student and the course instructor, and should be submitted to the Honors Program Director when the student registers for classes. The contract must be submitted by no later than the end of the 1st week of classes.

The Honors portion of an Honors Contract course will be evaluated satisfactory/unsatisfactory (S/U) by the course instructor. The course to which the Honors Contract is attached will be graded according to the course criteria.

Acknowledgment of Honors Contract courses will be indicated on the student's transcript.

Honors Community Engagement Projects

To fulfill the Honors elective through the community engagement option, an Honors student must complete three HON 201: Honors Community Engagement Projects, with each project involving at least 30 hours of community engagement and a 2-3 page reflection paper. The Honors student must fill out an Honors Community Engagement Contract for each project prior to the enrollment in HON 201 and the beginning of the project. This contract available on the Honors Program website will be reviewed by the Honors Advisory Committee.

Honors Study Abroad Experience

An Honors student participating in a Study Abroad Experience with an academic component related to the Honors Program Mission Statement may submit a petition requesting a waiver of the Honors Elective. This petition available on the Honors Program website must be approved prior to the beginning of the Study Abroad Experience and will be reviewed by the Honors Advisory Committee. At the request of this committee, the Honors Program Director may require a student to complete additional work beyond the normal expectations of the Study Abroad Experience in order to waive the Honors Elective. In particular, Study Abroad Experiences connected directly to Ashland University courses will almost always require a student to complete additional work. The student must submit a Course Substitution and Waiver Form signed by his/her advisor and the Honors Program Director upon completion of the Study Abroad Experience to the Office of Record's and Registration. No Honors Program academic credit will be awarded for this experience, although the student may receive academic credit from the university.

Honors Requirements

Honors designated core courses will be capped at 20 students, with Honors students given first priority during registration. A non-Honors student may take an Honors designated core course if it is not fully enrolled and the student receives permission from the Director of the Honors Program in consultation with the instructor. An Honors course taken with the S/U option will not count towards fulfilling Honors Program curricular requirements (except for HON 310). Note that an Honors Core course taken with an S/U option will count towards completing a category of the Core curriculum, but it will not count as one of the required Honors designated Core courses.

To remain a member of the Honors Program, an Honors student must complete one Honors Core course by the end of his or her first year in the Honors Program, three Honors Core courses by the end of his/her second year in the Honors Program, be enrolled in Honors 310 during his/her junior year, and be working on the Honors Capstone Project during his or her senior year. Any exception to this must be approved by the Honors Director.

Course Number and Title	Hrs.	Prerequisites
HON 101 1st Year Honors Seminar	1	Honors Freshman
HON 310 Honors Capstone Prep Seminar	1	Honors; At least Jr. Status
HON 390 Honors Interdisciplinary Seminar	3	Honors; Soph.
Honors Capstone Project	6	HON 310; Permission
Honors Core Courses (choose 4 diff. areas) (logic/math, religion, communication, natural sciences, humanities, aesthetics, historical reasoning, social sciences)	12	Honors or Permission
Honors Elective:		
At least one of the following:		
2nd HON 390 Honors Interdisciplinary Seminar	(3)	Honors; Soph.
Honors core course in a 5th area	(3)	Honors
Two 1-hour Honors Contract courses in major	(2)	Honors; Soph.
Three HON 201 Honors Community Engagement Projects*	(0)	Honors
Honors study abroad experience	(0)	Honors; Permission
	23-26 hrs.	

*To complete the community engagement elective, students must sign up for HON 201 three times and complete three community engagement projects.

Honors Courses and Descriptions

See Course Descriptions section of catalog.

Undergraduate Programs

Addictions Counseling, Prevention, and Human Services

Department of Addictions Counseling, Prevention and Human Services

The College of Arts and Sciences

Chair
Mitchell Metzger, Professor of Psychology

Faculty
Alisha Dennis-Brinson, Assistant Professor
Emma Kulbis, Assistant Professor

Director of Marketing and Admissions
Director of Continuing Education
Alisha Dennis-Brinson

Director of Curriculum and Assessment
Director of Grants
Emma Kulbis

Degrees Offered
Associate of Arts with a Concentration in Addictions

Mission

The Department of Addictions Counseling, Prevention, and Human Services is committed to providing quality education and training in the treatment and prevention of substance use disorder. The department provides a sound foundation of theories and techniques utilized in the addictions counseling profession while emphasizing ethical treatment and current best practices used to help individuals and families struggling with difficult issues related to substance use disorder. The department focuses on preparing students for career in addictions counseling by teaching skills that will be utilized in the profession. The department also works with community treatment providers to offer students internships where they can receive hands-on experience in the addictions treatment field.

Student Learning Outcomes

Students that are completing an Associate of Arts with a Concentration in Addictions or a minor in addictions will:

- Describe key concepts, principles, and overarching themes in addictions counseling
- Apply addictions counseling-specific content and skills, effective self-reflection, case and project-management skills, clinical teamwork skills, and career preparation.
- Explain addictions counseling concepts in the style of the American Psychiatric Association.

Opportunities

Students have the opportunity to earn the educational hours needed towards their Chemical Dependency Counseling Assistant preliminary certificate, Chemical Dependency Counseling Assistant renewable certificate, and the Licensed Chemical Dependency Counselor II license. There are opportunities for internship at local agencies to earn direct contact hours for the requirements of certification and licensure with the Ohio Chemical Dependency Professionals Board.

The first two addictions classes fulfill the education requirement for students to become certified as a Chemical Dependency Counseling Assistant (CDCA) through the Ohio Chemical Dependency Professionals Board. After taking just the first addictions class (ADCT 131), students can apply for the preliminary CDCA credential and begin providing services in the community, allowing them to work in the field while continuing their education**.** After the second addictions class (ADCT 132), students can apply to have a renewable CDCA credential to continue providing services in the community year after year.

The Associate of Arts with a Concentration in Addictions fulfills the education requirement for licensure as a Licensed Chemical Dependency Counselor II (LCDC II) through the Ohio Chemical Dependency Professionals Board. Licensure also requires counseling-related work experience hours and a passing score on the ADC exam.

Our program allows students the opportunity to obtain hands-on experience through an internship as part of their curriculum and thus an opportunity to obtain some experience hours.

The Minor in Addictions plus a bachelor's degree in psychology, criminal justice, social work, or nursing fulfills the education requirement for licensures as a Licensed Chemical Dependency Counselor III (LCDC III) through the Ohio Chemical Dependency Professionals Board. Licensure also requires counseling-related work experience hours and a passing score on the ADC exam. Students will have the opportunity to obtain hands-on experience through an internship and thus an opportunity to obtain some experience hours.

Description of Programs

The addictions coursework is designed to provide a sound foundation of theories and techniques utilized in the addictions counseling profession while emphasizing ethical treatment and current best practices used to help individuals and families struggling with difficult issues related to substance use disorder. In addition, students will become proficient in fundamental skills essential for a career in the addictions treatment field. Students will have met the educational requirement to obtain addiction treatment credentials in Ohio and will have the opportunity to obtain experience hours in the addictions treatment field. The department will also assist students with professional aspirations in pursuing graduate education and help to guide them toward their career goals.

Associate of Arts in Addictions Counseling

Course Number and Title	Hrs.	Prerequisites
PSYC 101 General Psychology I	3	None
ADCT 131 Addictions Counseling I	3	PSYC 101
ADCT 132 Addictions Counseling II	3	ADCT 131
ADCT 233 Addictions Prevention, Assessment & Diagnosis	3	ADCT 131, ADCT 132
ADCT 234 Addictions Treatment Planning & Counseling	3	ADCT 233
ADCT 235 Addictions Psychopharmacology	3	None
ADCT 293 Addictions Internship	3	ADCT 132
Electives from Dept PSYC, SOCWK, CJ, ADCT or SOC	6	
	27 hrs.	

Minor in Addictions

Course Number and Title	Hrs.	Prerequisites
PSYC 101 General Psychology I	3	None
ADCT 131 Addictions Counseling I	3	PSYC 101
ADCT 132 Addictions Counseling II	3	ADCT 131
ADCT 233 Addictions Prevention, Assessment & Diagnosis	3	ADCT 131, ADCT 132
ADCT 234 Addictions Treatment Planning & Counseling	3	ADCT 233
ADCT 235 Addictions Psychopharmacology	3	None
	18 hrs.	

Art

Department of Art and Design
The College of Arts and Sciences

Chair

Daniel McDonald, Associate Professor of Art

Faculty

Keith Dull, Professor of Art

Priscilla Roggenkamp, Associate Professor of Art

Wendy Schaller, Associate Professor of Art

Michael Bird, Professional Instructor of Art

Cynthia Petry, Professional Instructor of Art / Director of Coburn Gallery

Degrees Offered

Bachelor of Arts

Bachelor of Fine Arts

Bachelor of Science

Bachelor of Science in Education

Associate of Arts

Student Learning Outcomes

The Art Department provides programs in fine art, art education, and computer art and graphics programming (CAGP). The mission of the Art Department is to provide education in the visual arts and to prepare students to function in a productive capacity within the larger culture, including the qualifications necessary for pursuit of graduate studies. The Art Department provides a comprehensive and contemporary approach to the field and is committed to maintaining an environment that encourages seriousness of purpose in the creation, criticism, exhibition, and understanding of art. To fulfill the mission, the Art Department has established the following student learning outcomes:

- Apply knowledge and skills in the use of basic tools, techniques, and processes to work from concept;
- Deliver discerning critiques of their own work and that of others;
- Illustrate ideas visually;
- Produce creative and analytical portfolios reflecting knowledge and skill development; and
- Identify and articulate the significance of major periods and works in the history of art.

Evidence of a student's ability to fulfill these learning outcomes is measured in their ability to successfully complete the following elements of the departmental assessment process (see Degree Requirements):

- Complete coursework as outlined in their major requirements;
- Exhibit high standards of achievement in the Foundations Portfolio Assessment;
- Exhibit high standards of achievement in the Concentration Portfolio Assessment;
- Exhibit high standards of achievement in the Senior Review Assessment; and
- Fulfill the Senior Exhibition Requirement.
- In addition, CAGP students through courses in computer science and the allied field of mathematics, will:
- Employ discrete structures;
- Examine computer architecture;
- Practice programming;
- Design and analyze algorithms; and
- Implement critical thinking.

Facilities and Equipment

Six studios and one specially equipped lecture classroom accommodate the needs of our faculty and students. Studios are well-equipped with specialized tools for each of the disciplines offered.

- Printmaking equipment including a 36" intaglio press and a lithography press
- Ceramics lab with 16 wheels and both electric and gas-fired kilns
- Computer lab for digital arts and graphic design with archival large format printer
- Sculpture studio equipped for metal fabrication, metal casting, wood working, etc.
- Slide/video library

The Coburn Gallery at Ashland University provides exhibitions of contemporary and historical significance for the campus community and the Ashland area. Eight exhibitions annually provide excellent opportunities for supplementing academic studies.

Description of Majors

Fine Arts – Our majors in the fine arts offer concentrations in painting, sculpture, printmaking, ceramics, illustration, and digital art. These majors prepare students for careers as professional artists or for post graduate studies. Students begin with introductory drawing, design, and art history classes in the foundations sequence. Upper level work in the students' concentration area, as well as electives from the other areas, gives graduates well-rounded art training that allows them to develop creative ideas in a variety of media. A series of reviews after the foundations sequence and during the junior year prepares students for the senior exhibition which takes place in the department‘s Coburn Gallery. A year-round program of exhibitions in the gallery by serious fine artists allows students the opportunity to deepen and expand ideas through constant exposure to new concepts and techniques. A student exhibition with cash awards, juried by an outside juror, gives students the opportunity to exhibit their work in a professional setting. Students interested in the B.F.A. degree must receive approval from the individual area professor, confirmed by the department faculty.

Computer Art & Graphics Programming – This program is a combined major with the Mathematics/Computer Science Department and is designed to educate technologically literate artists. These graduates will enter the workforce with both creative and technical skills in Programming and Digital Fine Arts. In the first two years, students take the Art Foundations Sequence and the prerequisite Math and Computer Science programming courses. Upper level students will take advanced classes in digital art and Computer Science classes related to computer graphics. In their upper level courses students will use industry-standard software to develop personal bodies of work in preparation for their senior exhibition requirement. A two-track curriculum allows students to complete their degree by focusing on either digital art or web programming, depending on the final courses chosen.

Art Education – This program combines training in studio art with teacher education instruction, leading to teacher certification. The advantage of this program lies in the amount of studio training received in conjunction with education classes. Graduates are not only trained to teach, but also to be well-rounded, practicing artists.

Degree Requirements

General Requirements – In recognition of the time commitment necessary for an adequate fulfillment of the requirements of the classroom/ studio, students are required to attend all classes as scheduled and remain in the class for the prescribed time. Academic penalties may be invoked in cases of excessive absences.

The Department of Art and Design reserves the right to retain work done under classroom instruction.

Assessment – The assessment process is designed to monitor student development in the various areas of skill and knowledge the department teaches. This process is conducted on a yearly basis and takes place outside the context of individual classes. It is intended to benefit the students by giving them a set of guidelines by which they may improve artistic skills and understanding. The process is also intended to help departmental faculty update and improve the content of courses, and the program as a whole, as needs are identified. The process includes Foundations Review, Concentration Review, Senior Review, and the Senior Exhibition.

Foundations Review follows the completion of at least four of the five studio foundations courses (2-D Design, 3-D Design, Color Theory, Drawing I, and Drawing II). Students present a portfolio of foundations work to a committee composed of Department Art and Design faculty. The committee gives written and oral assessments of strengths and weaknesses, and makes appropriate recommendations. Students will demonstrate proficiency in two-dimensional composition, three-dimensional design, the usage of color, the usage of spatial devices, observational and drawing skills, understanding of anatomy, and the quality of craft and sensitivity to artist‘s materials.

Concentration Review should take place near the end of the second semester of a student's concentration. Candidates present a portfolio of upper level studio work that is critiqued in open session by the Art Department faculty, art majors, and visiting artists. The faculty will provide written assessments of the work, indicating areas of strength and weakness and advising the student how best to fulfill the senior exhibition requirement. Students will be advised as to whether or not their portfolio meets department expectations relative to the process of producing a body of work sufficient for a final exhibition. The areas evaluated are the seriousness of the artistic direction, the consistency of the artistic direction, the volume of work created, and the potential for artistic growth.

Senior Review takes place the semester preceding the senior exhibition. Candidates are expected to present a further refined portfolio of work leading to the senior exhibition to be critiqued in open session similar to the Concentration Review. The faculty will provide written assessment of progress towards the student’s readiness with respect to the senior exhibition. If a portfolio does not exhibit the necessary progress the student may be required to repeat the review process or postpone the senior exhibition until sufficient progress is made.

Senior Exhibition is a graded component of Senior Seminar and is the final graduation requirement. When applying for graduation, students must submit a body of work to the Art Department faculty for approval. Candidates must provide a minimum of three pre-approved works for the exhibition and display them in a professional manner that conforms to the standards of the Coburn Gallery and the Art Department. Areas evaluated are the cohesiveness and excellence of the body of work, the professionalism of the presentation of the body of work, and the degree of understanding and application of techniques of documentation of artwork.

Bachelor of Arts with a major in Fine Art (minor required)

Course Number and Title	Hrs.	Prerequisites
Art Foundations Sequence:		
ART 133 Color Theory	3	None
ART 134 2-D Design	3	None
ART 135 3-D Design	3	None
ART 141 Drawing I	3	None
ART 242 Drawing II	3	ART 141
ART 256 Western Art History I	3	None
ART 257 Western Art History II	3	None
ART 497 Senior Seminar/Exhibition	1	Sr. Status
	22 hrs.	
Studio Concentration:	12	
Ceramics	(12)	
Digital Art	(12)	
Graphic Design*	(12)	
Illustration	(12)	
Painting	(12)	
Printmaking	(12)	
Sculpture	(12)	
Studio Elective	3	
Art History Elective	3	
Studio or Art History Elective	3	
PHIL 318: Topics in Philosophy	3	PHIL 104, 205, 208, 210, 215, or Art major
	24 hrs.	
ART 293/393/493 Art Internship	0-6	
	46-52 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

*The first course in the Graphic Design studio concentration is Digital Art I

Bachelor of Fine Arts with a comprehensive major in Fine Arts

For the studio major and the studio minor, the student will choose 2 mediums from these: ceramics, digital art, painting, printmaking, illustration, graphic design, or sculpture.

Course Number and Title	Hrs.	Prerequisites
Art Foundations Sequence:		
ART 133 Color Theory	3	None
ART 134 2-D Design	3	None
ART 135 3-D Design	3	None
ART 141 Drawing I	3	None
ART 242 Drawing II	3	ART 141
ART 256 Western Art History I	3	None
ART 257 Western Art History II	3	None
ART 497 Senior Seminar/Exhibition	1	Sr. Status
	22 hrs.	
Studio Major*:		
Studio Major I	3	None
Studio Major II	3	Studio Major I
Studio Major III	3	Studio Major II
Studio Major IV	3	Studio Major III
Studio Major V	3	Studio Major IV
ART 490 BFA Research I: Intent, Content, & Process	1	BFA Major w/ 12 hrs. studio core
ART 491 BFA Research II: Production, Revision, & Conclusion	1	ART 490; concurrently with ART 492
ART 492 Studio Capstone	3	BFA major w/ 15 hrs. studio conc.

Studio Minor:		
Studio Minor I	3	None
Studio Minor II	3	Studio Minor I
Studio Minor III	3	Studio Minor II
Art History Elective	6	
Art Electives	9	
PHIL 318 Topics in Philosophy	3	PHIL 104, 205, 208, 210, 215 or Art Major
	47 hrs.	
ART 293/393/493 Art Internship	0-6	
	69-75 hrs.	

*Courses used to complete the Studio Major may not be used to complete the Studio Minor.

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Science with a comprehensive major in Computer Art and Graphics Programming

This major in Computer Arts and Graphics Programming is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Course Number and Title	Hrs.	Prerequisites
Art Foundations Sequence:		
ART 133 Color Theory	3	None
ART 134 2-D Design	3	None
ART 135 3-D Design	3	None
ART 141 Drawing I	3	None
ART 242 Drawing II	3	ART 141
ART 256 Western Art History I	3	None
ART 257 Western Art History II	3	None
ART 497 Senior Seminar/Exhibition	1	Sr. Status
	22 hrs.	
PHIL 318 Topics in Philosophy	3	PHIL 104, 205, 208, 210, 215, or Art major
ART 206 Digital Art I	3	ART 134
ART 307 Digital Art II	3	ART 206
ART 408 Digital Art III	3	ART 307
ART 409 Digital Art IV	3	ART 408
ART 410 Digital Art V	3	ART 409
CS 101 Logic and Computing	3	2 Yrs. H.S. Alg
CS 121 Computer Prog. I	3	CS 101
CS 122 Computer Prog. II	3	CS 121
CS 230 Data Structures	3	CS 122, MATH 223
MATH 223-224 Discrete Math I-II	3/3	2 Yrs. H.S. Alg; 1 Yr. H.S. Geom; MATH 223 for 224
CS 499 Software Development	3	CS 230 & Jr. or Sr. Status
	61 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Science in Education with a comprehensive major in Art, Multi-Age (PreK-12)

Assessment – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

Note: Students are required to take at least one course from each of the department‘s concentration areas as part of their 15 hours of studio electives.

Course Number and Title	Hrs.	Prerequisites
Art Foundations Sequence:		
ART 133 Color Theory	3	None
ART 134 2-D Design	3	None
ART 135 3-D Design	3	None
ART 141 Drawing I	3	None
ART 242 Drawing II	3	ART 141
ART 256 Western Art History I	3	None
ART 257 Western Art History II	3	None
ART 497 Senior Seminar/Exhibition	1	Sr. Status
	22 hrs.	
Studio Concentration (Choose One): painting, ceramics, printmaking, sculpture, illustration or digital art	12	
Studio Elective	15	
Art History Elective	3	
Studio or Art History Elective	3	
ART 221 Art Ed. Theories & Pract.	3	None
PHIL 318 Topics in Philosophy	3	PHIL 104, 205, 208, 210, 215 or Art Major
ART 432A Secondary Methods-Art	3	ART 134, 141
Education Requirements:		
EDFN 130 Introduction to Teaching	3	None
EDFN 202 Teaching and Learn. Process	3	EDFN 130
EDIS 250 Intro. Educational Intervention	3	None
EDCI 230PK Grades PreK-12 Field Exp. I	1	EDFN 130
PSYC 218 Psych. Of Adolescence	3	None
EDCI 330PK Grades PreK-12 Field Exp. II	3	EDCI 230, PSYC 218
EDCI 392 Content Area Reading	3	None
EDFN 402 Social and Prof. Issues	2	Sr. Status; concurrent with EDCI 469
EDCI 469 Student Internship Pre-K-12	10	All Student Internship Req.; concurrent with EDFN 402
	95 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

Minor in Art History

Course Number and Title	Hrs.	Prerequisites
ART 256 Western Art I	3	None
ART 257 Western Art II	3	None
ART 352 Art of the Renaissance	3	None
ART 353 Baroque & Rococo Art	3	None
ART 354 19th Century Art I	3	None
ART 356 20th Century Art I	3	None
	18 hrs.	

Minor in Studio Art

Course Number and Title	Hrs.	Prerequisites
ART 134 2-D Design	3	None
ART 135 3-D Design	3	None
Choose one:	3	
ART 140 Fundamentals of Drawing	(3)	None
ART 141 Drawing I	(3)	None
Choose one:	3	
ART 133 Color Theory	(3)	None
ART 242 Drawing II	(3)	ART 141
Choose one:	3	
ART 150 Art and Ideas	(3)	None
ART 256 Western Art I	(3)	None
ART 257 Western Art II	(3)	None
Studio Concentration:	9	
Ceramics	(9)	
Digital Art	(9)	
Graphic Design*	(9)	
Illustration	(9)	
Painting	(9)	
Printmaking	(9)	
Sculpture	(9)	
	24 hrs.	

*The first course in the Graphic Design Concentration is Digital Art I.

Associate of Arts with a concentration in Art

Course Number and Title	Hrs.	Prerequisites
ART 133 Color Theory	3	None
ART 134 2-D Design	3	None
ART 135 3-D Design	3	None
ART 141 Drawing I	3	None
Complete 3 of the following:	9	
ART 206 Digital Art I	(3)	Art 134
ART 211 Ceramics I	(3)	None
ART 261 Painting I	(3)	None
ART 271 Printmaking I	(3)	None
ART 281 Sculpture I	(3)	None
Art History electives	6	None
	27 hrs.	

Plus Institutional Associate Degree Requirements

Art History Course Rotation

ART 256 Western Art I is offered every fall semester

ART 257 Western Art II is offered every spring semester

One art history elective is offered each semester on rotation as follows:

ART 352 Art of the Renaissance

ART 353 Baroque Art

ART 354 19th Century Art

ART 356 20th Century Art

Art Courses and Descriptions

See Course Descriptions section of catalog

Biology

Department of Biology/Toxicology
The College of Arts and Sciences

Chair

Paul Hyman, Professor of Biology

Faculty

Soren Brauner, Professor of Biology

Douglas A. Dawson, Professor of Biology/Toxicology

Mason Posner, Professor of Biology

Dolly L. Crawford, Associate Professor of Biology

Patricia A. Saunders, Associate Professor of Biology

Andrew J. Trimble, Associate Professor of Biology/Toxicology

Merrill Tawse, Professional Instructor of Biology

Robin Sikut, Visiting Assistant Professor of Biology

Susan Harrington, Adjunct Assistant Professor

Barbara Zingale, Adjunct Professional Instructor

Degrees Offered

Bachelor of Science

Bachelor of Science in Education

Pre-Professional Programs

Biology courses make up a substantial component of the required curriculum for a number of pre-professional programs. For minimum requirements, see the Academic Affairs section on pre-professional programs. The Biology Department, along with other departments, has prepared recommended course sequences that give students the greatest probability of acceptance into professional schools. In most of these programs a biology major is a strong preparation. Those programs with a strong biology component include pre-medicine, pre-dentistry, pre- veterinary medicine, pre-medical laboratory science, pre-pharmacy, pre-physical therapy, pre-physician assistant, pre- occupational therapy and pre-optometry.

Mission and Goals

The mission and goals of the Department of Biology/Toxicology are:

- To educate B.S. and B.S.Ed. Students in biology and toxicology, and to successfully prepare them for jobs or graduate/professional schools;
- To educate future teachers, providing them with the knowledge and skills necessary to teach children biology;
- To educate students from other disciplines, encouraging them to become citizens who are knowledgeable about biological issues;
- To advance biological knowledge through research and scholarship; and
- To enhance the knowledge and understanding of biology in the community at large.

Student Learning Outcomes

Students graduating with a major in biology or toxicology will be able to:

- Evaluate and summarize the findings and significance of studies reported in the biological literature;
- Demonstrate a breadth of knowledge commensurate with their biology coursework through a standardized exam;
- Use field and laboratory techniques employed in the study of biology, including sampling techniques, volume measurements, separation techniques (e.g., gel electrophoresis and chromatography), microscopy, sterile technique, species identification, bioinformatics and appropriate techniques for quantitative analysis (e.g., spectroscopy, pH meters);
- Communicate scientific findings and knowledge through oral presentations or written papers;
- Apply scientific methods (including experimental design, sampling strategy, data analysis and deductive reasoning) as a means of investigating biological problems;
- Apply quantitative concepts and skills to data, including summary, analysis, visualization, and inference for a variety of research questions.

Facilities and Equipment

Biology facilities in the Kettering Science Center includes four teaching and four faculty/student research laboratories; a microscopy room and tissue culture facility; an animal facility with multiple rooms housing fishes, amphibians, rodents, birds, and invertebrates; an anatomy lab housing four human cadavers and an extensive anatomy model collection; a collections room for preserved specimens; and a 2500 square foot greenhouse with an adjoining laboratory that houses a permanent plant collection and provides space for student and faculty research. The department is well-equipped to provide students with a broad hands-on experience in biological techniques. Equipment available for student use includes:

- Large number of compound and dissecting microscopes as well as an Olympus inverted microscope with phase, Nomarski, and fluorescence optics and Nikon research grade microscope with phase optics. These microscopes are equipped with digital cameras and image analysis software.
- A wide range of tools for molecular and cellular biology, including two refrigerated centrifuges, ultracentrifuge, shaking incubator, five thermal cyclers for PCR (including real-time qPCR), digital imaging stations for DNA, protein gels, and western blots, and a full complement of DNA and protein electrophoresis equipment including 2D gel electrophoresis.
- Tissue culture facility with biological containment hood, CO_2 incubator and inverted microscope.
- Separate microbiology teaching and research laboratories, both with biological containment hoods capable of Biosafety Level 2 experiments.
- A Leica cryostat for histological studies.
- Two UV/Vis spectrophotometers and an absorbance plate reader for diverse biological applications.
- Microtox system for studies in aquatic toxicology.
- Tools for environmental studies, including a Seabird profiling instrument for lakes and oceans, a YSI handheld instrument for streams and shallow wetlands, a photosynthesis measuring system for studies of plant physiology, and CCI instruments and GIS software for mapping and collection of spatial data.
- Field sampling equipment, including gear appropriate to both aquatic and terrestrial studies.

- Numerous growth chambers, environmental chambers, and incubators.
- Multiple aquariums, including a 75-gallon saltwater tank for study of marine organisms.
- Physiology analysis equipment including the Vernier system with a wide range of sensors (EKG, spirometry, etc.) and the Iworx system.
- Access to a large number of laptops and desktop workstations for use in the classroom and laboratory.

Field Studies

In addition to five Environmental Preserves managed by the Environmental Science Program, Ashland University's location enhances field study opportunities. Various field courses utilize the close proximity of diverse bodies of water (including Lake Erie), swamps, bogs, prairie habitats, rich deciduous forests (including Mohican State Forest), and the boundary between glaciated and unglaciated Appalachian Plateau. Summer field studies give students the opportunity to study other unique habitats around the country. The University owns the Black Fork Wetlands Environmental Studies Center (BFWESC), which serves as a base for student/faculty research studies, classroom activities and public outreach.

Student Honor Society

Beta Beta Beta, Xi Mu chapter, honors biology majors and minors. Regular members maintain a 3.0 GPA and have completed at least three biology courses. Associate membership is available to all other students with an interest in biology.

Description of Majors

Biology Major – Majors in the Biology program explore the characteristics of life, living organisms, and the environments that support life. This exploration comes at many levels—from the molecular and cellular to the interactions between organisms and their environment. Along with classroom work, students gain extensive laboratory and field exposure and are encouraged to conduct undergraduate research. Biology majors have many career options, including medicine and other health-related fields, pharmaceuticals, biochemistry, engineering, forensics, education, environment, or agriculture. They may work with animals, manage wildlife, work with plants, manage forests, work in the field or parks, or work in laboratories. Biology majors may choose to add a concentration.

Forensic Biology Concentration – The Forensic Biology program was developed to meet the needs of students interested in pursuing a career in forensic biology, the application of biological principles to law enforcement. The major provides a strong basic background in both biology and chemistry, along with specialized upper level courses specifically applicable to forensics. Course work in criminal justice and other areas provide additional perspectives. After graduation, forensic biology majors will be well prepared for either on-the-job training in a forensics laboratory or for graduate study in the area of forensics.

Medical Laboratory Science Concentration - This concentration provides students with a Biology degree, and with the completion of the extended senior year at the Cleveland Clinic, eligibility for certification as a Medical Laboratory Scientist. Certified Medical Laboratory Scientists work in hospitals and other clinical laboratories, processing patient samples and performing tests essential for doctors to properly diagnose and treat patients. With increasing numbers of aging persons requiring more medical care in the United States, Medical Technology is an expanding field with an excellent employment rate for graduates, especially those with the appropriate certifications.

Toxicology Major – Toxicology is a field that combines elements of biology and chemistry to study the actions of poisons (toxicants) on living systems. Toxicologists apply their knowledge and skills to interesting and relevant biomedical and environmental problems in areas such as cancer research, drug development, environmental health, forensics, and ecological toxicology. While at AU, toxicology majors take courses in basic and applied toxicology and have the opportunity to participate in undergraduate research and/or internships. After graduation, toxicology majors may choose to go on to graduate or professional school, or may choose to enter the workforce directly. Our Toxicology majors often work as paid interns and gain full-time employment at Charles River Laboratories, a drug safety testing company in Ashland, Ohio.

Degree Requirements

Assessment – All majors will complete an assessment process in the senior year in BIO 495.

GPA within the major – All majors must have a minimum of a 2.25 GPA within the major after completing their final semester to successfully complete the major.

Bachelor of Science with a comprehensive major in Biology

Course Number and Title	Hrs.	Prerequisites
Biology Core:		
BIO 201 Molec. & Cellular Basis of Life	4	None
BIO 202 Organisms, Adapt. & Divers	4	None
BIO 301 Professional Preparation	1	Major, So. Status
BIO 303 Genetics	4	BIO 201 & 6 BIO hrs
BIO 495 Biology Senior Seminar	1	Major, Sr. Status
CHEM 103 General Chemistry I	4	H.S. Chem; 3 Yrs. H.S. Math
CHEM 104 General Chemistry II	4	CHEM 103
CHEM 307 Organic Chemistry	3	CHEM 104
CHEM 307L Organic Chemistry Lab	1	CHEM 104
2 Semesters of mathematics* (Calc. and/or Stats. Recomm.)	6-10	
	32-36 hrs.	
Remaining Biology Courses:		
Choose at least one course from three of the following four areas:		
Cellular and Molecular courses:	4	
BIO 340 Microbiology	(4)	BIO 201, CHEM 104
BIO 424 Cell Biology	(4)	BIO 303 and 12 hrs. BIO
BIO 428 Molecular Biology	(4)	BIO 303
BIO 429 Biochemistry (with lab)	(4)	CHEM 307
Biodiversity Courses:	4	
BIO 205 General Zoology	(4)	BIO 202
BIO 207 General Botany	(4)	BIO 202
BIO 215 Field Zoology	(4)	BIO 202 OR BIO 205
BIO 219 Entomology	(4)	BIO 202
BIO 328 Vertebrate Biology	(4)	BIO 202
Physiology courses:	3-4	
BIO 325 Anatomy and Physiology I	(4)	BIO 201
BIO 327 Plant Physiology	(4)	BIO 202
BIO 330 Principles of Toxicology	(3)	BIO 201, 202; CHEM 104
BIO 423 Pharmacology and Tox I	(3)	CHEM 307, 16 hours BIO
BIO 425 Advanced Human Physiology	(4)	16 hrs. BIO

BIO 433 Pharmacology and Tox II	(3)	BIO 423
Ecology & Evolution courses:	4	
BIO 305 Evolution	(3)	BIO 202 or BIO 303 or concurrent
BIO 310 Ecology	(4)	BIO 202
BIO 348 Emerging Pathogens	(3)	BIO 240 or 340
BIO 411 Limnology	(4)	BIO 202
BIO 412 Marine Biology	(4)	BIO 202
Choose at least one from the following seminar courses:	1	
BIO 276 Environmental Science Seminar	(1)	So. or Jr.. status
BIO 304 Journal Club	(1)	Major, Jr. or Sr. status
Biology electives to reach 60 hrs.**	11-16	
	60 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

*For the Forensic Biology concentration take calculus and statistics. See specifics in the concentration listing below.

**At least 12 hours altogether of area electives, seminar requirement and general biology electives should be at the 300 or 400 level. Elective hours may include up to 3 hours of 493, and no more than 6 hours of Bio 493, 497, or 498 combined.

Notes: Students obtaining a double major in biology and chemistry may count Bio/Chem 429 Biochemistry toward both majors.

Students planning to attend a graduate or professional school should take a full year of physics and organic chemistry, even though these are not required for all the tracks in Biology.

Bachelor of Science with a Comprehensive Major in Biology - Forensic Biology Concentration

Course Number and Title	Hrs.	Prerequisites
Biology Core:		
BIO 201 Molec. & Cellular Basis of Life	4	None
BIO 202 Organisms, Adapt. & Divers	4	None
BIO 301 Professional Preparation	1	Major, So. Status
BIO 303 Genetics	4	BIO 201 & 6 BIO hrs
BIO 495 Biology Senior Seminar	1	Major, Sr. Status
CHEM 103 General Chemistry I	4	H.S. Chem; 3 Yrs. H.S. Math
CHEM 104 General Chemistry II	4	CHEM 103
CHEM 307 Organic Chemistry	3	CHEM 104
CHEM 307L Organic Chemistry Lab	1	CHEM 104
	26 hrs.	
FORENSIC BIOLOGY TRACK		
BIO 234 Forensic Science	3	4 hrs. BIO., 4 hrs. CHEM
BIO 428 Molecular Biology	4	BIO 303
BIO 429 Biochemistry (with lab)	4	CHEM 307
CHEM 308 Organic Chemistry II	3	CHEM 307
CHEM 308L Organic Chem. II Lab	1	CHEM 307
CHEM 320 Quantitative Analysis	4	CHEM 104
CJ 130 Intro to Criminal Justice	3	None
Choose at least one course from each of the following groups:		
Biodiversity Courses:	4	
BIO 207 General Botany	(4)	BIO 202
BIO 219 Entomology	(4)	BIO 202
Physiology courses:	3-4	
BIO 325 Anatomy and Physiology I	(4)	BIO 201
BIO 330 Principles of Toxicology	(3)	BIO 201, 202; CHEM 104
BIO 425 Advanced Human Physiology	(4)	16 hrs. BIO
Additional Electives:	4	
BIO 340 Microbiology	(4)	BIO 201, CHEM 104
BIO 424 Cell Biology	(4)	12 hrs. BIO, BIO 303
BIO 454 Immunology	(4)	BIO 340, 424, or 428
CHEM 420 Instrumental Analysis	(4)	CHEM 320
Seminar Courses:	1	
BIO 276 Environmental Science Seminar	(1)	So. or Jr.. status
BIO 304 Journal Club	(1)	Jr. or Sr. Status
Criminal Justice Electives:	3	
CJ 200 Criminal Investigation I	(3)	CJ 130
CJ 235 Courts and Justice	(3)	CJ 130
CJ 242 Criminology	(3)	None
CJ 250 Ethics in Criminal Justice	(3)	CJ 130
CJ 362 Criminal Law	(3)	CJ 266
Specific math courses for biology core:	6-8	
MATH 201 Calculus with Applications	(3)	2 yrs. H.S. Alg.; 1 yr. H.S. Geom.
OR		
MATH 205 The Calculus I	(5)	MATH 111 or Equiv.
MATH 208 Elementary Statistics	(3)	MATH 100 or ACT 18 or SAT 480
	68-72	

Plus Institutional Baccalaureate Degree Requirements.

Notes: Students obtaining a double major in biology and chemistry may count Bio/Chem 429 Biochemistry toward both majors.

Students planning to attend a graduate or professional school should take a full year of physics and organic chemistry, even though these are not required for all the tracks in Biology.

Bachelor of Science with a Comprehensive Major in Toxicology

Course Number and Title	Hrs.	Prerequisites
BIO 201 Mol and Cell Basis of Life	4	None
BIO 202 Org, Adapt and Diversity	4	None
BIO 301 Professional Prep	1	Major, So. status
BIO 303 Genetics	4	BIO 201 & 6 BIO hrs
BIO 330 Principles of Toxicology	3	BIO 201, 202, CHEM 104
BIO 331 Methods in Toxicology	4	BIO 330
BIO 332 Toxic Agents	3	BIO 330
BIO 423 Pharmacology and Tox I	3	16 hours BIO, CHEM 307
BIO 429 Biochemistry (with lab)	4	CHEM 307
BIO 433 Pharmacology and Tox II	3	16 hours BIO, CHEM 307
BIO 495 Biology Senior Seminar	1	Major, Sr. status
Bio Electives (courses numbered 200 or above)	11	
Choose one from the following:	1	
BIO 276 Environmental Science Seminar	(1)	So. or Jr. status
BIO 304 Journal Club	(1)	Jr. or Sr. status, Bio/Tox. Major
CHEM 103 General Chemistry I	4	H.S. Chem.; 3 yrs. H.S. Math
CHEM 104 General Chemistry II	4	CHEM 103
CHEM 307 Organic Chemistry I	3	CHEM 104
CHEM 307L Org. Chemistry Lab	1	CHEM 104

CHEM 320 Quantitative Analysis	4	CHEM 104
CHEM 420 Instrumental Analysis	4	CHEM 320
MATH 201 Calculus with Applications	(3)	2 yrs. H.S. Alg.; 1 yr. H.S. Geom.
OR		
MATH 205 The Calculus I	(5)	MATH 111 or Equiv.
MATH 208 Elementary Statistics	(3)	MATH 100 or ACT 18 or SAT 480
	72-74 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

Notes: Students obtaining a double major in biology and chemistry may count Bio/Chem 429 Biochemistry toward both majors.

Students planning to attend a graduate or professional school should take a full year of physics and organic chemistry, even though these are not required for all the tracks in Biology.

Bachelor of Science in Education with comprehensive major in Integrated Science (Grades 7-12)

See listing in Chemistry.

Bachelor of Science in Education with a comprehensive major in Biology (Life Science Licensure) Grades 7-12

Assessment - Teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

Course Number and Title	Hrs.	Prerequisites
BIO 201 Molec. & Cellular Basis of Life	4	None
BIO 202 Organisms, Adapt. & Divers	4	None
BIO 205 General Zoology	4	BIO 202
BIO 207 General Botany	4	BIO 202
BIO 301 Professional Preparation	1	Major, So. Status
BIO 303 Genetics	4	BIO 201 & 6 BIO hrs
BIO 325 Anatomy and Physiology I	4	BIO 201
BIO 326 Anatomy and Physiology II	4	BIO 325
BIO 495 Biology Senior Seminar	1	Major, Sr. Status
Choose one course from:	3-4	
BIO 305 Evolution	(3)	BIO 303
BIO 310 Ecology	(4)	BIO 202
BIO 411 Limnology	(4)	BIO 202
Choose one course from:	4	
BIO 340 Microbiology	(4)	BIO 201 and CHEM 104
BIO 424 Cell Biology	(4)	BIO 303
BIO 428 Molecular Biology	(4)	BIO 303
CHEM 103 General Chemistry I	4	H.S. Chem.; 3 yrs. H.S. math
CHEM 104 General Chemistry II	4	CHEM 103
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
PHYS 201 General Physics	4	H.S. Alg. and Geom.
Choose one course from:	3-4	
BIO 493 Internship	(3)	12 hrs. Res. Cred, Jr. or Sr. status, perm.
BIO 497 Directed Lab/Field Research	(3)	
GEOL 101 Physical Geology	(4)	
MATH elective	(3)	
	55-57 hrs.	

Education Requirements:

EDFN 130 Intro to Teaching	3	None
EDFN 202 Teaching and Learn. Process	3	EDFN 130
EDIS 250 Intro. Educational Intervention	3	None
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
EDCI 230SEC AYA (7-12) Field Exp. I`	1	Concurrent with EDCI 232
PSYC 218 Psyc. Of Adolescence	3	None
EDCI 318 Tch. 21st Cent. Adol. Science	3	EDCI 230SEC or 236
EDCI 330SEC AYA (7-12) Field Exp. II	3	EDCI 230, 232; PSYC 218; concurrent with EDCI 318
EDCI 392 Content Area Reading	3	None
EDFN 402 Social and Prof. Issues	2	Sr. Status; concurrent with EDCI 461
EDCI 461 Student Int. Gr. 7-12	10	All Student Internship Req.; concurrent with EDFN 402
	92-94 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

*Biology electives must include at least 3 hours at the 300 level or above. They may not include BIO 493 and may include no more than 3 hours of BIO 497 and 498 combined.

Bachelor of Science with a Comprehensive Major in Biology - Medical Laboratory Science Concentration

Note: Minimum cumulative GPA, Biology GPA, Chemistry GPA and Math GPA for progression to the fourth year must be at least 2.5.

Course Number and Title	Hrs.	Prerequisites
Biology Core:		
BIO 201 Molec. & Cellular Basis of Life	4	None
BIO 202 Organisms, Adapt. & Divers	4	None
BIO 303 Genetics	4	BIO 201 & 6 BIO hrs
BIO 330 Principles of Toxicology	4	BIO 201, 202; CHEM 104
BIO 340 Microbiology	4	BIO 201, CHEM 104
BIO 429 Biochemistry (with lab)	4	CHEM 307
CHEM 103 General Chemistry I	4	H.S. Chem.; 3 yrs. H.S. Math
CHEM 104 General Chemistry II	4	CHEM 103
CHEM 307/307L Organic Chemistry I (with lab)	4	CHEM 104
CHEM 308/308L Organic Chemistry II (with lab)	4	CHEM 307
MATH 208 Statistics	3	MATH 100 or ACT 18 or SAT 480
1 more semester of mathematics	3-5	
	45-47 hrs.	
Remaining Biology Courses:		
Choose one from the following biodiversity courses:	4	
BIO 205 General Zoology	(4)	BIO 202
BIO 207 General Botany	(4)	BIO 202
BIO 219 Entomology	(4)	BIO 202
BIO 328 Vertebrate Biology	(4)	BIO 202
Choose one from the following ecology courses:	4	
BIO 310 Ecology	(4)	BIO 202
BIO 411 Limnology	(4)	BIO 202
BIO 412 Marine Biology	(4)	BIO 202

Choose one from the following seminar courses:	1	
BIO 276 Environ. Science Seminar	(1)	So. or Jr.. status
BIO 304 Journal Club	(1)	Jr. or Sr. Status
	50-52 hrs.	
Medical Laboratory Science Concentration Core:		
BIO 457 Intro to Med. Lab. Science	1	Sr; Major in Med Tech
BIO 458 Clinical Phlebotomy	1	Sr; Major in Med Tech
BIO 459 Clinical Research	1	Sr; Major in Med Tech
BIO 460 Clinical Lab. Education	1	Sr; Major in Med Tech
BIO 461 Clinical Lab. Management	1	Sr; Major in Med Tech
BIO 462 Clinical Immunol/Immunopath	4	Sr; Major in Med Tech
BIO 463 Clinical Microbio, Parasit, Mycol.	10	Sr; Major in Med Tech
BIO 464 Clinical Immunohematology	7	Sr; Major in Med Tech
BIO 465 Clinical Chemistry	8	Sr; Major in Med Tech
BIO 466 Clinical Molecular Biology	2	Sr; Major in Med Tech
BIO 467 Clinical Hematology	9	Sr; Major in Med Tech
	45 hrs.	
Total major credit:	95-97 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

*Recommended elective courses include Cell Biology, Quantitative Analysis, Instrumental Analysis, Physics, Management and/or Education, and Computer Science

Minor in Biology

Course Number and Title	Hrs.	Prerequisites
BIO 201 Mol and Cell Basis of Life	4	None
BIO 202 Org, Adapt and Diversity	4	None
BIO 303 Genetics	4	BIO 201 & 6 BIO hrs
6 additional hrs. of Biology	6	
1 sem. of General Chemistry	4	H.S. Chem., 3 yrs. H.S. Math
1 sem. of Math (Calc. or stats. rec.)	3-5	
	25-27 hrs.	

Biology Courses and Descriptions

See Course Descriptions section of catalog.

Business and Economics

Richard E. and Sandra J. Dauch College of Business and Economics

Dean
Elad Granot, Professor of Marketing

Associate Dean
Raymond A. Jacobs, Professor of Management

Administrative Staff
Carrie Hartsel, Administrative Assistant to the Dean
Hayley Marth, Administrative Assistant

Faculty by Department
Accounting/Management Information Systems
Chair: Victoria L. Kaskey, Associate Professor of Accounting
J. David Lifer, Professor of Management Information Systems
Nitin Walia, Associate Professor of Management Information Systems
Tim Hinkel, Assistant Professor of Accounting
B. Sue Mullen, Professional Instructor of Accounting

Economics/Finance
Chair: Daniel Fox, Associate Professor of Law
Paul Holmes, Associate Professor of Economics
Mark A. Nadler, Associate Professor of Economics
Jeffrey Russell, Associate Professor of Economics
Nikita Lopatin, Assistant Professor of Finance
Wendy Wasnich, Assistant Professor of Economics
Dennis Witherspoon, Assistant Professor of Finance

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

Marketing/Hospitality Mgt./Fashion Merchandising/ Sport Management
Chair: Lance P. Kaltenbaugh, Associate Professor of Sport Management
Elad Granot, Professor of Marketing
Kenneth Brubaker, Assistant Professor of Sport Management
Kristen B. Hovsepian, Assistant Professor of Marketing
Chris Mahar, Assistant Professor of Marketing
Diane B. Moretz, Assistant Professor of Marketing
Rene Rawraway, Assistant Professor of Hospitality Management
La Toya Russell, Assistant Professor of Marketing
Alison Rossi, Professional Instructor of Fashion Merchandising

Degrees Offered
Bachelor of Arts
Bachelor of Science in Business Administration
Master of Business Administration

Accreditation of the Program

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

Mission

The Dauch College of Business and Economics educates students in a comprehensive, innovative, and engaging learning environment, through a competency-based curriculum led by teacher-scholars.

We achieve our mission by:

- Providing an innovative, engaging and transformational learning experience through a competency-based curriculum diverse in experiential and applied learning experiences.
- Engaging current and potential employers and other key stakeholders to enable our students to discover and apply real world industry standards, gain practical experience, and learn skills necessary to succeed in the global business community.
- Monitoring and assessing student learning to ensure that our students develop competence in communication, problem-solving, decision-making, leadership, and other key skill areas.
- Promoting character development, moral integrity, self-discipline, social responsibility, and respect for the diversity of values and faith found in the global business community.
- Recruiting and retaining faculty who are engaged teacher-scholars, proficient in pedagogy, informed through industry engagement, and actively engaged in impactful applied, teaching and learning, and discipline-based scholarship.
- Embracing an innovative culture to enable continuous improvement in key performance areas and ensure that our students and faculty have a positive impact on the stakeholders we serve.

Membership

Ashland University is a member of AACSB International, and is officially engaged in the accreditation process. The Initial Accreditation Committee of AACSB approved our initial Self Evaluation Report in February 2019, and we are working to achieve accreditation.

Facilities and Equipment

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

Student Learning Outcomes

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

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

Institute for Contemporary Financial Studies

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

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

Student Organizations

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

Student Honor Society

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

Omicron Delta Epsilon, Phi chapter, an international honor society in economics, honors junior economics majors and/or senior students with majors or minors in economics and a 3.0 cumulative average.

Description of Majors

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

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

Students may choose to broaden their career options by pursuing one of the following professional certifications:

CPA – Certified Public Accountant

CMA – Certified Management Accountant

CIA – Certified Internal Auditor

CFE – Certified Fraud Examiner

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

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

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

Student Learning Outcomes for Accounting:

1. Students will demonstrate an in-depth understanding of the nature and use of various financial statements and how they should be analyzed.
2. Students will demonstrate their knowledge of taxation by calculating the tax liability for a C Corporation and its majority shareholder.
3. Students will identify auditor requirements and responsibilities both ethically and legally.

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

In addition to a focus on specialized knowledge, managerial thinking skills, and communication skills, the management program helps students develop the competencies of: setting and achieving high standards; teamwork and managing/facilitating group processes, and self- control.

Student Learning Outcomes for Business Management:

1. Students will demonstrate acumen in HR recruiting, hiring, training, development, and employee data analysis.
2. Students will demonstrate acumen in management level process control, problem-solving, and data-based decision making.

Economics - Economics majors study the principles and institutions that form the foundation of our economy. We look at the policies that affect the development of industries, the growth of the economy, and consumers' standard of living. In addition to gaining specialized knowledge and communication skills, economics majors focus most of their attention on the key managerial thinking competencies of logical thinking, conceptualization, and the application of theories and concepts to the problems found in the real world.

Student Learning Outcomes for Economics:

1. To provide an understanding of economic principles and institutions as an essential preparation for effective citizenship.
2. To enhance the liberal arts philosophy through knowledge in applied logic and problem solving.
3. To provide a basic educational background for positions in business and government.
4. To prepare interested students for graduate study in economics.
5. To provide training for effective teaching of economic subject matter in grades K through 12

Entrepreneurship – The Entrepreneurship program prepares students for administrative and leadership positions in business, government, and other institutions. Specialized training is directed at understanding the broader aspects of business as it functions within a national and international environment. The program focuses on the development of entrepreneurial and leadership capabilities, including recognizing viable business opportunities, and developing business concepts that allow firms to take advantage of unique competencies and capabilities. There is substantial emphasis on the acquisition and allocation of resources and on organizing, leading, and empowering people. In addition, the program familiarizes the student with small and family businesses, including the analysis of personal strengths and weaknesses as they relate to launching an entrepreneurial career. The program provides considerable attention to elementary concepts of planning, financing, starting, and managing a new business.

Student Learning Outcomes for Entrepreneurship:

1. Students will apply specialized business knowledge at an advanced level of expertise and proprietary essentials within the field of entrepreneurship.
2. Students will formulate and identify a systematic approach in identifying relevant business issues and analyze their interrelationships in solving entrepreneurship problems and challenges.

Fashion Merchandising - This Fashion Merchandising major combines coursework on product knowledge (fashion analysis, textiles, and fashion evolution) with courses in business (marketing, retail merchandising, and advertising). Students are prepared for careers in buying, selling, visual merchandising, or retail management. Students complete internships in the fashion industry. A cooperative program between Ashland University and the Fashion Institute of Technology in NYC gives the interested student the opportunity to spend the junior year completing an associate's degree in fashion merchandising management at FIT.

In addition to focusing on specialized knowledge, managerial thinking skills, and communication skills, fashion merchandising majors also focus on competency of experiential learning and working in teams.

Student Learning Outcomes for Fashion Merchandising:

1. Apply the elements and principles of design to the development, selection, and evaluation of apparel.
2. Recognize fundamental factors necessary for profitable operations of a firm operating in the fashion industry.
3. Understand and apply appropriate technology in the functional operations of a retail fashion firm.
4. Identify target markets and develop products and solutions to satisfy the needs of the consumer.
5. Recognize fashion trends and the environmental factors driving them.
6. Analyze the effect of clothing on human behavior.
7. Develop a global awareness of the factors influencing trends in the production, marketing and sales of textiles and apparel.

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

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

Student Learning Outcomes for Finance:

1. Apply time value of money calculations to determine present values and future values of a real or hypothetical situation and describe how this information can be used to support financial decisions.
2. Describe and/or demonstrate how non-cash expenses and assets impact financial decision-making.
3. Describe and/or demonstrate how the capital budgeting process is performed and explain the advantages of taking a macro view when managing a company’s operations.

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

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

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

In addition to focusing on specialized knowledge, managerial thinking skills, and communication skills, hospitality management majors also focus on competency of experiential learning and working in teams.

Student Learning Outcomes for Hospitality Management:

1. Distinguish the different market segments and career opportunities available in the hospitality industry through experiential learning.
2. Develop a working knowledge of quality service and operational standards to meet customer expectations.
3. Application and preparation of basic food and beverage management principles including menus, recipes, ordering, receiving and cost control.
4. Demonstrate an understanding of the hospitality financial management functions of budgeting, forecasting, and financial statements.
5. Comprehension of facilities management systems including safety, sanitation, equipment, energy, efficiency, building services, and security.
6. Working knowledge of event planning: market, plan, develop, and deliver.
7. Prepare and manage a hospitality market plan that meets the requirements of the business segments of lodging and resort management: front desk, reservations, housekeeping, guest services, security, and revenue management.

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

Student Learning Outcomes for International Business:

1. Communicate clearly and effectively in a non-native language (e.g., using Spanish if your native language is English) in a business environment for business interactions.
2. Solve business problems related to doing business internationally (e.g., completing business forms, applying and complying with government regulations, and analyzing options for funding.)
3. Demonstrate knowledge and awareness of environmental similarities and differences with other countries (e.g., culture, government, political and economic issues) that impact interaction with multinational companies, buyers, and clients.
4. Analyze company operations for consistency with international business practices and requirements, e.g. monetary policy, capital markets, labor markets, transport of goods, tariffs, and international law.

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

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

Student Learning Outcomes for Management Information Systems:

1. Students will examine the life cycle of an information system from initial business problem through systems development, implementation, and maintenance. Students will follow the development of various systems through the use of select business cases.
2. Students will present aspects of relational database theory including cardinality, normalization, and referential integrity. Students will then apply those theories to design and implement databases using a variety of database management systems.

Manufacturing Management – The Manufacturing Management Major prepares the student for managerial roles occurring in business and industry. This major equips the student with a traditional core business foundation enhanced by technical classes in manufacturing processes, applied mechanics/hydraulics, occupational health/safety, electrical circuits/devices, human resources, lean production, operations, and project management.

Student Learning Outcomes for Manufacturing Management:

1. Provide the technical skills needed to succeed in a manufacturing environment.
2. Learn improvement strategies that address trends in safety, quality, and efficiency.
3. Apply best practice standards relevant to industry.
4. Demonstrate effective communication through all levels of the organization.

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

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

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

Student Learning Outcomes for Marketing

1. Perform appropriate market research, define market segments, and describe critical market characteristics and trends.
2. Develop operational product plans.
3. Develop product placement criteria and distribution channel alternatives.
4. Develop pricing practices based on appropriate quantitative pricing models.

5. Develop product promotion and sales plans.
6. Prepare, implement, and manage an integrated market plan that meets the domestic and/or global requirements of the business

Sport Management – Sport is an integral part of our culture, both as an entertainment and a leisure activity. It has a tremendous economic impact as well. The sport management major prepares graduates for diverse roles in the areas of sport marketing and promotions, sport administration, facility management and planning, activity programming, and events management. Students pursuing degrees in sport management will develop their potential through the acquisition of knowledge, skills, and dispositions that will facilitate and enhance their opportunities to successfully acquire and execute careers within the sport industry.

Student Learning Outcomes

The sport management program is a comprehensive major that provides opportunities for students to develop requisite proficiencies in preparation for a career in the sport industry. The coursework reflects established standards for sport management programs (Sport Management Program Review Council, 2000). Students completing the sport management major will be able to:

1. Recognize that sport is a product of society influenced by culture traditions, social values, and psycho-social experiences;
2. Understand sport and business knowledge from a variety of sub-disciplines and the ability to apply the knowledge and skills to reach solutions to business needs.
3. Define and understand the concepts of management and leadership;
4. Describe the various skills, roles, and functions of sport managers;
5. Develop a personal philosophy regarding social, ethical, and leadership responsibility in the sport management setting;
6. Describe the principles of economics, finance, marketing, and communication particularly as they relate to the sport agency and business community;
7. Understand the agencies governing sport, their authority, organizational and legal structures, and functions; and
8. Demonstrate knowledge, skills, and dispositions though integrated field experiences and internship.

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

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

Student Learning Outcomes for Supply Chain Management:

1. Integrate global procurement, distribution, storage and transportation principles as a foundation for adding value to an organization.
2. Design a robust system for communicating changes in supply chain capabilities throughout the supply chain network.
3. Design an assessment system for supply chain management based on principles of continuous improvement.
4. Develop, implement and manage a supply chain plan composed of strategy and tactics that align with a corporate business plan.
5. Apply a professional management philosophy to a supply chain management plan.

Opportunities for Global Study

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

Degree Requirements

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

Bachelor of Arts with a major in Business Administration (Offered on-campus and online)

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

Course Number and Title	Hrs.	Prerequisites
ACCT 201 Financial Acct.	3	None
ACCT 202 Managerial Acct.	3	ACCT 201
ECON 232 Prin. Of Microecon.	3	None
ECON 233 Prin. Of Macroecon.	3	None
FIN 228 Financial Management	3	ACCT 201
MIS 221 Information Technology	3	None
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
MGT 240 Intro to Mgmnt	3	None
MGT 323 Bus. Communication	3	ENG 102
MGT 401 Business Law	3	Jr. Status
MGT 489 Sr. Sem.-Bus. Capst	3	COBE Major, Sr. Stat.
MGT 499 Sr. Assessment	1	COBE Major, Sr. Stat.
MKT 233 Principles of Mktg.	3	None
	37 hrs.	

Plus remaining Institutional Baccalaureate Degree Requirements.

Bachelor of Science in Business Administration (BSBA)

Candidates for the BSBA degree must complete the BSBA Core Requirements, plus one of the following BSBA majors, plus a minor (or a second major.) Candidates also must complete the Institutional Baccalaureate Degree requirements, including the CCI requirement

BSBA students are required to complete either an internship or work experience. Pre-approval by the BSBA Internship Director, completion of Learning Contract and registration in BUS 339 for internship or BUS 239 for work-experience is required. A student must work a minimum of 225 hours and prepare a professional portfolio.

On-line registration for BUS 239/339/439 is not permitted.

For more details visit https://www.ashland.edu/cobe/internship-guidelines.

Core Requirements from Business and Economics:

Course Number and Title	Hrs.	Prerequisites
ACCT 201 Financial Acct.	3	None
ACCT 202 Managerial Acct.	3	ACCT 201
ECON 232 Prin. Of Microecon.	3	None
ECON 233 Prin. Of Macroecon.	3	None
FIN 228 Financial Management	3	ACCT 201
MIS 221 Information Technology	3	None
MGT 240 Intro to Mgmnt	3	None
MGT 319 Operations Mgmnt.	3	MGT 240, MATH 208
MGT 323 Bus. Communication	3	ENG 102
MGT 401 Business Law	3	Jr. Status
MGT 489 Sr. Sem.-Bus. Capst	3	COBE Major, Sr. Stat.
MGT 499 Sr. Assessment	1	COBE Major, Sr. Stat.
MKT 233 Principles of Mktg.	3	None
Choose one:	0-3	
BUS 239 Bus. Work Exp.	(0)	Soph. Status
*BUS 339 Bus. Intern/Coop. Ed.	(3)	Soph. Status
	37-40 hrs.	

Core Requirements from other disciplines:

Course Number and Title	Hrs.	Prerequisites
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
	3 hrs.	

Accounting Major:

Candidates for the BSBA degree with a major in Accounting must complete the following course requirements. Candidates must also complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

Course Number and Title	Hrs.	Prerequisites
ACCT 205 Acct. Info. Sys.	3	ACCT 201; MIS 221
ACCT 207 Int. Accounting I	3	ACCT 201
ACCT 208 Int. Accounting II	3	ACCT 207
ACCT 302 Cost Management	3	ACCT 202
ACCT 308 Fed. Inc. Tax Indiv.	3	ACCT 201; MIS 221
OR		
ACCT 309 Fed. Inc. Tax Bus. Entities	(3)	ACCT 201; MIS 221
ACCT 321 Business Spreadsheets	3	ACCT 201; MIS 221
ACCT 406 Auditing, Prof. Ethics	3	ACCT 205, 207, MATH 208
Electives:	9	
BUS 339/439 Bus. Internship	(3)	Soph. Status
ACCT 206 Forensic Acct.	(3)	ACCT 201
ACCT 308 Fed. Inc. Tax. Individuals*	(3)	ACCT 201, MIS 221
ACCT 309 Federal Income Tax Business Entities*	(3)	ACCT 201, MIS 221
ACCT 453 Spec. Topics Acct.	(3)	ACCT 208
	30 hrs	
Core Requirements from Business & Economics	37-40	
Core Requirement from other disciplines	3	
	70-73 hrs.	

*If not taken as part of the accounting core

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements

Note: The internship must be related to the major and pre-approved by the COBE Internship Coordinator.

Plus remaining Institutional Baccalaureate Degree Requirements.

Business Management Major:

Course Number and Title	Hrs.	Prerequisites
MGT 307 Org. Theory & Design	3	MGT 240
MGT 318 Org. Behavior	3	MGT 240
MGT 324 Human Res. Mgmt.	3	MGT 307, 318
MGT 424 Training & Dev.	3	MGT 324
Electives (only 3 hrs. may be ECON):	12	
*BUS 339 Internship	(3)	Soph. Status
ECON 342 Global Econ	(3)	ECON 232 or 233
ENTP 245 Intro. To Entrepreneurship	(3)	None
FIN 322 Pers. Asset Mgmt.	(3)	Soph. Status
ACCT 321 Business Spreadsheets	(3)	ACCT 201, MIS 221
MIS 346 Electronic Commerce	(3)	MIS 221; MGT 240 or MKT 233
MGT 327 Risk & Insurance	(3)	ECON 232, 233, MATH 208
MGT 340 Mgmt. Science	(3)	MIS 221, MATH 208
MGT 343 Soc. Resp./Bus. Ethics	(3)	MGT 240
MGT 423 Comp. & Benefits	(3)	MGT 324
MGT 425 Empl. Law & Labor Rel.	(3)	MGT 324
MGT 450 Spec. Topics Mgmt.	(1-3)	Senior Status
MGT 480 Global Management	(3)	MGT 240, Sr. Stat.
MKT 310 In. Bus./Culture	(3)	None
SCM 316 Supply Chain Mgmt.	(3)	MATH 208, MKT 233 or MGT 240
SCM 351 Lean Prod. & Qual.	(3)	MGT 319
	24 hrs.	
Core Requirements from Business and Economics	37-40	

Core Req. from other disciplines	3
	64-67 hrs.

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements.

Note: The Internship must be related to the major and pre-approved by the COBE Internship Coordinator.

Economics Major:

Course Number and Title	Hrs.	Prerequisites
ECON 301 Game Theory	3	Core Math/Logic
ECON 332 Int. Microecon.	3	ECON 232
ECON 333 Int. Macroecon.	3	ECON 233
ECON 342 Global Economics	3	ECON 232 or 233
ECON 348 Business Analytics	3	MATH 208
ECON Electives 300 & above	9	
	24 hrs.	
Core Requirements from Business and Economics	37-40	
Core Req. from other disciplines	3	
	64-67 hrs.	

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements.

Entrepreneurship Major:

Course Number and Title	Hrs.	Prerequisites
ENTP 245 Intro. To Ent.	(3)	None
ENTP 345 Ent./Family Bus. Mgmt.	3	ENTP 245, MGT 240 MKT 233
ENTP 365 Ent. Strat. & Tactics	3	ENTP 245, MGT 240, MKT 233
ENTP 445 New Venture Creation	3	ENTP 245, MGT 240 MKT 233
ENTP 465 Financing a Business Venture	3	ENTP 345, 365, 445
MGT 307 Org. Theory & Design	3	MGT 240
MGT 318 Org. Behavior	3	MGT 240
MGT 324 Human Res. Mgmt.	3	MGT 307, 318
Electives:	6	
*BUS 339 Internship	(3)	Soph. Status
CS 175 Web Design	(3)	None
ECON 302 Econ/Hist. of Entrep.	(3)	None
ECON 342 Global Economics	(3)	ECON 232 or 233
FIN 322 Pers. Asset/Mgmt.	(3)	Soph. Status
ACCT 321 Bus. Spreadsheets	(3)	ACCT 201, MIS 221
MIS 346 E-Commerce	(3)	MIS 221, MKT 233 or MGT 240
MGT 327 Risk and Ins.	(3)	ECON 232, 233; MATH 208
MGT 343 Soc. Resp. & Bus. Ethics	(3)	MGT 240
MGT 424 Training & Dev.	(3)	MGT 324
MGT 450 Spec. Topics-Mgmt.	(3)	Sr. Status
MGT 480 Global Mgmt.	(3)	MGT 240, Sr. Stat.
MKT 310 Int. Bus. Culture	(3)	None
MKT 326 Consumer Behavior	(3)	MKT 233
SCM 316 Supply Chain Mgmt.	(3)	MATH 208, MKT 233 or MGT 240
	30 hrs.	
Core Requirements from Business and Economics	37-40	
Core Req. from other disciplines	3	
	70-73 hrs.	

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements.

Note: The Internship must be related to the major and pre-approved by the COBE Internship Coordinator.

Fashion Merchandising Major:

Course Number and Title	Hrs.	Prerequisites
FM 111 Fashion Analysis	3	None
FM 112 Fashion Studio I	3	None
FM 211 Clothing & Culture	3	None
FM 316 Textiles	3	CHEM 251
FM 317 Fashion Industry	3	None
FM 413 Fashion Studio II	3	FM 112
FM 416 Fashion Merchandising	3	FM 317
FM 417 Fashion Evolution	3	None
FM 430 Fashion Promotion	3	FM 416
*BUS 339 Business Internship	3	Soph. Status
CHEM 251 Molecular Architecture	3	None
Elective (Choose one):	3	
FM 312 Ready to Wear Analy.	(3)	FM 112
MKT 314 Advertising Princ.	(3)	MKT 233
MKT 315 Retail Merchandising	(3)	MKT 233
	36	
Core Req. from Business	37	
Core Req. from other disciplines	3	
	76-79 hrs.	

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements

Note: The Internship must be related to the major and pre-approved by the COBE Internship Coordinator.

Finance Major:
Finance Core

Course Number and Title	Hrs.	Prerequisites
ECON 334 Money and Banking	3	ECON 233
FIN 329 Int. Financial Mgmt.	3	FIN 228
FIN 330 Principles of Investment	3	FIN 228
FIN 420 Financial Mgmt. Strat.	3	FIN 329, Sr. Status
MGT 327 Risk & Insurance	3	ECON 232, 233, MATH 208

Plus one of the following two tracks

Asset Management Track

Course Number and Title	Hrs.	Prerequisites
FIN 358 Fin. Stment Anal./Sec. Val.	3	FIN 228
FIN 429 Global Finance	3	FIN 228
Electives:	9	
*BUS 339 Internship	(3)	Soph. Status
FIN 322 Per. Asset Mgmt.	(3)	Soph. Status
FIN 422 Security Analysis	(3)	FIN 330
FIN 432 Invest. Port. Mgmt. I	(3)	FIN 422, Fin. Maj.
FIN 442 Invest. Port. Mgmt. II	(3)	FIN 432, Fin. Maj.
FIN 454 Spec. Topics in Fin.	(3)	FIN 228
ACCT 321 Bus. Spreadsheets	(3)	ACCT 201, MIS 221

MGT 402 Business Law II	(3)	MGT 401
	15 hrs.	
Finance Core	15 hrs.	
Core Requirements from Business & Economics	37-40	
Core Req. from other disciplines	3	
	70-73 hrs.	

Corporate Track

Course Number and Title	Hrs.	Prerequisites
ACCT 207 Int. Accounting I	3	ACCT 201
ACCT 208 Int. Accounting II	3	ACCT 207
Electives:	9	
*BUS 339 Internship	(3)	Soph. Status
FIN 322 Pers. Asset Mgmt.	(3)	Soph. Status
FIN 358 Fin. Statement Anal./Sec. Val.	(3)	FIN 228
FIN 422 Security Analysis	(3)	FIN 330
FIN 429 Global Finance	(3)	FIN 228
FIN 454 Spec. Top. In Fin.	(3)	FIN 228
ACCT 321 Bus. Spreadsheets	(3)	ACCT 201, MIS 221
MGT 402 Business Law II	(3)	MGT 401
	15 hrs.	
Finance Core:	15 hrs.	
Core Requirements from Business & Economics	37-40	
Core Req. from other disciplines	3	
	70-73 hrs.	

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements.

Note: The Internship must be related to the major and pre-approved by the COBE Internship Coordinator.

Hospitality Management Major:

This major in Hospitality Management is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Course Number and Title	Hrs.	Prerequisites
HSM 135 Intro to the Hospitality Industry	3	None
HSM 234 Hotel Operations	3	HSM 135, MGT 240, ACCT 201
OR		
HSM 250 Food/Bev. Operations Mgmt.	(3)	HSM 135, 235, MGT 240, HSM 335 (or concurrent)
HSM 235 Hospitality Cost Control	3	MATH 208
HSM 334 Mgmt of Institutional Empl.	3	None
HSM 335 Environmental Management	3	None
HSM 336 Food Preparation I	3	HSM 335
HSM 433 Hospitality Marketing	3	MKT 233
HSM 434 Strategies in the Hospitality Industry	3	HSM 234 or 250; MGT 401
Electives:	6	
DIET 320 Human Nutrition	(3)	CHEM 103 or 251 or 253
HS 221 Food and Culture	(3)	None
HSM 234 Hotel Operations	(3)	HSM 135, MGT 240, ACCT 201
HSM 250 Food/Bev. Operations Mgmt	(3)	HSM 135, 235, MGT 240; HSM 335 (concurrent)
HSM 337 Food Preparation II	(3)	HSM 336
HSM 410 Gaming/Casino Mgmt.	(3)	HSM 135, MATH 20
HSM 430 Beverage Management	(3)	HSM 135, 235
HSM 437 Event Planning	(3)	HSM 135, 235, 335, ACCT 201
HSM 480 Special Topics	(3)	HSM major
*BUS 339 Bus. Intern//Coop Ed.	(3)	Soph. status, permission
MGT 318 Organizational Behavior	(3)	MGT 240
MGT 324 Human Resource Mgmt.	(3)	MGT 307, 318
MKT 310 Int'l. Bus./Culture	(3)	None
MKT 317 Int'l. Marketing	(3)	MKT 233
Core Requirements from Business & Economics	37-40	
Core Req. from other disciplines	3	
	70-73 hrs.	

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements.

Note: The Internship must be related to the major and pre-approved by the COBE Internship Coordinator.

International Business Major:

Course Number and Title	Hrs.	Prerequisites
Choose from:	0-3	
BUS 210 Study Tour	(3)	None
OR		
*BUS 339 Internship	(3)	Soph. Status
OR		
FL 299 CCI Narrative (study away exp.)	(0)	None
ECON 342 Global Economics	3	ECON 232 or 233
FIN 429 Global Finance	3	FIN 228
MGT 480 Global Management	3	MGT 240, Sr. Stat.
MKT 310 Int'l. Bus./Culture	3	None
MKT 317 Int'l. Marketing	3	MKT 233
200 level foreign language	6	100 Level of Prof.
300 level foreign language	6	
	30 hrs.	
Core Requirements from Business & Economics	37-40	
Core Req. from other disciplines	3	
	67-70 hrs.	

Note: Students with less than two years of secondary school credits in a language will normally begin with the 100-level elementary courses. In that case, this major will be 36 hours. Those with two or more years of language will complete a placement test to determine their level. Completion of the language requirement for this major will meet the Institutional CCI requirement. Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements.

Note: The Internship must be related to the major and pre-approved by the COBE Internship Coordinator.

Management Information Systems Major:

Course Number and Title	Hrs.	Prerequisites
MIS 370-371 Prog. For Bus.	3-3	MIS 221
MIS 372 Systems Anal. & Design	3	MIS 221
MIS 470 Database Management	3	None
MIS 475 Network Fund./Info. Sec.	3	MIS 370 or CS 121
Electives (only 2 courses may be from CS):	12	
*Bus 339 Internship	(3)	Soph. Status
CS 121 Comp. Prog. I	(3)	CS 101
CS 122 comp. Prog. II	(3)	CS 121
CS 175 Web Design	(3)	None
ACCT 321 Business Spreadsheets	(3)	ACCT 201, MIS 221
MIS 346 E-commerce	(3)	MIS 221, MGT 240, or MKT 233
MIS 452 Spec Topics in Info. Syst.	(1-3)	IS 327
MIS 472 Decision Sup. Syst./B. Int.	(3)	MIS 221 or CS 121
MIS 473 Adv. Systems Devel.	(3)	MIS 371, 372, or 470
MIS 479 Mgmt. of Info. Sys.	(3)	MIS 372
MGT 340 Management Science	(3)	MIS 221, MATH 208
	27	
Core Requirements from Business & Economics	37-40	
Core Req. from other disciplines	3	
	67-70 hrs.	

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements. Note: Courses may not count both in the required area and the elective area.

Note: The Internship must be related to the major and pre-approved by the COBE Internship Coordinator.

Manufacturing Management Major:

Course Number and Title	Hrs.	Prerequisites
MFG 201 Manufacturing Process	3	None
MFG 202 Applied Mechanics & Hydraulics	3	MATH 208
MFG 306 Occupational Safety & Health	3	MFG 201
MFG 310 Electrical Circuits & Devices	3	MATH 208, MFG 201
MGT 307 Organizational Theory & Design	3	MGT 240
MGT 318 Organizational Behavior	3	MGT 240
MGT 324 Human Resource Management	3	MGT 307, MGT 318
MGT 425 Employment Law & Labor Relations	3	MGT 324
SCM 316 Supply Chain Management	3	MATH 208; MKT 233 or MGT 240
SCM 351 Lean Production & Quality	3	MGT 319
MFG 405 Foundations of Project Management	3	MGT 319
	33 hrs.	
Core Requirements from Business & Economics	37-40	
Core Req. from other disciplines	3	
	70-73 hrs.	

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements. Note: Courses may not count both in the required area and the elective area

*Note: The Internship must be related to the major and pre-approved by the COBE Internship Coordinator.

Marketing Major:

Course Number and Title	Hrs.	Prerequisites
MKT 311 Mkt. Ana. & Research	3	MKT 233
MKT 313 Salesmanship	3	MKT 233
MKT 326 Consumer Behavior	3	MKT 233
MKT 403 Digital Marketing	3	MKT 233; Jr. Status
MKT 411 Marketing Mgmt.	3	MKT 233, 311, 326
Electives:	15	
*BUS 339 Internship	(3)	Soph. Status
BUS/MATH 341 Appl. Regres. Analysis	(3)	MATH 208 or 319
CS 175 Web Design	(3)	None
HSM 433 Hospitality Mktg.	(3)	MKT 233
JDM 133 Video Aesthetics I	(3)	None
MIS 346 E-Commerce	(3)	MIS 221; MGT 240 or MKT 233
MGT 343 Soc. Resp. & Bus. Ethics	(3)	MGT 240
MGT 402 Business Law II	(3)	MGT 401
MKT 310 Int'l. Bus./Cult.	(3)	None
MKT 314 Adv. Principles	(3)	MKT 233
MKT 315 Retail Merch.	(3)	MKT 233
MKT 317 Int'l Marketing	(3)	MKT 233
MKT 333 Services Mktg.	(3)	MKT 233
MKT 402 Social Media Marketing	(3)	MKT 233
MKT 451 Spec. Topics Mktg.	(3)	Sr. Status
SCM 316 Supply Chain Mgmt.	(3)	MATH 208. MKT 233, or MGT 240
SMG 415 Sport Marketing	(3)	MKT 233
	30 hrs.	
Core Requirements from Business & Economics	37-40	
Core Req. from other disciplines	3	
	70-73 hrs.	

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements. Note: Courses may not count both in the required area and the elective area

*Note: The Internship must be related to the major and pre-approved by the COBE Internship Coordinator.

Sport Management Major:

Course Number and Title	Hrs.	Prerequisites
SMG 161 Intro to Sport, Rec., Leisure	3	None
SMG 168 Field Experience in Sport I	1	None
SMG 238 Field Experience in Sport II	2	SMG 168
SMG 255 Leadership: Theory and Practice	3	None
SMG 405 Management of Sport	3	MGT 240
SMG 415 Sport Marketing	3	MKT 233
SMG 435 Global Perspectives in Sport	3	None
SMG 440 Professional Seminar in Sport Management	3	SMG 161
SMG 450 Internship in Sport	6	Permission
Electives (Select 2 Courses):	6	
SMG 262 Facilities Design & Event Management in Sport	(3)	SMG 161 or permission
SMG 310 Current Trends in Sport	(3)	Soph. Status

SMG 360 Research in Sport	(3)	None
SMG 404 Psychology of Sport and Coaching	(3)	ATR 165, SMG 161, or CIS 170; Psych 101 recommended
	33 hrs.	
Core Requirements from Business & Economics	37-40	
Core Req. from other disciplines	3	
	73-76 hrs	

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements. Note: Courses may not count both in the required area and the elective area

*Note: The Internship must be related to the major and pre-approved by the COBE and Sport Management Internship Coordinator.

Supply Chain Management Major:

Course Number and Title	Hrs.	Prerequisites
MIS 346 E-Commerce	3	MKT 233 or MGT 240; MIS 221
MGT 318 Org. Behavior	3	MGT 240
MGT 340 Mgmt. Science	3	MIS 221, MATH 208
MKT 311 Market Ana. & Res.	3	MKT 233
SCM 243 Procurement	3	MKT 233
SCM 316 Supply Chain Mgmt.	3	MKT 233 or MGT 240, MATH 208
SCM 350 Logistics	3	SCM 316
SCM 351 Lean Prod. & Quality	3	MGT 319
SCM 431 Supply Chain Strategy	3	SCM 351
	27 hrs.	
Core Requirements from Business & Economics	37-40	
Core Req. from other disciplines	3	
	67-70 hrs.	

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements. Note: Courses may not count both in the required area and the elective area.

Bachelor of Arts with a major in Economics

The Bachelor of Arts in Economics is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

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

Course Number and Title	Hrs.	Prerequisites
ECON 232 Princ. Of Microecon.	3	None
ECON 233 Princ. Of Macroecon.	3	None
ECON 301 Game Theory	3	Core Math/Logic
ECON 332 Int. Microecon.	3	ECON 232
ECON 333 Int. Macroecon.	3	ECON 233
ECON 342 Global Economics	3	ECON 232 or 233
ECON 348 Bus. Analytics I	3	MATH 208
ECON Electives 300 & above	6	
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
	30 hrs	

Minors for Business Majors and Non-Business Majors

A Business minor can be selected to broaden the student's background and supplement the education necessary for a chosen vocation. Business and economics majors may also choose a minor from other areas. Please see a business faculty advisor before declaring a business minor.

Accounting Minor:

Course Number and Title	Hrs.	Prerequisites
ACCT 201 Fin. Accounting	3	None
ACCT 202 Man. Accounting	3	ACCT 201
ACCT 205 Acct. Info. Systems	3	ACCT 201, MIS 221
ACCT 207 Int. Accounting I	3	ACCT 201
MIS 221 Information Technology	3	None
Electives:	6	
ACCT 206 Forensic Acct.	(3)	ACCT 201
ACCT 208 Int. Acct. II	(3)	ACCT 207
ACCT 302 Cost Management	(3)	ACCT 202
ACCT 308 Fed. Inc. Tax. Ind.	(3)	ACCT 201, MIS 221
ACCT 309 Fed. Inc. Tax. Bus. Ent.	(3)	ACCT 201, MIS 221
ACCT 406 Auditing, Prof. Ethics	(3)	ACCT 205, 207, MATH 208
	21 hrs.	

Business Analytics Minor:

Course Number and Title	Hrs.	Prerequisites
MIS 221 Information Technology	3	None
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
ECON 348 Business Analytics I	3	MATH 208
ECON 448 Business Analytics II	3	ECON 348
MGT 340 Management Science	3	MIS 221, MATH 208
MIS 472 Business Intelligence, Analytics, & Data Visualization	3	MIS 221 or CS 121 or ECON 348
Elective (choose one from the following):	3	
CS 121 Computer Programming I	(3)	CS 101
ACCT 321 Business Spreadsheets	(3)	ACCT 201, MIS 221
MIS 370 Programming for Business I	(3)	MIS 221
MIS 470 Database Management	(3)	None
MKT 311 Market Analysis and Research	(3)	MKT 233
SCM 351 Lean Production & Quality	(3)	MGT 319
ECON 449 Research in Business Analytics	(3)	ECON 448 or MIS 472 or MGT 340
	21 hrs.	

Business Law Minor:

Course Number and Title	Hrs.	Prerequisites
Required Courses	**9**	
MGT 240 Intro. to Management	3	None
MGT 401 Business Law I	3	Junior Status
MGT 425 Employment Law & Labor Relations	3	MGT 240*

Elective Courses	**6**	
ACCT 308 Federal Income Taxation of Individuals	(3)	ACCT 201, MIS 221
ACCT 309 Federal Income Taxation of Business	(3)	ACCT 201, MIS 221
MGT 402 Business Law II	(3)	
HSM 334 Management of Institutional Employees	(3)	Sophomore Status
	15 hrs.	

Business Management Minor:

Course Number and Title	Hrs.	Prerequisites
MGT 240 Intro. to Management	3	None
MGT 307 Org. Theory & Design	3	MGT 240
MGT 318 Org. Behavior	3	MGT 240
MGT 324 Human Res. Mgmt.	3	MGT 307, 318
Elective:	3	
*BUS 339/439 Internship	(3)	Soph. Status
MGT 340 Mgmt. Science	(3)	MIS 221, MATH 208
MGT 343 Soc. Resp./Bus. Ethics	(3)	MGT 240
MGT 423 Comp. & Benefits	(3)	MGT 324
MGT 424 Training & Dev.	(3)	MGT 324
MGT 425 Empl. Law & Labor Re.	(3)	MGT 324
MGT 450 Spec. Topics-Mgmt.	(1-3)	Sr. Status
	15 hrs.	

*****Note: The Internship must be related to the minor and pre-approved by the COBE Internship Coordinator.

Coaching Minor:

Course Number and Title	Hrs.	Prerequisites
CIS 170 Foundations of Coaching	2	None
EXS 190 Anatomy & Physiology for Exercise Science	4	None
SMG 255 Leadership: Theory & Practice	3	None
SMG 404 Psychology of Sport and Coaching	3	SMG 161, CIS 170 or ATR 165
One course chosen from:	3	
EXS 309 Physiology of Exercise	(3)	EXS 190, BIO 222 or ATR 165
EXS 474 Sport Nutrition & Substance Abuse	(3)	EXS 309 or DIET 320
SMG 262 Facilities Design & Event Mgmt	(3)	SMG 161 or permission
Two courses chosen from:	3-7	
SMG 168 Field Experience in Sport I	(1)	None
EXS 493 Internship in Exercise Science (Exercise Science majors)	(1-4)	EXS 309, 312
EDFN 130 Introduction to Teaching (Education majors)	(3)	None
CIS 321 Theory & Tech of Football	(2)	None
CIS 322 Theory & Tech of Basketball	(2)	None
CIS 323 Theory & Tech of Track & Field	(2)	None
CIS 324 Theory & Tech of Softball & Baseball	(2)	None
CIS 325 Theory & Tech of Swimming & Pool Management	(2)	None
CIS 326 Theory & Tech of Soccer	(2)	None
CIS 327 Theory & Tech of Wrestling	(2)	None
CIS 328 Theory & Tech of Volleyball	(2)	None
	17-20 hrs.	

Economics Minor

Course Number and Title	Hrs.	Prerequisites
ECON 232 Princ. Of Microecon.	3	None
ECON 233 Princ. Of Macroecon.	3	None
ECON 301 Game Theory	3	Core math/logic
Choose One:	3	
ECON 332 Int. Microecon.	(3)	ECON 232
ECON 333 Int. Macroecon.	(3)	ECON 233
ECON electives 300 & above	9	
	18 hrs.	

Entrepreneurship Minor:

Course Number and Title	Hrs.	Prerequisites
ENTP 245 Intro to Entrep.	3	None
ENTP 345 Entrep./Family Bus. Mgmt.	3	ENTP 245, MGT 240, MKT 233
ENTP 365 Entrep. Strat. & Tactics	3	ENTP 245, MGT 240, MKT 233
ENTP 445 New Venture Creation	3	ENTP 245, MGT 240, MKT 233
MGT 240 Intro. to Management	3	None
MKT 233 Princ. Of Marketing	3	None
	18 hrs.	

Fashion Merchandising Minor:

Course Number and Title	Hrs.	Prerequisites
FM 111 Fashion Analysis	3	None
FM 317 Fashion Industry	3	None
FM 416 Fashion Merchandising	3	FM 317
Choose 6 hrs. from:	6	
FM 417 Fashion Evolution	(3)	None
FM 430 Fashion Promotion	(3)	FM 416
MKT 314 Advertising Principles	(3)	MKT 233
MKT 315 Retail Merchandising	(3)	MKT 233
*BUS 339 Business Internship	(3)	Jr. Status
	15 hrs.	

*Note: The Internship must be related to the minor and pre-approved by the COBE Internship Coordinator.

Finance Minor:

Course Number and Title	Hrs.	Prerequisites
ACCT 201 Financial Accounting	3	None
ACCT 202 Man. Accounting	3	ACCT 201
ECON 232 Prin. Of Microecon.	3	None
ECON 233 Prin. Of Macroecon.	3	None
FIN 228 Financial Management	3	ACCT 201
FIN 329 Inter. Financial Mgmt.	3	FIN 228
FIN 330 Principles of Investment	3	FIN 228
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
MGT 327 Risk & Insurance	3	ECON 232, 233, MATH 208
Elective:	3	
*BUS 339/439 Internship	(3)	Soph. Status
FIN 322 Per. Asset Mgmt.	(3)	Soph. Status
FIN 420 Fin. Mgmt. Strategy	(3)	FIN 329, Sr. Status
FIN 422 Security Analysis	(3)	FIN 330
FIN 429 Global Finance	(3)	FIN 228
FIN 454 Spec. Topics-Finance	(3)	FIN 228

ACCT 321 Business Spreadsheets	(3)	ACCT 201, MIS 221
	30 hrs.	

*Note: The Internship must be related to the minor and pre-approved by the COBE Internship Coordinator.

Hospitality Management Minor:

Course Number and Title	Hrs.	Prerequisites
HSM 135 Intro to Hospitality Industry	3	None
HSM 235 Hospitality Cost Control	3	MATH 208
HSM 335 Env. Management	3	None
HSM 336 Food Preparation I	3	HSM 335
	12 hrs.	

International Business Minor:

Course Number and Title	Hrs.	Prerequisites
ACCT 201 Financial Accounting	3	None
ACCT 202 Man. Accounting	3	ACCT 201
FIN 228 Financial Management	3	ACCT 201
FIN 429 Global Finance	3	FIN 228
MGT 240 Intro to Management	3	None
MGT 480 Global Management	3	MGT 240, Sr. Status
MKT 233 Princ. Of Marketing	3	None
MKT 317 Int. Marketing	3	MKT 233
Elective:	3	
BUS 210 Study Tour	(3)	None
*BUS 339/439 Internship	(3)	Soph. Status
COM 302 Intercultural Communication	(3)	COM 101
ECON 342 Global Economics	(3)	ECON 232 or 233
200 level Foreign Language	(3)	100 level or Prof.
HIST 301 Cultural Geography	(3)	None
POLSC 205 Comp. Politics	(3)	POLSC 101 or 102
POLSC 301 Am. Foreign Policy	(3)	None
REL 307 World Religious Traditions	(3)	REL 106 or 107
	27 hrs.	

*Note: The Internship must be related to the minor and pre-approved by the COBE Internship Coordinator.

Management Information Systems Minor:

Course Number and Title	Hrs.	Prerequisites
MIS 221 Information Technology	3	None
MIS 372 Systems Anal. & Design	3	MIS 221
MIS 470 Database Mgmt	3	None
Electives:	6-7	
ACCT 205 Acct. Info. Syst.	(3)	ACCT 201, MIS 221
*BUS 339/439 Internship	(3)	Soph. Status
CS 121 Comp. Prog. I	(3)	CS 101
CS 175 Web Design	(3)	None
CS 460 Adv. Topics in Comp. Sci.	(3)	CS 230
ACCT 321 Business Spreadsheets	(3)	ACCT 201, MIS 221
MIS 346 E-Commerce	(3)	MIS 221; MGT 240, or MKT 233
MIS 370 Prog. for Bus. I	(3)	MIS 221
MIS 371 Prog. for Bus. II	(3)	MIS 370
MIS 452 Spec. Topics-Info. Syst.	(1-2)	MIS 372
MIS 472 Business Intelligence, Analytics, & Data Visualization	(3)	MIS 221 or CS 121
MIS 473 Adv. Systems Dev.	(3)	MIS 371, 372, 470
MIS 475 Network Fund./Info. Sec.	(3)	MIS 370 or CS 121
MIS 479 Mgmt. of Info. Sys.	(3)	MIS 372
MGT 340 Mgmt. Science	(3)	MIS 221, Math 208
	15-16 hrs.	

*Note: The Internship must be related to the minor and pre-approved by the COBE Internship Coordinator.

Marketing Minor:

Course Number and Title	Hrs.	Prerequisites
MKT 233 Principles of Mktg.	3	None
MKT 311 Mkt. Anal. & Research	3	MKT 233
MKT 326 Consumer Behavior	3	MKT 233
MKT 403 Digital Marketing	3	MKT 233; Jr. Status
MKT 411 Marketing Management	3	MKT 233, 311, 326
Any remaining course from marketing major	6	
	21 hrs.	

Risk Management and Insurance Minor:

Course Number and Title	Hrs.	Prerequisites
ACCT 201 Financial Accounting	3	None
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
ECON 232 Princ. Of Microecon.	3	None
ECON 233 Princ. Of Macroecon.	3	None
FIN 228 Financial Management	3	ACCT 201
MGT 327 Risk & Insurance	3	ECON 232, 233, MATH 208
FIN 434 Commercial Property & Casualty Insurance	3	MGT 327
FIN 435 Life & Health Insurance	3	MGT 327
Choose 3 hours from:	3	
FIN 322 Personal Asset Mgmt	(3)	Soph.Status
FIN 330 Principles of Investment	(3)	FIN 228
MGT 423 Comp. & Benefits	(3)	MGT 324
ACCT 308 Federal Income Taxation of Individuals	(3)	ACCT 201, MIS 221
	27 hrs.	

Sport Management Minor:

Course Number and Title	Hrs.	Prerequisites
SMG 161 Intro to Sport, Rec., Leisure	3	None
SMG 168 Field Experience I in Sport	1	None
SMG 255 Leadership: Theory & Practice	3	None
SMG 405 Management of Sport	3	MGT 240
MGT 240 Intro to Management	3	None
Choose 6 hrs. from:	6	
SMG 262 Facilities Design & Event Management in Sport	(3)	SMG 161 or permission
SMG 404 Psychology of Sport & Coaching	(3)	SMG 161, CIS 170 or ATR 165
SMG 415 Sport Marketing	(3)	MKT 233
SMG 435 Global Perspectives in Sport	(3)	None
MKT 313 Salesmanship	(3)	MKT 233
MKT 326 Consumer Behavior	(3)	MKT 233
HSM 135 Intro to the Hospitality Industry	(3)	None

HSM 410 Gaming/Casino Mgmt	(3)	HSM 135, MATH 208
	19 hrs.	

Supply Chain Management Minor:

Course Number and Title	Hrs.	Prerequisites
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
MGT 240 Intro. to Management	3	None
MGT 319 Operations Mgmt.	3	MGT 240, MATH
MKT 233 Princ. Of Marketing	3	None
SCM 243 Procurement	3	MKT 233
SCM 316 Supply Chain Mgmt.	3	MKT 233 or MGT 240, MATH 208
SCM 350 Logistics	3	SCM 316
SCM 351 Lean Prod. & Quality	3	MGT 319
	24 hrs.	

Minors for Non-Business Majors Only

The following minors are crafted specifically for non-business majors, and may not be taken by students pursuing any business major.

Business Administration Minor:

Course Number and Title	Hrs.	Prerequisites
ACCT 201 Financial Acct.	3	None
ECON 232 Princ. Of Microecon.	3	None
OR		
ECON 233 Princ. Of Macroecon.	(3)	None
FIN 322 Personal Asset Mgmt.	3	Soph. Status
MGT 240 Intro. to Management	3	None
MIS 221 Information Technology	3	None
MKT 233 Principles of Mktg.	3	None
	18 hrs.	

Entrepreneurship Minor:

Course Number and Title	Hrs.	Prerequisites
ENTP 245 Intro. to Ent.	3	None
ENTP 365 Ent. Strat. & Tactics	3	ENTP 245, MGT 240, MKT 233
ENTP 445 New Venture Creation	3	ENTP 245, MGT 240, MKT 233
MGT 240 Intro. to Management	3	None
MKT 233 Princ. Of Marketing	3	None
	15 hrs.	

Courses and Descriptions

See Course Descriptions section of catalog.

Chemistry and Biochemistry

Department of Chemistry/Geology/Physics
The College of Arts and Sciences

Chair
Rebecca W. Corbin, Professor of Chemistry

Faculty
Perry S. Corbin, Professor of Chemistry
Brian K. Mohney, Professor of Chemistry
Jeffrey D. Weidenhamer, Professor of Chemistry, Trustees' Professor
Robert G. Bergosh, Associate Professor of Chemistry
Nicholas A. Johnson, Assistant Professor of Chemistry
Trina M. Mohney, Professional Instructor of Chemistry

Degrees Offered
Bachelor of Science
Bachelor of Science in Education

Mission and Goals
The chemistry program prepares chemistry and other science majors to apply the scientific method to problems and to discover the intimate relation of chemistry to all phases of everyday life and to other sciences. Chemistry majors graduate with the background and skills necessary for jobs in commerce, industry, or education, or further graduate or professional training.

The program places heavy emphasis on faculty/student interactions, hands-on training with instrumentation, and data analysis tools such as computer modeling and spreadsheets. The importance of writing and communication skills is stressed throughout the curriculum, beginning in the introductory courses and carried through every course offered by the department.

The chemistry program seeks to provide non-science majors with the basic understanding of the nature of science needed to live as responsible citizens in a technological society. Students gain an understanding of the scientific method through an in-depth analysis of topics and case studies, selected hands-on activities in classroom and laboratory, and exploration of the consequences of scientific discoveries for society.

Student Learning Outcomes
Students in chemistry and related programs will:

1. Describe and apply the major concepts, experimental findings, and theories of chemistry;
2. Effectively use the laboratory techniques and methods of chemistry;
3. Follow proper safety procedures and regulations for use of chemicals and laboratory equipment;
4. Design appropriate investigations, interpret the results and make decisions within the context of chemistry;
5. Communicate scientific information both orally and in writing; and
6. Practice ethical and professional behavior within the context of the discipline.

Chemistry Facilities and Equipment
The chemistry program is approved by the American Chemical Society. Eight laboratories and ample classroom space accommodate the needs of the faculty and students. The Ingmand laboratory houses chromatography and spectroscopy instruments that students will use in industry, a clinical setting, or graduate school. Recent acquisitions include a graphite furnace atomic absorption spectrophotometer for measuring trace metals, a high- performance liquid chromatograph for determination of natural products and pharmaceutical agents, a spectrofluorimeter for protein-ligand binding studies, a MALDI-TOF mass spectrometer, and a high field NMR spectrometer. The chemistry curriculum is structured so that students begin hands-on use of these instruments during their first two years at Ashland University.

Pre-Professional Programs
Chemistry courses make up a substantial component of the required curriculum for a number of pre-professional programs. For minimum requirements, see the Academic Affairs section on pre-professional programs. The chemistry faculty along with other departments has developed recommended course sequences that give students the needed background to continue studies in professional schools. A major in chemistry, biochemistry, or forensic chemistry is a strong preparation for professional schools in medicine, dentistry, veterinary medicine, and pharmacy.

Description of Majors
Chemistry-Chemistry is the study of the structure and behavior of atoms, compounds and their properties, and reactions. Whether it is the development of new pharmaceuticals to treat disease, new materials, or reduction of environmental hazards, chemists are at work in many industries and related disciplines such as geology and biology. A degree in chemistry can open the door to almost any scientific or technological field, as well as careers in medicine, business, and law.

Biochemistry-Biochemists apply chemistry to understand biological processes at the cellular and molecular level. Biochemists seek to understand the structure and function of molecules found in living organisms. The interdisciplinary nature of biochemistry and molecular biology are blurring the traditional boundary lines between biology and chemistry.

Forensic Chemistry-Forensic chemists apply modern instrumental methods of analysis to criminal investigations. The forensic chemistry major equips students with a well-rounded, multi-disciplinary experience necessary for careers and advanced graduate work in forensic science, law, chemistry, and associated fields of science and engineering.

Majors in chemistry, biochemistry, and forensic chemistry are provided with broad training in chemistry and biochemistry and extensive, hands-on laboratory training, along with the opportunity to conduct independent research with one of our faculty. Our graduates have been successful in continuing their education in graduate and professional schools, and in obtaining positions in chemical and pharmaceutical companies, and government laboratories.

Degree Requirements

Assessment – The assessment of student learning outcomes for chemistry, biochemistry, and forensic chemistry majors includes both internal and external assessments in selected courses, typically culminating in the CHEM 497 Laboratory and Field Research course or the CHEM 493 Internship course.

Bachelor of Science with a comprehensive major in Chemistry Core Requirements

Course Number and Title	Hrs.	Prerequisites
CHEM 103-104 Gen. Chemistry	4/4	H.S. Chem, 3 yrs. H.S. Math
CHEM 307/307L Org. Chem. I	4	CHEM 104
CHEM 308/308L Org. Chem II	4	CHEM 307
CHEM 320 Quant. Analysis	4	CHEM 104
CHEM 411-412 Physical Chem.	4/4	PHYS 206
MATH 205-206 The Calculus	5/5	MATH 111 or Equiv.
PHYS 205-206 Univ. Physics	5/5	MATH 206
MATH 305 The Calculus III	4	MATH 206
OR		
MATH 307 Linear Algebra	(3)	MATH 202, 206, or 224
	51-52 hrs.	

General Track

Course Number and Title	Hrs.	Prerequisites
Chemistry Core	51-52	
Other 400 level CHEM courses	6-8	
Other 400 level CHEM, GEOL, or BIO or 300 level MATH or PHYS course if needed to reach at least 60 hrs.	(3)	
	60-61 hrs.	

Plus Institutional Baccalaureate Degree Requirements

ACS Approved Track

Course Number and Title	Hrs.	Prerequisites
Chemistry Core	51-52	
CHEM 416 Adv. Inorg. Chem	4	CHEM 411
CHEM 420 Inst. Analysis	4	CHEM 320
CHEM 429/429L Biochemistry	4	CHEM 307
400 level Chem. Elect. (incl. CHEM 497)	3	
	66-67 hrs.	

Plus Institutional Baccalaureate Degree Requirements

Bachelor of Science with a comprehensive major in Biochemistry

Course Number and Title	Hrs.	Prerequisites
BIO 201 Molec. & Cellular Basis of Life	4	None
BIO 202 Organ. Adapt. & Divers.	4	None
BIO 303 Genetics	4	BIO 201 & 6 BIO hrs
BIO 424 Cell Biology	4	12 hrs. Bio, Bio 303
CHEM 103 General Chemistry I	4	H.S. Chem., 3 yrs. H.S. Math
CHEM 104 General Chemistry II	4	CHEM 103
CHEM 320 Quant. Analysis	4	CHEM 104
CHEM 307/307L Org. Chem. I	4	CHEM 104
CHEM 308/308L Org. Chem II	4	CHEM 307
CHEM 411/411L Phys. Chem. I	4	PHYS 206
CHEM 429/429L Biochemistry	4	CHEM 307
CHEM 439 Adv. Topics in Biochemistry	3	CHEM 429
MATH 205 Calculus I	5	MATH 111 or Equ.
MATH 206 Calculus II	5	MATH 205
PHYS 205 Univ. Physics I	5	MATH 206
PHYS 206 Univ. Physics II	5	PHYS 205
	67 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Science with a comprehensive major in Forensic Chemistry

Course Number and Title	Hrs.	Prerequisites
BIO 201 Molec. & Cellular Basis of Life	4	None
BIO 202 Organ. Adapt. & Divers.	4	None
BIO 303 Genetics	4	BIO 201 & 6 BIO hrs
CHEM 103-104 General Chemistry	4/4	H.S. Chem., 3 yrs. H.S. Math
CHEM 320 Quant. Analysis	4	CHEM 104
CHEM 307/307L Org. Chem. I	4	CHEM 104
CHEM 308/308L Org. Chem II	4	CHEM 307
CHEM 411/411L Phys. Chem. I	4	PHYS 206
CHEM 420 Inst. Analysis	4	CHEM 320
CHEM 429/429L Biochemistry	4	CHEM 307
CHEM 493 Internship	3	Junior Status
OR		
CHEM 497 Laboratory and Field Research	(3)	
CJ 130 Intro to Criminal Justice	3	None
CJ 200 Criminal Investigation I	3	CJ 130
COM 208 Arg. & Advocacy	3	COM 101
MATH 205-206 Calculus	5/5	MATH 111 or Equ.
PHIL 280 Applied Ethics	1-2	None
PHYS 205-206 Univ. Physics II	5/5	MATH 206
	77-78 hrs.	

Plus Institutional Baccalaureate Degree Requirements

Bachelor of Science in Education with a comprehensive major in Chemistry (Chemistry Licensure) Grades 7-12

This major in Education with a comprehensive major in Chemistry is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Assessment – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

Course Number and Title	Hrs.	Prerequisites
CHEM 103 General Chemistry I	4	H.S. Chem., 3 yrs. H.S. Math
CHEM 104 General Chemistry II	4	CHEM 103
CHEM 307/307L Org. Chem. I	4	CHEM 104
CHEM 308/308L Org. Chem II	4	CHEM 307
CHEM 320 Quant. Analysis	4	CHEM 104
CHEM/GEOL/PHYS/PHIL 350	3	Any Natural Science

Science as a Cultural Force		Core Course
CHEM 411/411L Phys. Chem. I	4	PHYS 206
CHEM 429/429L Biochemistry	4	CHEM 307
MATH 205 Calculus I	5	MATH 111 or Equ.
MATH 206 Calculus II	5	MATH 205
PHYS 205 Univ. Physics I	5	MATH 206
PHYS 206 Univ. Physics II	5	PHYS 205
Choose one from:	4	
BIO 201 Molec. & Cell Basis of Life	(4)	H.S. Bio & Chem
GEOL 101 Physical Geology	(4)	None
Education Requirements:		
EDFN 130 Intro. to Teaching	3	None
EDFN 202 Teaching and Learn. Process	3	EDFN 130
EDIS 250 Intro. Educational Intervention	3	None
EDCI 230SEC AYA Field Exp. I	1	Concurrent with EDCI 232
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
PSYC 218 Psyc. Of Adol.	3	None
EDCI 318 Tch. 21st Cent. Adol. Science	3	EDCI 230SEC or 236
EDCI 330SEC AYA Field Exp. II	3	EDCI 230, 232; PSYC 218; concurrent with EDCI 318
EDCI 392 Content Area Reading	3	None
EDFN 402 Social and Prof. Issues	2	Sr. Status; concurrent with EDCI 461
EDCI 461 Student Internship Gr. 7-12	10	All Student Internship Req; concurrent with EDFN 402.
	92 hrs.	

Plus Institutional Baccalaureate Degree Requirements

Bachelor of Science in Education with a comprehensive major in Integrated Science (Grades 7-12)

Assessment – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

Course Number and Title	Hrs.	Prerequisites
BIO 201 Molec. & Cellular Basis of Life	4	None
BIO 202 Organ. Adapt. & Divers.	4	BIO 201
BIO 303 Genetics	4	BIO 201 & 6 BIO hrs
Choose two from:	7-8	
BIO 305 Evolution	(3)	BIO 202; 303 or Concurrent
BIO 310 Ecology	(4)	BIO 202
BIO 325 Anat. & Phys. I	(4)	BIO 201
BIO 326 Anat. & Phys. II	(4)	BIO 325
BIO 340 Microbiology	(4)	BIO 201, CH 104
BIO 411 Limnology	(4)	BIO 202
BIO 424 Cell Biology	(4)	12 hrs. BIO, BIO 303
BIO 428 Molecular Biology	(4)	BIO 303
CHEM 103 General Chemistry I	4	H.S. Chem., 3 yrs. H.S. Math
CHEM 104 General Chemistry II	4	CHEM 103
CHEM 320 Quant. Analysis	4	CHEM 104
CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force	3	Any Natural Science Core Course
GEOL 101 Physical Geology	4	None
GEOL 102 Historical Geology	4	None
Choose one from:	3	
PHYS 107 Hidden Life of the Stars	(3)	H.S. Alg. & Trig.
PHYS 320 Origins of the Universe	(3)	H.S. Alg. & Trig.
General Physics option:	19	
MATH 201 Calculus with App. I	(3)	2 yrs. H.S. Alg., 1 yr. H.S. Geom.
PHYS 201 Gen. Physics I	(4)	H.S. Alg. & Geom.
PHYS 202 Gen. Physics II	(4)	PHYS 201
GEOL 311 Minerology	(4)	GEOL 101
CHEM 307/307L Org. Chem. I	(4)	CHEM 104
OR		
University Physics option:	20	
MATH 205 Calculus I	(5)	MATH 111 or Equ.
MATH 206 Calculus II	(5)	MATH 205
PHYS 205 Univ. Physics I	(5)	MATH 206
PHYS 206 Univ. Physics II	(5)	PHYS 205
	64-66 hrs.	
Education Requirements:		
EDFN 130 Intro. to Teaching	3	None
EDFN 202 Teaching and Learn. Process	3	EDFN 130
EDIS 250 Intro. Educational Intervention	3	None
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
EDCI 230SEC AYA Field Exp. I	1	Concurrent with EDCI 232
PSYC 218 Psyc. Of Adol.	3	None
EDCI 318 Tch. 21st Cent. Adol. Science	3	EDCI 230SEC or 236
EDCI 330SEC AYA Field Exp. II	3	EDCI 230, 232; PSYC 218; concurrent with EDCI 318
EDCI 392 Content Area Reading	3	None
EDFN 402 Social and Prof. Issues	2	Sr. Status; concurrent with EDCI 461
EDCI 461 Student Internship Gr. 7-12	10	All Student Internship Req.; concurrent with EDFN 402
	101-103 hrs.	

Plus Institutional Baccalaureate Degree Requirements

Bachelor of Science in Education with a comprehensive major in Physical Science (Grades 7-12)

See listing in Physics.

Minor in Chemistry

Course Number and Title	Hrs.	Prerequisites
CHEM 103-104 Gen. Chemistry	4/4	H.S. Chem, 3 yrs. H.S. Math
Three courses from the following:	11-12	
CHEM 307/307L Org. Chem. I	(4)	CHEM 104
CHEM 320 Quant. Analysis	(4)	CHEM 104
CHEM 411 Physical Chem.	(3-4)	PHYS 206
CHEM 416 Adv. Inorganic Chemistry	(4)	CHEM 411
CHEM 429 Biochemistry	(3-4)	CHEM 307
	19-20 hrs.	

Chemistry Courses and Descriptions

See Course Descriptions section of catalog.

Communication Studies

Department of Communication Studies
(Applied Communication, Public Relations & Strategic Communication, Sport Communication)
The College of Arts and Sciences

Chair
Gwen Hullman, Associate Professor of Communication Studies

Faculty
Deleasa Randall-Griffiths, Professor of Communication Studies
Cory Hillman, Assistant Professor of Communication Studies
Shawn Orr, Professional Instructor of Communication Studies

Degrees Offered
Bachelor of Arts

Mission Statement
The Department of Communication Studies is dedicated to its students by providing innovative and diverse leadership, intellectual rigor, and collaboration in a culture of scholarship.

Description of Majors
Applied Communication - The Applied Communication studies major prepares students for a broad range of careers by providing a strong communication foundation involving speaking, listening, and writing. Students apply this foundation to the study of public relations, conflict mediation and negotiation, and risk and crisis communication. Students tailor their degree to meet specific interest by choosing classes from a wide range of institutional and relational contexts like: public speaking, small group, family, intercultural, organizational, and leadership communication. Students have the opportunity to build their portfolio consisting of research projects, accomplishments, and experiences. The program does require a minor or dual major. The Applied Communication student will:

1. Critically analyze the complexity of human communication addressing the ongoing transaction between and among parties.
2. Explain and apply theories and research to central questions of the communication studies discipline.
3. Create informative, persuasive, and conversational messages by identifying and evaluating the audience, purpose, and context.
4. Create and deliver effective written, oral and digital presentations for a given audience.
5. Critically analyze messages through the use of listening skills.
6. Explain the social, cultural, and ethical responsibilities of communicators.

Public Relations & Strategic Communication - Students majoring in public relations and strategic communication master the art and science of relating to diverse publics using a variety of media and communication strategies and vehicles. Students are prepared to work in public relations with a focus on message construction and image management, bridging organizations and their public audiences. An emphasis will be placed on leadership and organizational communication. Students will develop critical thinking, research, and audience analysis skills that are necessary for any organization. Students will be prepared to execute successful public relations campaigns for any organization or sector including industry, government, education, and healthcare. The Public Relations & Strategic Communication student will:

1. Critically analyze the complexity of human communication addressing the ongoing transaction between and among parties.
2. Explain and apply theories and research to central questions of the communication studies discipline.
3. Create informative, persuasive, and conversational messages by identifying and evaluating the audience, purpose, and context.
4. Create and deliver effective written, oral and digital presentations for a given audience.
5. Critically analyze messages through the use of listening skills.
6. Explain the social, cultural, and ethical responsibilities of communicators.
7. Create public relations plans and campaigns that utilize research and include defined goals, measurable objectives, strategies, tactics and evaluation.
8. Apply organization communication strategies, problem-solving skills, critical analysis and ethical behavior to manage stakeholder relationships and enhance strategic communication within organizations.

Sport Communication - Sport communication majors focus on communication theory, research, and application that covers a broad range of communication phenomena within the sport industry. Students study sport culture, sport organizations, informatics, sport relationships, and fandom to prepare them for fields such as sport public relations, sports sales, marketing, management, coaching, and continuation in graduate studies. The Sport Communication Studies student will:

1. Critically analyze the complexity of human communication addressing the ongoing transaction between and among parties.
2. Explain and apply theories and research to central questions of the communication studies discipline.
3. Create informative, persuasive, and conversational messages by identifying and evaluating the audience, purpose, and context.
4. Create and deliver effective written, oral and digital presentations for a given audience.
5. Critically analyze messages through the use of listening skills.
6. Explain the social, cultural, and ethical responsibilities of communicators.
7. Critically analyze the cultural, organizational, and interpersonal relationships that exist between the sports industry, its audiences, and its stakeholders.
8. Apply relevant sport communication theory and principles in the discussion, analysis, and/or research of sport-related contexts, issues, and ethical concerns.

Experiential Learning
The communication studies programs offer off-campus opportunities in a variety of organizations including industry, non-profit, and government agencies. Practical research opportunities will be available to students desiring to apply their skills to actual organizations (serving as consultants and/or trainers) resulting in the student accumulating valuable professional experience and credentialing.

The sport communication program offers opportunities for students to work in cooperation with the Ashland University sports information office and with its NCAA Division II athletic teams in a wide variety of men's and women's sports. Sport communication students also have the opportunity to work with external amateur and professional sport organizations in the Cleveland, Columbus, and Akron areas.

Degree Requirements

Assessment - Majors in the department will be expected to participate in programmatic assessment during the process of completing their degree requirements. This process includes, but is not limited to, the submission of writing samples and presentations. Faculty will inform the students projects will be collected for assessment.

Student Honor Society

Students who have excelled in communication studies are eligible for membership in Lambda Pi Eta, the National Communication Association's Honor Society. This organization recognizes scholarly excellence in the field of Communication Studies. Qualifications for Lambda Pi Eta: 1. Communication Studies Major, 2. Have completed 60 semester credit-hours, 3. Have a minimum overall cumulative GPA of 3.0, 4. Have completed the equivalent of 12 semester credit-hours in Communication Studies, 5. Have a minimum GPA of 3.25 for all Communication Studies courses, 6. Currently be enrolled as a student in good standing, as determined by the institution's policies.

Bachelor of Arts in Applied Communication (Offered on-campus and online)

This program prepares students for a broad range of careers by providing a strong communication foundation involving speaking, listening, writing, organizational, leadership, and conflict negation skills as they apply to a variety of institutional and relational contexts. Students have the opportunity to build their portfolio consisting of research projects, accomplishments, and experiences. The program requires a minor or dual major.

Course Number and Title	Hrs.	Prerequisites
COM 101 Human Communication	3	None
COM 120 Found. of Health Comm.	3	None
COM 204 Comm. Theory & Research	3	COM 101 or 120
COM 343 Conflict, Mediation, & Negotiation	3	COM 101 or 120
COM 425 Risk & Crisis Comm.	3	COM 101 or 120; Jr. Status
Choose 15 credits from the following:	15	
COM 205 Intro to Public Relations	(3)	COM 101 or 120
COM 206 Small Group Comm.	(3)	COM 101 or 120
COM 210 Family Communication	(3)	COM 101 or 120
COM 301 Public Speaking	(3)	COM 101 or 120
COM 302 Intercultural Comm.	(3)	COM 101 or 120
COM 304 Interpersonal Comm.	(3)	COM 101 or 120
COM 305 Organizational Comm.	(3)	COM 101 or 120
COM 333 Leadership Communication	(3)	COM 101 or 120
	30 hrs.	

*Note: Due to the percentage of coursework overlap, students may not combine this major with the B. A. in Public Relations & Strategic Communication, or the B. A. in Sport Communication for a dual major. Students may not combine this major with a minor in Health & Risk Communication or a minor in Public Relations.

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Arts with a major in Public Relations & Strategic Communication

This program prepares students to effectively create, deliver, and assess message campaigns and strategies in sectors such as healthcare, non-profit, not-for-profit, for profit, and government agencies. Students have the opportunity to build their portfolio consisting of research projects, accomplishments, internships, and other public relations experiences. The program does require a minor or dual major.

Course Number and Title	Hrs.	Prerequisites
COM 101 Human Communication	3	None
OR		
COM 120 Found. Of Health Comm.	(3)	None
ART 160E Digital Art	3	None
COM 204 Comm. Theory & Research	3	COM 101 or 120
COM 205 Intro to Public Relations	3	COM 101 or 120
COM 208 Argumentation & Advocacy	3	COM 101 or 120
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
COM 211 Public Relations Writing	3	COM 205
COM 270 Research Meth. in Comm.	3	COM 101 or 120; MATH 208
COM 274 Strategic Social Media	3	COM 101 or 120
COM 301 Public Speaking	3	COM 101 or 120
COM 302 Intercultural Comm.	3	COM 101 or 120
COM 304 Interpersonal Comm.	3	COM 101 or 120
COM 305 Organizational Comm.	3	COM 101 or 120
COM 425 Risk & Crisis Comm.	3	COM 101 or 120, Jr. Status
COM 474 Public Relations Campaigns	3	COM 211, Jr. Status
Choose 3 credits from:	3	
COM 436 Internship in Comm. Std	(2-3)	
OR		
COM 470 Research Exp. In Comm. Std	(1)	
	48 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Arts with a major in Sport Communication

This program prepares students for communication positions within sports and the sporting industry. Students have the opportunity to build their portfolio consisting of research projects, accomplishments, internships, and experiences. The program does require a minor or dual major.

Course Number and Title	Hrs.	Prerequisites
COM 101 Human Communication	3	None
OR		
COM 120 Found. of Health Comm.	(3)	None
COM 163 Found. of Sport Comm.	3	None
COM 204 Comm. Theory & Research	3	COM 101 or 120
COM 244 Sport, Comm. & Cult.	3	COM 101 or 120
COM 270 Research Meth. in Comm.	3	COM 101 or 120; MATH 208
COM 302 Intercultural Comm.	3	COM 101 or 120
COM 323 Sport Public Relations	3	COM 163
COM 410 Relational Comm. In Sport	3	COM 101 or 120. COM 163
COM 415 Comm. in Sport Organ.	3	COM 101 or 120, COM 163
COM 436 Internship in Comm. Std	2	See course description
OR		
COM 470 Research Exp. In Comm. Std	(2)	See course description

MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
Choose one elective from:	3	
SMG 255 Leadership: Theory & Practice	(3)	None
SMG 360 Sport Research	(3)	MATH 208
SMG 415 Sport Marketing	(3)	MKT 233
SMG 435 Global Perspectives in Sport	(3)	None
COM 242 Sport Reporting	(3)	None
COM 274 Strategic Social Media	3	COM 101 or 120
PSYC 280 Sport Psychology	(3)	None
	36 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

Minor in Health & Risk Communication

Course Number and Title	Hrs.	Prerequisites
COM 101 Human Communication	3	None
OR		
COM 120 Found. of Health Comm.	(3)	None
COM 320 Health Communication	3	COM 101 or 120
COM 420 Health Public Relations	3	COM 101 or 120: Jr. Status
COM 425 Risk & Crisis Comm.	3	COM 101 or 120: Jr. Status
Choose one of the following:	3	
PHIL 280 Medical Ethics	(3)	None
HS 202 Global Chall. in Public Health	(3)	None
	15 hrs.	

Minor in Public Relations

Course Number and Title	Hrs.	Prerequisites
COM 101 Human Communication	3	None
OR		
COM 120 Found. Of Health Comm.	(3)	None
COM 205 Intro to Public Relations	3	COM 101 or 120
COM 211 Public Relations Writing	3	COM 205
COM 305 Organizational Comm.	3	COM 101 or 120
Choose one:	3	
COM 274 Strategic Social Media	(3)	COM 101 or 120
COM 301 Public Speaking	(3)	COM 101 or 120
COM 302 Intercultural Comm.	(3)	COM 101 or 120
COM 323 Sport Public Relations	(3)	COM 101 or 120, COM 163
COM 425 Risk & Crisis Comm.	(3)	COM 101 or 120, Jr. Status
	15 hrs.	

Minor in Conflict Resolution

Course Number and Title	Hrs.	Prerequisites
COM 101 Human Communication	3	None
OR		
COM 120 Found. Of Health Comm.	(3)	None
CJ 130 Introduction to Criminal Justice	3	None
CJ 227 Corrections in the United States	3	CJ 130
CJ 465 Restorative Justice	3	CJ 130, Jr or Sr Status
COM 343 Conflict, Mediation, & Negotiation	3	COM 101 or COM 120
Choose One from Outside the Student's Major:	3	
COM 208 Argumentation & Advocacy	(3)	COM 101 or COM 120
COM 302 Intercultural Comm.	(3)	COM 101 or COM 120
COM 304 Interpersonal Comm.	(3)	COM 101 or COM 120
CJ 307 Victimology	(3)	CJ 130 or SOC 111
SOCWK 230 Global Human Rights & Social Justice	(3)	None
SOCWK 305 Family Violence	(3)	None
MGT 240 Introduction to Management	(3)	None
Choose One:	1-3	
*COM 436 Internship in Communication Studies	(2-3)	Permission of Instructor
*CJ 403 Field Experience/Instruction	(1-3)	CJ 130 & Instructor approval
	19-21 hrs.	

* Field experience taken for credit toward the criminal justice major cannot count for credit toward the conflict resolution minor. Field experience taken for credit toward the conflict resolution minor does not count for credit toward the criminal justice major.

COM Courses and Descriptions

See Course Descriptions section of catalog.

Computer Science

Department of Mathematics and Computer Science

The College of Arts and Sciences

https://www.ashland.edu/cas/departments/mathematics-and-computer-science-department

Chair

Christopher Swanson, Professor of Mathematics

Faculty

Deborah Stoffer Wilson, Visiting Assistant Professor of Computer Science

Degrees Offered

Bachelor of Science

Bachelor of Arts

Mission

The mission of the Department of Mathematics and Computer Science is to educate students in the areas of mathematics and computer science. The department is committed to providing the students with a broad overview of the central concepts of mathematics, computer science, and logic. The mathematics and computer science curricula are supported by the foundation of a liberal arts education.

Student Learning Outcomes

1. Students will apply the foundational knowledge of the discipline to advanced-level contexts.
2. Students will demonstrate reasoning competence through analyses that involve logical argumentation, critical thinking, and problem solving.
3. Students will clearly and accurately express discipline-specific ideas.

Facilities and Equipment

All classrooms are equipped with networked instructor workstations, including audiovisual and computer projection systems. Programming courses are taught in a computer classroom with student workstations. In addition to the university network and open computer labs, the department maintains a dedicated laboratory for majors. The lab contains a wide variety of computer hardware, running Windows, Linux, and Mac OS X. The computers are equipped with scientific typesetting software, software development tools, compilers, word processors, spreadsheet programs, database programs, web design and programming tools, audio and video editing software, multimedia software, computer algebra systems, statistical and geometric software, and many other applications.

Internships

Computer science majors and minors are encouraged to take advantage of internship opportunities. Most computer- related internships are paid positions. Some positions are available on campus during the school year while others are in industry, usually during the summer. A student may receive course credit for an internship through the University Elective Internship Program (see the description of CS 493 for requirements).

Student Organizations

Any interested student may join either the student chapter of the Association for Computing Machinery or the Mathematics Association of America.

Upsilon Pi Epsilon, Ohio Epsilon chapter, honors students who have shown academic excellence in the computing sciences. The purpose of the society is to promote the computing sciences and to encourage its contribution to the enhancement of knowledge. Computer science majors who have completed 60 hours of overall course work with a GPA of at least 3.5 are eligible for membership.

Description of Majors

Both the Bachelor of Science and Bachelor of Arts degrees prepare students for jobs in the information technology industry, such as computer programmer, software developer, computer systems analyst, web developer, and security analyst; or for further study in graduate school.

Degree Requirements

Assessment-As part of the department assessment process, majors in computer science will be asked to complete a survey during the spring of their sophomore year and again during their last semester before graduating.

Bachelor of Science with a comprehensive major in Computer Science

This program is designed for those students who wish to pursue a career in computer science.

Course Number and Title	Hrs.	Prerequisites
CS 101 Logic and Computing	3	2 years H.S. Algebra
CS 121 Computer Programming I	3	CS 101
CS 122 Computer Programming II	3	CS 121
CS 230 Data Structures	3	CS 122, MATH 223
CS 301 Computer Architecture	3	CS 122
CS 302 Theory of Computation	3	MATH 224, 250
CS 303 Computer Algorithms	3	CS 230, MATH 224
CS 304 Theory of Programming Languages	3	CS 230, MATH 224
CS 421 Principles of Operating Systems	3	CS 230, 301
CS 499 Software Development	3	Junior/Senior Status
MIS 470 Database Management	3	None
MATH 223 Discrete Mathematics I	3	3 years H.S. College Prep Math
MATH 224 Discrete Mathematics II	3	MATH 223
MATH 250 Mathematical Proof	1	MATH 223
MATH 307 Linear Algebra	3	MATH 202, 206, or 224
Electives-Choose 2 courses from:	6	
SEC 180 Foundations of Computer Security	(3)	None
SEC 185 Cyber Ethics	(3)	None
CS 221 The Linux Operating System	(3)	CS 101
CS 325 Mobile Applications Development	(3)	CS 122
CS 433 Computer Networks	(3)	CS 230, 301
CS 460 Advanced Topics in CS	(3)	CS 230
Electives-Choose 2 courses from:	6	
CS 175 Web Design	(3)	None
CS 260 Topics in CS	(3)	None
CS 275 Web Programming	(3)	CS 101, 175

CS 427 Computer Graphics	(3)	CS 303, MATH 307
MIS 372 Systems Analysis & Design	(3)	MIS 221
MIS 472 Business Intelligence, Analytics, & Data Visualization	(3)	MIS 221 or CS 121
MIS 473 Advanced Systems Development	(3)	MIS 371, 372, 470
MATH 205 Calculus I	(5)	MATH 111 or Equivalent
MATH 308 Operations Research	(3)	MATH 224
Any additional 400 level CS course	(3)	
Science electives*	6	
	61 hrs.	

*Electives may be from biology, chemistry, computer science, cyber security, geology, mathematics, physics, or software design and development, excluding MATH 100, 110 and excluding Math 111, 201, 202 if taken after Math 205 was successfully completed.

Plus Institutional Baccalaureate Degree Requirements

Bachelor of Arts with a major in Computer Science

This program is designed for those students who wish to pursue a career primarily related to computer science. This program does require a minor or a dual major.

Course Number and Title	Hrs.	Prerequisites
CS 101 Logic and Computing	3	2 years H.S. Algebra
CS 121 Computer Programming I	3	CS 101
CS 122 Computer Programming II	3	CS 121
CS 230 Data Structures	3	CS 122, MATH 223
CS 301 Computer Architecture	3	CS 122
CS 302 Theory of Computation	3	MATH 224, 250
CS 303 Computer Algorithms	3	CS 230, MATH 224
CS 304 Theory of Programming Languages	3	CS 230, MATH 224
CS 421 Principles of Operating Systems	3	CS 230, 301
CS 499 Software Development	3	Junior/Senior Status
MIS 470 Database Management	3	None
MATH 223 Discrete Mathematics I	3	3 years H.S. College Prep Math
MATH 224 Discrete Mathematics II	3	MATH 223
MATH 250 Mathematical Proof	1	MATH 223
MATH 307 Linear Algebra	3	MATH 202, 206, or 224
Electives-Choose 1 course from:	3	
SEC 180 Foundations of Computer Security	(3)	None
SEC 185 Cyber Ethics	(3)	None
CS 221 The Linux Operating System	(3)	CS 101
CS 325 Mobile Applications Development	(3)	CS 122
CS 433 Computer Networks	(3)	CS 230, 301
CS 460 Advanced Topics in CS	(3)	CS 230
Electives-Choose 1 course from:	3	
CS 175 Web Design	(3)	None
CS 260 Topics in CS	(3)	None
CS 275 Web Programming	(3)	CS 101, 175
CS 427 Computer Graphics	(3)	CS 303, MATH 307
MIS 372 Systems Analysis & Design	(3)	MIS 221
MIS 472 Business Intelligence, Analytics, & Data Visualization	(3)	MIS 221 or CS 121
MIS 473 Advanced Systems Development	(3)	MIS 371, 372, 470
MATH 201 Calculus I with applications to Management, Life, and Social Sciences	(3)	2 years H.S. Algebra; 1 yr of H.S. Geometry
MATH 308 Operations Research	(3)	MATH 224
	49 hrs.	

Plus Institutional Baccalaureate Degree Requirements

Bachelor of Science with a comprehensive major in Cyber Security

This program is designed for those students who wish to pursue a career in cyber security.

Course Number and Title	Hrs.	Prerequisites
CS 101 Logic and Computing	3	2 years H.S. Algebra
SEC 180 Foundations of Computer Security	3	None
SEC 185 Cyber Ethics	3	None
CS 221 The Linux Operating System	3	CS 101
SEC 280 Windows Security	3	SEC 180
SEC 285 Digital Forensics & Investigation I	3	None
SEC 380 Linux Security	3	SEC 180, CS 221
SEC 381 Hacker Tools & Techniques	3	SEC 180
SEC 385 Digital Forensics & Investigation II	3	SEC 285
SEC 480 Mobile Security	3	SEC 180
Internship/Field Experience	3	
CS 493 Internship	(3)	Chair Approval, Learning Contract
CJ 403 Field Experience	(3)	Chair Approval
CJ 130 Introduction to Criminal Justice	3	None
CJ 242 Criminology	3	None
MATH 208 Elementary Statistics	3	Math ACT 18, or Math SAT 480, or MATH 100
MIS 475 Network Fundamentals & Information Security	3	MIS 370 or CS 101
PSYC 101 General Psychology I	3	None
Electives (Choose 4 courses from):	12	
CS 121 Computer Programming I	(3)	CS 101
CS 485 Computational Roots of Security	(3)	SEC 180
CJ 266 Constitution and Criminal Procedure	(3)	None
CJ 440 Criminal Justice Policy	(3)	CJ 130, CJ 242
ECON 301 Game Theory	(3)	Core/Math Logic Requirement
ECON 348 Business Analytics I	(3)	MATH 208
ECON 448 Business Analytics II	(3)	ECON 348
MATH 223 Discrete Mathematics	(3)	3 yrs. H.S. or Coll. Prep. Math
MIS 470 Database Management	(3)	None
SOC 225 Contemporary Social Problems	(3)	SOC 111
	60 hrs.	

Plus Institutional Baccalaureate Degree Requirements

Bachelor of Science with a comprehensive major in Computer Art and Graphics Programming

See listing in Art

Bachelor of Science with a comprehensive major in Software Design and Development

Course Number and Title	Hrs.	Prerequisites
CS 101 Logic and Computing	3	2 years H.S. Algebra
CS 121 Computer Programming I	3	CS 101
CS 122 Computer Programming II	3	CS 121
CS 230 Data Structures	3	CS 122, MATH 223
CS 301 Computer Architecture	3	CS 122
CS 421 Principles of Operating Systems	3	CS 230, 301
MATH 223 Discrete Mathematics I	3	3 years H.S. College Prep Math
MATH 224 Discrete Mathematics II	3	MATH 223
MIS 470 Database Management	3	None
SDD 241 Introduction to Software Engineering	3	CS 230
SDD 341 Software Requirements and Design	3	SDD 241
SDD 343 Software Testing, Verification, and Validation	3	SDD 241
SDD 345 Software Quality and Configuration Management	3	SDD 241
SDD 441 Software Project Management	3	SDD 341, 343, 345
SDD 449 Capstone Project	3	SDD 441
SEC 180 Foundations of Computer Security	3	None
Electives (Choose 4 courses from):	12	
CS 175 Web Design	(3)	None
CS 221 The Linux Operating System	(3)	CS 101
CS 275 Web Programming	(3)	CS 101, 175
CS 303 Computer Algorithms	(3)	CS 230, MATH 224
CS 325 Mobile Applications Development	(3)	CS 122
CS 485 Computational Roots of Security	(3)	SEC 180
SEC 185 Cyber Ethics	(3)	None
MATH 201 Calculus I with applications to Management, Life, and Social Sciences	(3)	2 years H.S. Algebra; 1 yr of H.S. Geometry
MATH 208 Elementary Statistics	(3)	Math ACT 18, or Math SAT 480, or MATH 100
	60 hrs.	

Plus Institutional Baccalaureate Degree Requirements

Minor in Computer Science

Course Number and Title	Hrs.	Prerequisites
CS 101 Logic and Computing	3	2 years H.S. Algebra
CS 121 Computer Programming. I	3	CS 101
CS 122 Computer Programming. II	3	CS 121
CS 230 Data Structures	3	CS 122, MATH 223
Electives-Choose 3 courses from:	9	
CS 175 Web Design	(3)	None
SEC 180 Foundations of Computer Security	(3)	None
SEC 185 Cyber Ethics	(3)	None
CS 221 The Linux Operating System	(3)	CS 101
CS 275 Web Programming	(3)	CS 101, 175
CS 301 Computer Architecture	(3)	CS 122
CS 303 Computer Algorithms	(3)	CS 230, MATH 224
CS 325 Mobile Applications Development	(3)	CS 122
CS 433 Computer Networks	(3)	CS 230, 301
CS 460 Advanced Topics in CS	(3)	CS 230
MATH 223 Discrete Mathematics I	(3)	3 years H.S. College Prep Math
MATH 224 Discrete Mathematics II	(3)	Math 223
	21hrs.	

Minor in Cyber Security

Course Number and Title	Hrs.	Prerequisites
CS 101 Logic and Computing	3	2 years H.S. Algebra
SEC 180 Foundations of Computer Security	3	None
SEC 185 Cyber Ethics	3	None
SEC 285 Digital Forensics & Investigation I	3	None
CJ 242 Criminology	3	None
MIS 475 Network Fundamentals & Information Security	3	MIS 370 or CS 101
Electives (Choose 2 courses from):	6	
CS 221 The Linux Operating	(3)	CS 101
CJ 266 Constitution & Criminal	(3)	None
SEC 280 Windows Security	(3)	SEC 180
SEC 380 Linux Security	(3)	CS 221 and SEC 180
SEC 381 Hacker Tools & Techniques	(3)	SEC 180
SEC 385 Digital Forensics & Investigation II	(3)	SEC 285
SEC 480 Mobile Security	(3)	SEC 180
	24hrs.	

Minor in Web Technology

Course Number and Title	Hrs.	Prerequisites
ART 134 2-D Design	3	None
ART 206 Digital Art I	3	ART 134
ART 332 Graphic Design II	3	ART 206 or 231
CS 101 Logic and Computing	3	2 years H.S. Algebra
CS 175 Web Design	3	None
CS 275 Web Programming	3	CS 175
MIS 470 Database Management	3	None
Elective: one course from:	3	
SEC 185 Cyber Ethics	(3)	None
COM 205 Introduction to Public Relations	(3)	COM 101
COM 302 Intercultural Comm.	(3)	COM 101
MIS 346 E-Commerce	(3)	MIS 221; MKT 233 or MGT 240
JDM 133 Video Aesthetics I	(3)	None
	24hrs.	

Computer Science Courses and Descriptions

See Course Descriptions section of catalog

Criminal Justice and Sociology

Department of Criminal Justice
The College of Arts and Sciences

Chair
Mitchell Metzger, Professor of Psychology

Faculty
Allyson Drinkard, Assistant Professor of Criminal Justice

Marc Hedrick, Professional Instructor of Criminal Justice

Mark Rubin, Director of Online Criminal Justice & Professional Instructor of Criminal Justice

Degrees Offered
Associate of Arts

Bachelor of Science

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

Student Learning Outcomes
Students will:

1. Distinguish the components and functions of the criminal justice system as well as the relevant issues and programs that impact the administration of the system.
2. Compare how the Classical School, Positivist School, and Chicago School and explain the micro- and macro-level causes of crime.
3. Distinguish a research objective, research question, hypothesis, and as well as define the meaning of an independent, dependent, and mediating and moderating variables.
4. Analyze Supreme Court cases, identify constitutional issues presented to the Court, and explain the decisions of the Court to a lay audience
5. Create and defend solutions to a criminal justice ethical dilemma using at least one ethical theory.
6. Assess a contemporary volatile issue in criminal justice. The student will create and defend a solution to the presented issue using at least one theory of the restorative justice model.

Description of Major
The criminal justice major is built upon a strong liberal arts base provided by the University's core curriculum. Course work in the major is structured in a manner that acquaints students with the basic concepts and content areas of the field of criminal justice including law enforcement, corrections, and the courts. The major introduces the criminal justice system as a concept that demonstrates the connectedness and the interdependence of making laws, breaking laws, and reacting to the breaking of laws. This process is referred to as justice, and its application as the criminal justice system. The criminal justice major acquires a basic understanding of the importance of the liberal arts to criminal justice, a sound knowledge base of criminal justice, and an understanding of the basic philosophical foundation and the major theories of the cause of crime and the application of law.

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

Students must also have the recommendation of the Alpha Phi Sigma advisor.

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

We believe that a broad background in the liberal arts is the best way to prepare for the study of law, supplemented by some courses which introduce legal concepts. The following courses would be appropriate choices to introduce legal concepts:

CJ 235: Courts and Justice

CJ 362: Criminal Law

CJ 266: The Constitution and Criminal Procedure

CJ 403: Field Experience/Instruction

MGT 401: Business Law I

MGT 402: Business Law II

POLSC 336: Constitutional Powers

POLSC 337: Constitutional Rights

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

Bachelor of Science with a comprehensive major in Criminal Justice (Offered On-Campus and Online)
The declared minor or concentration area requirement can be met through the completion of an 12 - 18-hour minor from another discipline, a second major from another area, or a collection of 18 hours from another area which supports the student‘s interest. All concentration areas must be approved by the chair of the Department of Criminal Justice/Sociology.

Course Number and Title	Hrs.	Prerequisites
CJ 130 Intro to Criminal Justice	3	None
CJ 227 Corrections in the United States	3	CJ 130 or concurrent
CJ 242 Criminology	3	None
CJ 250 Ethics in Criminal Justice	3	CJ 130
CJ 266 Constitution & Criminal Procedure	3	None
CJ 270 Policing in the United States	3	CJ 130 or concurrent
CJ 295 Research Methods for CJ	3	CJ 130, CJ 242 or concurrent

CJ 307 Victimology	3	CJ 130 SOC 111
CJ 465 Restorative Justice	3	CJ 130 or SOC 111 & Jr. or Sr. Status
Choose one:	3	
CJ 395 Advanced Research in CJ*	(3)	CJ 242 & CJ 295
CJ 403 Field Experience*	(3)	CJ 130 & Instructor Approv
Declared Minor or Concentration Area:**	12-18	CJ Chair or Online Director approval
Choose either the General Track or up to two of the Specialized Tracks below:	18	
	60-66 hrs.	

General Track

Electives (Choose 18 hours; at least 9 hours must be 300 level or above)

CJ 200 Crim. Investigation I	(3)	CJ 130
CJ 235 Courts and Justice	(3)	CJ 130
CJ 244 Juvenile Delinquency	(3)	CJ 130 or SOC 111
CJ 275 Gangs and Cults	(3)	CJ 130 or SOC 111
CJ 331 Topics in Criminal Justice	(3)	CJ 130
CJ/HSEC 332 Terrorism	(3)	CJ 130
CJ 344 Youth in the Justice System	(3)	CJ 244
CJ 362 Criminal Law	(3)	CJ 266
CJ 365 Correctional Admin	(3)	CJ 227
CJ 370 Crime & Justice in Pop Culture	(3)	CJ 242
CJ 390 Data Analysis & Reporting	(3)	CJ 295
CJ 395 Advanced Research in CJ	(3)	CJ 295
CJ 403 Field Experience***	(3)	CJ 130 & Instructor Approv
CJ 415 Advanced Criminology & Profiling	(3)	CJ/SOC 242
CJ/HSEC 432 Emergency Management	(3)	CJ 130
CJ 440 Criminal Justice Policy	(3)	CJ 130, CJ 242
CJ 499 Directed Research in CJ***	(3-6)	CJ 295 & Instructor Approv
	18 hrs.	

Law Enforcement Administration Track

At least 3 track elective hours must be 300 level or above

CJ 200 Crim. Investigation I	(3)	CJ 130
CJ 362 Criminal Law	(3)	CJ 266
CJ/HSEC 432 Emergency Management	(3)	CJ 130
CJ Electives	(9)	

Correctional Administration Track

At least 6 track elective hours must be 300 level or above

CJ 244 Juvenile Delinquency	(3)	CJ 130 or SOC 111
CJ 275 Gangs and Cults	(3)	CJ 130 or SOC 111
CJ 365 Corrections Administration	(3)	CJ 227
CJ Electives	(9)	CJ 130, 242

Criminology & Research Track

CJ 390 Data Analysis	(3)	CJ 295
CJ 440 Criminal Justice Policy	(3)	CJ 130, CJ 242
CJ 499 Directed Research in CJ***	(3-6)	CJ 295 & Instructor Approv
CJ Electives	(6-9)	

Legal Studies Track

At least 3 track elective hours must be 300 level or above

CJ 235 Courts and Justice	(3)	CJ 130
CJ 344 Youth in the Justice System	(3)	CJ 244
CJ 362 Criminal Law	(3)	CJ 266
CJ Electives	(9)	

* Credit hours used to satisfy the CJ core requirements of the major cannot be used in fulfillment of either the General Track or one of the specialized tracks (commonly known as “double-dipping”).

** The concentration requirement can be met through the completion of a 12–18 hour minor from another discipline, a second major in another area, or a collection of 18 hours from no more than two other departments that support the student’s interests. All concentrations must be approved by the chair or online director of the Department of Criminal Justice and Sociology.

***Students may take up to a combined total of 12 hours in CJ 403/499. 3 hours of CJ 403 can count towards the core requirements of the major with an additional 3 hours of CJ 403 counting towards the general track or a specialized track. Alternatively, 6 hours of CJ 499 can count towards the general track or a specialized track. An additional 6 hours of CJ 403/499 (up to a total of 12 hours) may be used to fulfill general elective requirements.

NOTE: Courses chosen to fulfill elective courses in the Sociology minor do not count toward electives in the Criminal Justice major.

Plus Institutional Baccalaureate Degree Requirements

Associate of Arts with a concentration in Criminal Justice (Offered On-Campus and Online)

Course Number and Title	Hrs.	Prerequisites
CJ 130 Intro to Criminal Justice	3	None
CJ 227 Corrections in the United States	3	CJ 130 or concurrent
CJ 242 Criminology	3	None
CJ 270 Policing in the United States	3	CJ 130 or concurrent
Electives in CJ	12	
	24 hrs.	

Plus Institutional Associate Degree Requirements

Minor in Criminal Justice

Course Number and Title	Hrs.	Prerequisites
CJ 130 Intro to Criminal Justice	3	None
CJ 227 Corrections in the United States	3	CJ 130 or concurrent
CJ 242 Criminology	3	None
CJ 270 Policing in the United States	3	CJ 130 or concurrent
Electives in CJ	6	
	18 hrs.	

Minor in Sociology (Offered On-Campus and Online)

Course Number and Title	Hrs.	Prerequisites
SOC 111 Principles of Sociology	3	None
SOC 225 Contemporary Social Problems	3	SOC 111
SOC 301 Race, Ethnic, & Minority Relations	3	None
Electives in Sociology	9	
	18 hrs.	

*Note: Courses chosen to fulfill required or elective courses in the Criminal Justice major do not count toward electives in the Sociology minor.

Minor in Homeland Security (Offered On-Campus and Online)

Course Number and Title	Hrs.	Prerequisites
HSEC/CS 180 Intro to Homeland Sec.	3	None
HSEC 200 Policing in an Era of Homeland Security	3	HSEC/CJ 180
Take One of the Following	3	
HSEC 210 Border & Transport. Security	(3)	HSEC/CJ 180
HSEC 220 Infrastructure & Environmental Security	(3)	HSEC/CJ 180
Electives in HSEC	9	
	18 hrs.	

Note: Courses chosen to fulfill elective courses in the Sociology minor or Criminal Justice major or minor do not count toward electives in the Homeland Security minor. Electives taken for this minor must have an HSEC prefix.

Minor in Conflict Resolution

Course Number and Title	Hrs.	Prerequisites
COM 101 Human Communication	3	None
OR		
COM 120 Found. Of Health Communication	(3)	None
CJ 130 Introduction to Criminal Justice	3	None
CJ 227 Corrections in the United States	3	CJ 130
CJ 465 Restorative Justice	3	CJ 130, 227
COM 343 Conflict, Mediation, & Negotiation	3	COM 101 or COM 120
Choose One from Outside the Student's Major:	3	
COM 208 Argumentation & Advocacy	(3)	COM 101 or COM 120
COM 302 Intercultural Communication	(3)	COM 101 or COM 120
COM 304 Interpersonal Communication	(3)	COM 101 or COM 120
CJ 307 Victimology	(3)	CJ 130 or SOC 111
SOCWK 230 Global Human Rights & Social Justice	(3)	None
SOCWK 305 Family Violence	(3)	None
MGT 240 Introduction to Management	(3)	None
Choose One:	1-3	
*COM 436 Internship in Communication Studies	(2-3)	Permission of Instructor
*CJ 403 Field Experience/Instruction	(1-3)	CJ 130 & Instructor approval
	19-21 hrs.	

* Field experience taken for credit toward the criminal justice major cannot count for credit toward the conflict resolution minor. Field experience taken for credit toward the conflict resolution minor does not count for credit toward the criminal justice major.

Criminal Justice and Sociology Courses and Descriptions

See Course Descriptions section of catalog.

Education

The Dwight Schar College of Education
Programs are offered through the Department of Teacher Education and Doctoral Studies and Advanced Programs

Dean
Donna Breault

Director of Fields and Partnerships
Laura Kanney

Elyria Field Coordinator
Neely Powell

Coordinator of Data Analytics, Blackboard and Test Preparation
Mitchell Slater

Director of Quality Assurance and Accreditation
Cathryn Chappell

Licensure Officer
Rick Breault

Director of Audits and Student Success
Melinda Rubin

Faculty by Department

Department of Teacher Education

Co-Chair, Stephen Denney, Assistant Professor
Co-Chair, Robert Cyders, Professional Instructor
Carla Abreu-Ellis, Professor
Jason Ellis, Professor
Maria Sargent, Professor
Fredrick Burton, Associate Professor
Amy Crawford, Assistant Professor
Sharon Russell, Assistant Professor
Tanzeah Sharpe, Assistant Professor
James Chapple, Professional Instructor
Terri Jewett, Professional Instructor

Department of Doctoral Studies and Advanced Programs

Chair, Amy Klinger, Associate Professor
Judy Alston, Professor-Director of Doctoral Program
Cathryn Chappell, Associate Professor
Rosaire Ifedi, Associate Professor
Peter Ghazarian, Assistant Professor
Jennifer Groman, Assistant Professor
Erik Kormos, Assistant Professor
Sathiyaprakash Ramdoss, Assistant Professor
Robert Thiede, Assistant Professor
Patricia Farrenkopf, Professional Instructor
David Karl, Professional Instructor
Amanda Klinger, Professional Instructor

Mission of the College

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

Values

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

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

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

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

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

Student Learner Outcomes

Guiding Principle 1: *Practitioner- and Field-Based Experiences*, Core to All Programs, Link Theory and Practice

Candidates apply theory and practice within a professional environment.

Guiding Principle 2: *Partnerships with External Stakeholders* Broaden Insights and Support Student Success

Candidates collaborate with stakeholders to impact the success of diverse individuals and organization.

Guiding Principle 3: *Pedagogical and Content Expertise* Lead to Positive Outcomes within Diverse Learning Environments

Candidates demonstrate pedagogical and content expertise when working within a diverse professional environment.

Guiding Principle 4: *A Culture of Assessment* Creates Avenues for Reflection, Leading to Excellence

Candidates make data-driven decisions within a professional environment.

Guiding Principle 5: *Ethical Development*

Candidates apply principles of integrity and ethical decision making within a professional environment.

Degree Offered

Bachelor of Science in Education

Description of Majors

Majoring in a given field of education will enable students to become knowledgeable of the content and pedagogy needed to teach within various learning environments. The students must also complete additional requirements to obtain a teaching license. These requirements include passing appropriate licensure exams, completing background checks, and successfully meeting additional criteria as determined by the College of Education and the Ohio Department of Education.

Programs (Licensures unless otherwise indicated.)

Primary Grades/Intervention Dual Program (PK-5)

Educational Studies (non-licensure)

Middle Grades 4-9 (Students choose two):

- Language Arts
- Mathematics
- Science
- Social Studies

Middle Childhood/Intervention Specialist Dual Program:
(By Cohort Only) (Choose Two)

- Language Arts
- Mathematics
- Science
- Social Studies

AYA Grades 7-12

- Integrated Language Arts/English
- Integrated Science
- Integrated Social Studies
- Integrated Math
- Earth Science
- Biology/Life Science
- Chemistry
- Physical Science

PreK-12

- Art
- Foreign Language:
  - French
  - Spanish
- Music

Intervention Specialist

- Intervention Specialist Mild/Moderate (K-12)
- Intervention Specialist Moderate/Intensive (K-12)
- Intervention Specialist Mild/Moderate (K-12) & Intervention Specialist Moderate/Intensive (K-12)-Dual Licensure

Minor

- Online Teaching and Instructional Technology Endorsements
- Early Childhood 4-5 Generalist, limited to candidates in PK-3 licensure
- Middle Childhood 4-6 Generalist, limited to candidates in 4-9 licensure (on hiatus, no new admissions)

Checklists of requirements for each program can be obtained from the Center for Academic Support Office, 7th floor of the Library.

Accreditation of the College

The teacher education programs have been approved by the Ohio Department of Higher Education. The Dwight Schar College of Education at Ashland University is accredited by the Council for the Accreditation of Educator Preparation (CAEP) 1140 19th Street, N.W. Suite 400, Washington, DC 20036. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. CAEP is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

These two agencies serve to (a) assure the public that Ashland University offers an educator preparation program that meets national standards of quality, (b) ensure that children and youth are served by well-prepared school personnel, and (c) advance the teaching profession through the improvement of teacher education programs. Licensure requirements are subject to the authority of the Ohio State Department of Education and Ohio law. Course and field experiences may change, subject to requirements approved by the Ohio Department of Higher Education and/or Ohio law.

Title II, section 207, of the 1998 Amendments to the Higher Education Act of 1965, requires that institutions of higher education that conduct teacher preparation programs must report their licensure test pass rate to the public. The Ashland University and Ohio licensure test pass rate information is available at this website:

https://title2.ed.gov/Public/Report/StateHome.aspx.

Student Honor Society

Kappa Delta Pi, an international honor society in education, honors education majors who have maintained a 3.0 average overall, a 3.5 in education courses, who have completed 30 hours, and who are outstanding in campus leadership.

Policies related to Maintaining Good Standing in the Teacher Education Program:

1. The student is expected to achieve a minimum 2.5 GPA for the Institutional and Major GPAs for all programs; and Concentrations GPAs for Middle Grades licenses.
2. If, at any time, the student's Institutional GPA, Major GPA, and/or Concentrations for Middle Grades GPA's fall below the 2.5 requirement, the student must meet with his or her faculty advisor and complete the "Student Interview and Action Plan Form." This form requires that the student meets with their academic advisor and develop an action plan. This form is to be signed by the student, faculty advisor, and the department chair. This form is to be kept by the faculty advisor and a copy is to be submitted to the Director of Quality Assurance and Accreditation in the College of Education
3. A grade of C or higher is required for all courses required for the Licensure Program. If a prerequisite is required, a grade of a C or higher is required before a course can be taken.

   (Courses not required for the Licensure Program are not subject to this requirement.) Any teacher education student who receives a grade lower than a C must retake the course. (For ECE and ECIS this also includes PSYC 264.)

Admission to Field Experiences:

All education students are required to complete the field experiences as determined by their licensure prior to their student teaching. The departments have established an excellent working relationship with area schools to provide these experiences.

1. Before registering for the first field at Ashland University, students must satisfactorily complete one of the following the College of Education Test Requirements.
   a. ACT minimum sub scores of: Math 18, Reading 20, English 19 (or Core Writing 162).
   b. SAT minimum sub-scores for tests taken prior to March 2016: Math 500, Critical Reading 490.
   c. SAT minimum sub-scores for tests taken after March 2016: Math 520, Critical Reading 530.
   d. Praxis Core Tests: Students not meeting the ACT/SAT sub-scores requirement must take the corresponding Praxis Core test and achieve the minimum test score: Math 152, Reading 156, Writing 162 (or ACT English19). Students may retake any section(s) with scores below the minimum. Registration and preparation material for the Praxis Core tests are available at ets.org/praxis.
   e. ACT/SAT/Praxis Core test scores should be submitted directly to Ashland University or the student must provide an official copy of test scores to the appropriate office.
   f. Registration for fields and field blocked courses require passing test scores. Students will notice a field registration block if the Test Requirement has not been achieved.
2. Students must have achieved a current 2.5 GPA for the Institutional and Major GPAs for all programs; and Concentrations GPAs for Middle Grades licenses. Note; Transfer students must meet a 2.5 cumulative grade point average from their previous institution.
3. Students are required to have a baseline Ohio Bureau of Criminal Investigation (BCI) and FBI criminal background check prior to their first field experience at Ashland University. The BCI and FBI background checks must remain current for any additional field experiences.
4. Students enrolled in field experiences and student internship are responsible for providing their own transportation to and from the field site locations.
5. Education students are not permitted to request a school district in which he/she attended or the experience may be compromised by pre-existing relationships with other personnel or pupils (siblings, children, or relatives) who attend the school.

An application for a field must be made through the respective campus field office. Application for a field is separate and different from registration or admission to fields.

Admission to Teacher Education:

1. Sign a "Good Moral Character" statement verifying his or her awareness of the law in order to become licensed in Ohio.
2. Apply for "Admission to Teacher Education" prior to the first junior level methods/field experience course block and comply with the following criteria:
   a. Satisfactorily complete the Sophomore Field Experience course with a C or better;
   b. Students must have achieved a current 2.5 GPA for the Institutional and Major GPAs for all programs; and Concentrations GPAs for Middle Grades licenses.
   c. Demonstrate proficiency in written English, reading, and basic math skills by satisfactorily completing the College of Education Test Requirement.
   d. Proficiency in oral communication (successful completion of a Core communication course with a grade of **C** or higher);
   e. Meets dispositional guidelines as outlined by the College of Education.
   f. Have a current BCI and FBI criminal background check.
   g. Note to transfer students. While all students must meet the same criteria to be admitted to Teacher Education, those transferring in with an associate degree or a significant number of credit hours that places them at the level of a mid-sophomore year or above, are not officially admitted into the Teacher Education program, and may not take field or internship courses, until they have successfully submitted evidence of having met the College of Education Test Requirement.
   h. Special note. Admission to Teacher Education is not an Application to the Junior Field.
3. At the conclusion of the screening process, the student's application will be categorized as one of the following: Approved or Rejected by the College of Education.

Admission to Student Teaching/Internship:

1. Complete all required field-based experiences in culturally, racially and socioeconomically diverse urban and non-urban settings:
2. Receive approval for student internship after fulfilling the following requirements:
   a. Application for student internship should be submitted to the Office of Internship and Field Experiences and should be completed two months prior to course registration.
   b. Students must have achieved a current 2.5 GPA for the Institutional and Major GPAs for all programs; and Concentrations GPAs for Middle Grades licenses.
   c. Have a current Ohio BCI and FBI criminal background check
   d. If a teacher education student is found to be deficient in any of the above, permission to enroll in student internship courses may be denied until the deficiencies are removed.
   e. Students may not begin their student teaching/internship until all education coursework and/or concentration area courses are completed without the approval from the Director of Fields and Partnerships.
   f. During the semester in which students complete their student teaching/internship, no additional courses beyond the block course will be permitted without approval from the Director of Fields and Partnerships.

Exit from Student Teaching-Internship

To successfully complete the internship, the candidate is required to:

1. Successfully complete the Impact on Student Learning assignment.
2. Successfully complete field requirements.
3. Successfully complete all other professional activities required by the College of Education

Recommendation for Licensure:

To be recommended for licensure students must:

1. Complete the prescribed program (including student internship).
2. Receive passing scores on the Teacher Licensure Examination.
3. Apply for teaching license within one year of licensure program completion. After one year, additional course work may be necessary.
4. BCI and background checks must be no older that one year at the time they are used for initial licensure.

Bachelor of Arts in Education Studies

Course Number and Title	Hrs.	Prerequisites
EDFN 130 Intro. to Teaching	3	None
EDFN 202 Teach. & Learning Process	3	EDFN 130
*EDEC 140 Phonics & Eng. Lang.	3	None
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
*EDEC 262 Found. In Literacy K-9	3	None
Choose One:	3	
EDEC 215 EC/ECIS Foundations	(3)	None
EDIS 250 Introduction to Educational Intervention	(3)	None
Choose One:	3	
EDEC 400 Behav. & Social Intervention	(3)	EDEC 215 or EDIS 250
EDIS 441 Creating Effective Learning Environments	(3)	EDEC 215 or EDIS 250
Choose One:	3	
EDEC 369 Assess/Eval-At Risk	(3)	EDEC 215 or EDIS 250
EDIS 342 Assessing Students with Mild/Moderate Educational Needs	(3)	EDEC 215 or EDIS 250
EDIS 442 Comm./Consult./Team.	3	EDIS 250
EDAE 505 Adult Training and Development in the Workplace	3	None
Education Cognate (One Required)		
Disability Studies		
EDIS 245 International Perspectives on Disability	3	None
Choose 9 Hours From:	9	
EDIS 451 Communication: Intervention Specialist Moderate/Intensive	(3)	EDIS 250 or EDEC 215
EDIS 343 Curriculum & Methods & Daily Living Skills for Students w/ Needs for Mild/Mod/Intensive Educ Intervention	(3)	EDIS 250
EDEC 448 Bio-Medical Aspects of Educ	(3)	EDIS 250 or EDEC 215
EDIS 251 American Sign Language	(3)	None
Reading (Take all Four)		
EDCI 312 Teaching Reading w/ Literature	3	None
EDCI 392 Content Area Reading	3	None
EDEC 323 Trade Books & Technology	3	EDEC 262
ENG 3XX English Genre Elective (300 Level)	3	None
Technology (Choose 4 Courses)		
EDCI 332 Instructional Design & Online Interaction	(3)	EDCI 232
EDCI 333 Online Assessment & Learning Mgmt Systems	(3)	EDCI 232, EDCI 332
ART 160E Digital Art	(3)	None
JDM 405 Global Impact of Social Media	(3)	Junior Status
EDCI 537 Social, Cultural, & Political Aspects to Technology Use in the Education of All Students	(3)	
Capstone Requirement (Choose One)	3	
EDUC 371 Special Topics in Education	(3)	Senior Status
MDS 490 Multidisciplinary Capstone Experience	(3)	Senior Status
Discipline Specific (DS) Cognates		
(Two are required with at least 15 hours in each)		
Social Work		
Psychology		
*Other DS Cognates may be added with department approval		
	75 hrs.	

Suggested Core Courses:		
ENG 101 English Composition I	3	ENG 100 or Equiv.
COM 101 Human Communication	3	None
ENG 102 English Composition II	3	ENG 101
HIST 212 American History through the Civil War	3	None
GEOL 210 Natural Disasters/Severe Weather	3	None
MATH 217 Theory of Arithmetic & Geometry	3	Math ACT 18 or above, SAT 480 or above, MATH 100
SOC 301 Race, Ethnic & Minority Issues	3	None
Core CCI	3	
Core Humanities	6	
Core Religion	3	
Core Aesthetics	6	
Core Natural Science	3-4	
Core Social Science	3	

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Science in Education with a comprehensive major in Primary Grades/Intervention Dual Program

Course Number and Title	Hrs.	Prerequisites
EDFN 130 Intro. to Teaching	3	None
*EDEC 140 Phonics & Eng. Lang.	3	None
EDFN 202 Teach. & Learning Process	3	EDFN 130
EDEC 215 EC/ECIS Foundations	3	None
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
*EDEC 262 Found. In Literacy K-9	3	None
EDEC 323 Trade Books, Mentor Texts, & Writing Methods	3	EDEC 140, 262: concurrent w/EC 330EC & 361
EDEC 400 Behav. & Social Intervention	3	EDEC 215
EDEC/NUR 448 Bio-Medical Issues	3	EDIS 250 or EDEC 215
Related Requirements		
BIO 110 Biology/Ecology & Environment	4	None
GEOL 210 Natural Disasters Severe Weather	3	None
HIST 213 American History After the Civil War	3	None
HIST 239 Ohio History	3	None
HIST 301 Cultural Geography	3	None
MATH 217 Theory of Arith/Geom	3	Math ACT 18 or above, SAT 480 or above, MATH 100
MUSIC 150 Princ. Of Music Making	3	None
PHYS 107 Hidden Life of Stars	3	HS Geom & Trig
POLSC 101 Understanding Politics	3	None
SOC 301 Race/Ethnic/Minority Issues	3	None
Field Experience and Related Education Courses		
EDIS 230IS Workshop in Teaching Intervention Specialist	2	EDFN 130, EDEC 215 for ECIS
EDIS 253 Assistive & Instructional Technology for Intervention Specialist	3	Concurrent with EDIS 230IS, 257, 451
EDIS 257 Sensory Motor-Intervention Specialist Moderate/Intensive	3	For IS PreK-3 EDEC 215; IS K-12 EDIS 250; Concurrent with EDIS 230IS, 253, 451
EDIS 451 Communication: Intervention Specialist Moderate/Intensive	3	EDIS 250 or EDEC 215; concurrent with EDIS 230IS, 253, 257

EDEC 330EC Literacy/Multicultural Field Exp.	2	EDIS 230IS or EDEC 268; EDEC 215, Concurrent with EDEC 361, & 446
*EDEC 361 Differentiated Reading Assessment and Instruction Methods	3	EDFN 202, EDEC 262; concurrent with EDEC 330EC, EDEC 446
EDEC 446 Integrated Language Arts and Social Studies Methods	3	EDFN 202, EDEC 262, concurrent with EDEC 330EC, 361
EDEC 364 Curriculum & Methods for Teaching Primary Mathematics and Science	3	MATH 217; EDEC 330, concurrent with EDEC 369, 403, & 417, 445
EDEC 369 Assess/Eval-At Risk	3	Concurrent with EDEC 364, 403, 417, 445
EDEC 403 Early Intervention and Integration for Young Children with Special Educational Needs	3	Concurrent with EDEC 364, 369, 417, 445
EDEC 417 Sr. Fld. Exp. Content Teaching. Interv.	3	EDEC 330EC, concurrent with EDEC 364, 369, 403, 445
EDIS 405 Legal, Social and Professional Issues	3	Senior Status
EDEC 466 Student Internship	10	All Student Internship Req.
	105 hrs.	

*Required for the Ohio 12 hour Reading Core.

Plus Institutional Baccalaureate Degree Requirements.

Note: All courses up to the category *related requirements* are included in the major GPA

Early Childhood Education Generalist (Grades 4-5) Endorsement attached to the Early Childhood license

This endorsement, along with a license in Early Childhood Education, enables the student to teach in grades 4-5. Please see an education advisor or the Director of Academic Advising on the 7th floor of the Library for further details.

Course Number and Title	Hrs.	Prerequisites
EDCI 234 Middle Grades: Teaching	3	EDFN 130
EDCI 312 Teaching Reading w/ Lit.	3	None
EDCI 236 Mid. Grades Field Exp. I	1	Concurrent with EDCI 232/234
HIST 239 History of Ohio	3	None
MATH 218 Geometry for Middle Gr.	3	MATH 217
	13 hrs.	

Bachelor of Science in Education with a comprehensive major in Intervention Specialist Mild/Moderate (K-12) Moderate/Intensive (K-12) Mild/Moderate & Moderate Intensive (K-12)-dual licenses

Course Number and Title	Hrs.	Prerequisites
EDFN 130 Intro. to Teaching	3	None
*EDEC 140 Phonics & the Eng. Lang.	3	None
EDFN 202 Teach. And Learn Process	3	EDFN 130
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
EDIS 245 Inter. Persp. On Disability	3	None
EDIS 250 Intro to Ed. Interv.	3	None
*EDEC 262 Found. In Literacy K-9	3	None
*EDCI 312 Teaching Reading with Literature	3	Waived for IS
EDCI 316 21st Cent. Lang. Arts for YA	3	Waived for IS
*EDCI 392 Content Area Reading	3	None
EDEC/NUR 448 Bio-Medical Issues	3	EDIS 250 or EDEC 215
Field Experiences and Blocked courses		
EDIS 230IS Wkshp in Teach IS	2	EDFN 130
EDIS 253 Assistive & Instr. Tech. for IS	3	Concurrent with EDIS 230IS, 257
EDIS 257 Sensory Motor.	3	EDIS 250
EDIS 451 Comm.: IS Mod/Intent.	3	Concurrent with EDIS 230IS, 253, 257
EDIS 340 IS Field Exp.	2	EDIS 230IS, concurrent w/ EDIS 342, 355, 442
EDIS 342 Assess. & Teaching	3	EDIS 250, 230IS w/ 340, 355
EDIS 330IS Multic. Field Exp.	2	EDIS 230IS
EDIS 343 Career & Daily Living Skills	3	EDIS 250, 230IS
EDIS 355 Interv & Remed in Math	3	EDIS 250, 230IS w/ 342
EDIS 442 Comm./Consult./Team.	3	EDIS 250
EDIS 441 Creat. Effective Learn. Envir.	3	EDIS 250, 230IS,
EDIS 405 Legal, Social & Prof. Issues in IS	3	Senior Status
One of the following three:	10	
For Moderate/Intensive Licensure Only:		
EDIS 464 Stu. Intern. IS mod/Int	(10)	All Student Internship Req.
For Mild/Moderate Licensure Only:		
EDIS 465 Stu. Intern. IS Mild/Mod.	(10)	All Student Internship Req.
For Dual Mild/Moderate and Moderate/Intensive Licensure:		
EDIS 466 Stu. Intern. IS Mild/Mod./Int	(10)	All Student Internship Req.

Plus Institutional Baccalaureate Degree Requirements.
Note: Current first aid and CPR training required at time of graduation.

Bachelor of Science in Education with a comprehensive major in Middle Grades (4-9)

This major with its two concentrations fulfills the requirement of comprehensive major.

Teacher Education Requirements

Course Number and Title	Hrs.	Prerequisites
EDFN 130 Intro. to Teaching	3	None
*EDEC 140 Phonics and the Eng. Lang.	3	None
EDFN 202 Teach. And Learn Process	3	EDFN 130
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
EDCI 234 Middle Grades Teaching	3	EDFN 130
EDCI 236 Middle Grades Field Exp. I	1	EDFN 130; Concurrent with EDCI 232
EDIS 250 Intro to Ed. Interv.	3	None
*EDEC 262 Found. In Literacy K-9	3	None
*EDCI 312 Teaching Reading with Literature	3	EDEC 140
EDCI 336 Mid. Grade. Field Exp. II	3	Block II
*EDCI 392 Content Area Reading	3	None

EDFN 402 Soc. & Prof. Issues in Ed.	2	Senior Status
EDCI 467 Student Internship	10	All Internship Req.
Related Professional Requirements:		
MATH 217 Theory of Arith/Geom.	3	Math ACT 18 or above, SAT 480 or above, or MATH 100
PSYC 218 Psych. Of Adolescence	3	None
	49 hrs.	

*Required for the Ohio 12 hour Reading Core.

Plus Institutional Baccalaureate Degree Requirements.

English/Language Arts Concentration

Course Number and Title	Hrs.	Prerequisites
EDCI 316 Teach 21st Century Adol. Eng. Lang. Arts.	3	EDFN 202, EDCI 232
ENG 101 English Composition I	3	ENG 100 or Equiv.
ENG 102 English Composition II	3	ENG 101
COM 101 Human Communication	3	None
ENG 417 Eng. Grammar and Usage	3	ENG 102
Genre Focus (choose one)	3	
ENG 304 Short Story.	(3)	ENG 102
ENG 306 The Essay	(3)	ENG 102
ENG 308 The Poem	(3)	ENG 102
Diversity/Global stand (choose one):	3	
ENG 309 African Am. Lit.	(3)	ENG 102
ENG 314 Literature and Gender	(3)	ENG 102
ENG 316 Postcolonial Lit.	(3)	ENG 102
ENG 330 African Lit.	(3)	ENG 102
ENG 340 Studies in Jewish Literature	(3)	ENG 102
American Focus (choose one):		
ENG 426 American Lit. II	(3)	ENG 102
ENG 427 American Lit. III	(3)	ENG 102
ENG 428 American Lit IV	(3)	ENG 102
Film Focus (choose one):	3	
ENG 371 Lit. and Film	(3)	ENG 102
ENG 332 Global Film	(3)	ENG 102
	27 hrs.	

Math Concentration

Course Number and Title	Hrs.	Prerequisites
EDCI 317 Teach 21st. Cent Adol.: Math	3	EDFN 202, EDCI 232
MATH 201 Calc. with Appl. 1	3	2 yrs. H.S. Alg., 1 yr. H.S. Geom.
MATH 202 Calc with Appl. II	3	MATH 201
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
MATH 217 Theory of Arith. & Geom.	3	Math ACT 18 or above, SAT 480 or above, or MATH 100
MATH 218 Geom. For Middle Gr.	3	MATH 217
MATH 223 Discrete Math I	3	3 yrs. H.S. Coll. Prep. Math
Elective-(choose two):	6-7	
CS 101 Logic and Comp.	(3)	2 yrs. H.S. Alg.
MATH 224 Discrete Math II	(3)	MATH 233
MATH 309 History of Math	(3)	MATH 206 OR 202, and MATH 223
PHYS 201 General Physics 1	(4)	MATH 223; 202 or 206
	27-28 hrs.	

Science Concentration

Course Number and Title	Hrs.	Prerequisites
BIO 201 Mmolec. & Cellular Basis of Life	4	None
BIO 202 Org. Adapt, Divers.	4	None
EDCI 318 Teach 21st Century Adol. AYA Science	3	EDFN 202, EDCI 232
CHEM 103 Gen. Chemistry	4	H.S. Chem., 3 yrs. H.S. Math
GEOL 101 Physical Geology	4	None
PHYS 201 General Physics I	4	H.S. Alg. & Geom.
Choose one from:	3-4	
GEOL 102 Historical Geology	(4)	None
GEOL 210 Natural Disasters: Weather.	(3)	None
PHYS 107 Hidden Life of Stars	(3)	H.S. Trig. & Geom.
PHYS 202 General Physics	(4)	PHYS 201
PHYS 320 Origins of Universe	(3)	H.S. Trig. & Alg.
	26-27 hrs.	

Social Studies Concentration

Course Number and Title	Hrs.	Prerequisites
EDCI 319 Teach 21st Cent Adol.: Social Studies	3	EDFN 202, EDCI 232
HIST 112 or 113 Western Civ.	3	None
HIST 212 or 213 Am. History	3	None
HIST 239 History of Ohio	3	None
HIST 301 Cultural Geography	3	None
POLSC 102 Democracy in America	3	None
Non-western hist.-Choose one:	3	
HIST 327 Africa	(3)	None
HIST 329 Latin America	(3)	None
HIST 341 Mod. Middle East	(3)	None
HIST 343 Mod. East Asia	(3)	None
REL 107 Exp. World Rel.	(3)	None
Economics-Choose one:	3	
ECON 101 Market Fund.	(3)	None
ECON 233 Princ. Of Macroeconomics	(3)	None
SOC 301 Race/Ethnic/Minority Iss.	3	
	27 hrs.	

Middle Childhood Generalist Endorsement

This endorsement along with the comprehensive major in middle grades (4-9) enables the student to teach all four subject areas in grades 4-6. Choose the two subject areas not chosen as the concentrations in the major. Please see your advisor for further information. (On hiatus, no new admissions)

English/Language Arts

Course Number and Title	Hrs.	Prerequisites
ENG 417 English Grammar & Usage	3	ENG 102
Choose one from:	3	
ENG 426 Am. Literature II	(3)	ENG 102
ENG 427 Am. Literature III	(3)	ENG 102
ENG 428 Am Literature IV	(3)	ENG 102
	6 hrs.	

Math

Course Number and Title	Hrs.	Prerequisites
MATH 217 Theory of Arith. & Geom.	3	Math ACT 18 or above, SAT 480 or above, or MATH 100
MATH 218 Geom. For Middle Gr.	3	MATH 217
Choose one from:	3	
MATH 208 Elementary Statistics	(3)	MATH 100 or ACT 18 or SAT 480
MATH 223 Discrete Math I	(3)	3 yrs. H.S. Coll. Prep. Math
	9 hrs.	

Science

Course Number and Title	Hrs.	Prerequisites
Choose two:	8	
BIO 201 Molecular & Cellular Basis of Life	(4)	H.S. Bio & Chem or equiv. recommended
CHEM 103 General Chemistry I	(4)	H.S. Chem., 3 yrs. H.S. Math
GEOL 101 Physical Geology	(4)	None
PHYS 201 General Physics	(4)	H.S. Alg. & Geom.
	8 hrs.	

Social Studies

Course Number and Title	Hrs.	Prerequisites
HIST 239 History of Ohio	3	None
HIST 301 Cultural Geography	3	Non
	6 hrs.	

Associate of Arts in Education Studies

Course Number and Title	Hrs.	Prerequisites
EDFN 130 Intro. to Teaching	3	None
EDFN 202 Teach. & Learning Process	3	EDFN 130
*EDEC 140 Phonics & Eng. Lang.	3	None
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
*EDEC 262 Found. In Literacy K-9	3	None
Choose One:	3	
EDEC 215 EC/ECIS Foundations	(3)	None
EDIS 250 Introduction to Educational Intervention	(3)	None
Choose One:	3	
EDEC 400 Behav. & Social Intervention	(3)	EDEC 215 or EDIS 250
EDIS 441 Creating Effective Learning Environments	(3)	EDEC 215 or EDIS 250
Choose One:	3	
EDEC 369 Assess/Eval-At Risk	(3)	EDEC 215 or EDIS 250
EDIS 342 Assessing Students with Mild/Moderate Educational Needs	(3)	EDEC 215 or EDIS 250
	24 hrs.	
Suggested Core Courses:		
ENG 101 English Composition I	3	ENG 100 or Equiv.
COM 101 Human Communication	3	None
ENG 102 English Composition II	3	ENG 101
HIST 212 American History through the Civil War	3	None
GEOL 210 Natural Disasters/Severe Weather	3	None
MATH 217 Theory of Arithmetic & Geometry	3	Math ACT 18 or above, SAT 480 or above, MATH 100
SOC 301 Race, Ethnic & Minority Issues	3	None
Core CCI	3	
Core Humanities	3	
Core Religion	3	
Core Aesthetics	3	
Core Elective	3	

Plus Institutional Baccalaureate Degree Requirements.

Online Teaching and Instructional Technology Minor

This 12 credit hour minor, for all licenses, is designed for students who are interested in a thorough understanding of online teaching and learning as well as those who would like to obtain a foundation in the design, development, and implementation of technology-based applications (e.g., multimedia, web-based material development, social networking, and other advanced instructional tools).

Course Number and Title	Hrs.	Prerequisites
Required Courses:		
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
EDCI 332 Instructional Design & Online Interaction	3	EDCI 232
EDCI 333 Online Assessment & Learning Mgt. Syst.	3	EDCI 332
One course from:	3	
EDIS 250 Intro. to Educ. Intervention	(3)	None
JDM 405 Global Impact of Soc. Media	(3)	Jr. Status
PSYC 101 General Psychology I	(3)	None
PSYC 218 Psychology of Adolescence	(3)	None
PSYC 264 Child Development	(3)	None
	12 hrs.	

Education Courses and Descriptions

See Course Descriptions section of catalog.

English

Department of English
The College of Arts and Sciences

Chair
Hilary Donatini, Associate Professor of English

Faculty
Deborah Fleming, Professor of English

Naomi Saslaw, Professor of English

Russell Weaver, Professor of English

Maura Grady, Associate Professor of English, Director of Composition

Sharleen Mondal, Associate Professor of English

Jayne Waterman, Associate Professor of English

Kelly Sundberg, Assistant Professor of English

Degrees Offered
Bachelor of Arts

Bachelor of Science in Education

Mission Statement
The Department of English prepares students to read and think carefully as well as to write clearly, logically, and creatively. It values intellectual rigor and contextual understanding. In the spirit of the Ashland University Mission Statement, the department strives to prepare students to "work, serve, and lead with integrity in their local, national, and global communities." The department achieves this goal by broadening and deepening the minds of its students through reading and critical exploration of texts. Students respond to these texts through analytical and creative writing with academic and professional applications.

Student Learning Outcomes
The English major should be able to read well, write clearly, and demonstrate an understanding of the complexity and range of literature. Specifically, students should be able to perform the following tasks:

1. Analyze texts through close reading, using conventions of analysis appropriate to different genres and periods.
2. Evaluate literary works within a social, historical, or critical context.
3. Edit critical and expository prose according to the conventions of standard academic English, including appropriate citation format.

Student Honor Society
Sophomores, juniors, and seniors who achieve at least a 3.00 GPA in their English courses may apply to join Sigma Tau Delta, the international English honor society.

Description of Majors
English – The primary reason to major in English or one of its related programs is the pure love of language and literature itself--a pathway through the beauty, emotion, and universal themes that link writers as diverse as William Shakespeare, John Milton, Emily Dickinson, and Toni Morrison. Majors also learn to think deeply and write carefully about a rich array of texts and topics–skills that prove useful to many occupations. Employers recognize in English majors the ability to analyze problems, sift through evidence, and speak and write coherently. That experience prepares majors for a variety of careers in the arts, education, business, or communications. Graduates of English programs are prepared to learn for a lifetime because careful reading, deep thinking, and effective communication never become obsolete.

Creative Writing – The Creative Writing major emphasizes the development of creative writing from a grounding in craft and from a study of literary genres and historical periods of literature. The course work features writing workshops and culminates with a senior-level capstone course in which students work toward a polished series of stories or essays, longer narrative, or chapbook of poems.

Integrated Language Arts Education – The Integrated Language Arts major, with a strong foundation in both content and education courses, prepares students for licensure to teach grades 7 through 12. See the Education section of the catalog for requirements beyond course work.

Statement on Foreign Language
All students majoring in Creative Writing, English, or Integrated Language Arts are encouraged to study a foreign language as part of the Critical Cultural Inquiry requirement.

Degree Requirements
Assessment – All English, Creative Writing, and Integrated Language Arts majors are required to participate annually in the department's portfolio assessment process.

Bachelor of Arts with a major in English

Course Number and Title	Hrs.	Prerequisites
ENG 101 English Comp. I	3	ENG 100 or Equiv.
ENG 102 English Comp. II	3	ENG 101
ENG 202 Introduction to Literary Studies	3	ENG 101
ENG 317 Studies in Shakespeare	3	ENG 102
ENG 325 Major Writers Seminar	3	ENG 102
ENG 450 Senior Portfolio in Literary Studies	0	Senior Status
Choose 4 courses, at least 2 starred:	12	
*ENG 401 Lit. of Early England	(3)	ENG 102
*ENG 404 English Renaissance	(3)	ENG 102
*ENG 406 17th Cent. English Lit.	(3)	ENG 102
*ENG 408 18th Cent. English Lit.	(3)	ENG 102
*ENG 410 Romantic Movement	(3)	ENG 102
ENG 411 Victorian Period	(3)	ENG 102
ENG 413 Modern Anglophone Lit.	(3)	ENG 102
ENG 414 Global Literature	(3)	ENG 102
*ENG 425 American Lit. I	(3)	ENG 102
ENG 426 American Lit. II	(3)	ENG 102
ENG 427 American Lit III	(3)	ENG 102
ENG 428 American Lit. IV	(3)	ENG 102
Choose 1 course from:	3	
ENG 304 Short Story	(3)	ENG 102
ENG 308 The Poem	(3)	ENG 102
ENG 319 Dramatic Literature	(3)	ENG 102
ENG 324 The Novel	(3)	ENG 102
Choose 1 course from:	3	
ENG 338 Themes/Top. In Literature	(3)	ENG 102
ENG 351 Advanced Comp.	(3)	ENG 102
ENG 417 Eng. Grammar & Usage	(3)	ENG 102
ENG 418 History of English Language	(3)	ENG 102
Choose 1 course:	3	
ENG 340 Jewish Literature	(3)	ENG 102
ENG 315 German Literature	(3)	ENG 102
ENG 316 Postcolonial Literature	(3)	ENG 102
ENG 330 African Literature	(3)	ENG 102
ENG 365 Greek Literature	(3)	ENG 102
ENG 370 Russian Novel	(3)	ENG 102
ENG 300/400 level (not creative writing courses):	6	
	42 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Arts with a major in Creative Writing

Course Number and Title	Hrs.	Prerequisites
ENG 101 English Comp. I	3	ENG 100 or Equiv.
ENG 102 English Comp. II	3	ENG 101
ENG 201 Introduction to Creative Writing	3	None
ENG 202 Introduction to Literary Studies	3	ENG 101
ENG 405 Problems in Creative Writing	3	ENG 311, 312
ENG 415 Capstone Course in Creative Writing	3	ENG 311, 312
ENG 450 Senior Portfolio in Literary Studies	0	Senior Status
Writers' Workshops:		
ENG 301 Writers' Workshop: Poetry	3	ENG 101, 201
ENG 303 Writers' Workshop: Screenwriting	3	ENG 101, 201
ENG 311 Writers' Workshop: Fiction	3	ENG 101, 201
ENG 312 Writers' Workshop: Nonfiction	3	ENG 101, 201
Genre courses (choose 2 courses):	6	
ENG 304 Short Story	(3)	ENG 102
ENG 308 The Poem	(3)	ENG 102
ENG 319 Dramatic Literature	(3)	ENG 102
ENG 324 The Novel	(3)	ENG 102
400 level courses (choose 4 courses):	12	
ENG 401 Lit. of Early England	(3)	ENG 102
ENG 404 English Renaissance	(3)	ENG 102
ENG 406 17th Cent. English Lit.	(3)	ENG 102
ENG 408 18th Cent. English Lit.	(3)	ENG 102
ENG 410 Romantic Movement	(3)	ENG 102
ENG 411 Victorian Period	(3)	ENG 102
ENG 413 Modern Anglophone Lit.	(3)	ENG 102
ENG 414 Global Literature	(3)	ENG 102
ENG 418 History of English Lang.	(3)	ENG 102
ENG 425 American Lit. I	(3)	ENG 102
ENG 426 American Lit. II	(3)	ENG 102
ENG 427 American Lit III	(3)	ENG 102
ENG 428 American Lit. IV	(3)	ENG 102
	48 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Science in Education with a comprehensive major in Integrated Language Arts (Grades 7-12)

Assessment – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process

Course Number and Title	Hrs.	Prerequisites
ENG 101 English Comp. I	3	ENG 100 or Equiv.
ENG 102 English Comp. II	3	ENG 101
ENG 201 Introduction to Creative Writing	3	None
ENG 202 Introduction to Literary Studies	3	ENG 101
ENG 317 Studies in Shakespeare	3	ENG 102
ENG 351 Advanced Composition	3	ENG 102
ENG 417 English Grammar & Usage	3	ENG 102
ENG 450 Senior Portfolio in Literary Studies	0	Senior Status
JDM 203 Writing for Media	3	None
COM 208 Argumentation & Advocacy	3	COM 101
Choose 2 courses from:	6	
ENG 309 African Am. Lit.	(3)	ENG 102
ENG 314 Literature and Gender	(3)	ENG 102
ENG 316 Postcolonial Literature	(3)	ENG 102
ENG 330 African Literature	(3)	ENG 102
ENG 340 Studies in Jewish Literature	(3)	ENG 102
Choose 2 courses from:	6	
ENG 401 Lit. of Early England	(3)	ENG 102
ENG 404 English Renaissance	(3)	ENG 102
ENG 406 17th Cent. English Lit.	(3)	ENG 102
ENG 408 18th Cent. English Lit.	(3)	ENG 102
ENG 418 History of English Lang.	(3)	ENG 102
Choose 2 courses from:	6	
ENG 325 Major Writers Seminar	(3)	ENG 102
ENG 410 Romantic Movement	(3)	ENG 102
ENG 411 Victorian Period	(3)	ENG 102
ENG 413 Modern Anglophone Lit.	(3)	ENG 102

ENG 414 Global Literature	(3)	ENG 102
Choose 2 courses from:	6	
ENG 425 American Lit. I	(3)	ENG 102
ENG 426 American Lit. II	(3)	ENG 102
ENG 427 American Lit III	(3)	ENG 102
ENG 428 American Lit. IV	(3)	ENG 102
Choose 1 course from:	3	
JDM 307 Adv. Reporting	(3)	JDM 245, 246
JDM 320 Feature Writing	(3)	JDM 245
ENG 301 Writers' Workshop: Poetry	(3)	ENG 101, 201
ENG 303 Writers' Workshop: Screenwriting	(3)	ENG 101, 201
ENG 311 Writers' Workshop: Fiction	(3)	ENG 101, 201
ENG 312 Writers' Workshop: Creative Nonfiction	(3)	ENG 101, 201
TH 204 Script Analysis	(3)	None
Choose 1 course from:	3	
ENG 332 Global Film	(3)	ENG 102
ENG 371 Literature and Film	(3)	ENG 102
	57 hrs.	
Education requirements:		
EDFN 130 Intro. To Teaching	3	None
EDFN 202 Teaching & Learning Process	3	EDFN 130
EDIS 250 Intro. Ed. Intervention	3	None
PSYC 218 Psyc. Of Adol.	3	None
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
EDCI 230SEC AYA (7-12) Fld. Exp. I	1	Concurrent with EDCI 232
EDCI 316 Teaching the 21st Century Adolescent: Language Arts	3	EDCI 230SEC or 236; concurrent with EDCI 330
EDCI 330SEC AYA (7-12) Fld. Exp. II	3	EDCI 230, 232; PSYC 218; concurrent with EDCI 316
EDCI 392 Content Area Reading	3	None
EDCI 312 Teaching Reading with Lit.	3	None
EDFN 402 Social and Prof. Issues	2	Sr. Status; concurrent with EDCI 461
EDCI 461 Student Internship Gr. 7-12	10	All Student Internship Req; concurrent with EDFN 402.
	97 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

Minor in English

Course Number and Title	Hrs.	Prerequisites
ENG 101 English Comp. I	3	ENG 100 or Equiv.
ENG 102 English Comp. II	3	ENG 101
Literature Electives, 300 level	9	ENG 102
Literature Electives, 400 level	9	ENG 102
	24 hrs.	

Minor in Creative Writing

Course Number and Title	Hrs.	Prerequisites
ENG 101 English Comp. I	3	ENG 100 or Equiv.
ENG 102 English Comp. II	3	ENG 101
ENG 201 Intro. to Creative Writing	3	None
Choose 2 courses from:	6	
ENG 301 Writers' Workshop: Poetry	(3)	ENG 101, 201
ENG 303 Writers' Workshop: Screenwriting	(3)	ENG 101, 201
ENG 311 Writers' Workshop: Fiction	(3)	ENG 101, 201
ENG 312 Writers' Workshop: Creative Nonfiction	(3)	ENG 101, 201
Choose 2 Genre courses from:	6	
ENG 304 Short Story	(3)	ENG 102
ENG 308 The Poem	(3)	ENG 102
ENG 319 Dramatic Literature	(3)	ENG 102
ENG 324 The Novel	(3)	ENG 102
Literature Electives, 300/400 level or Writers' Workshop 300 level	3	ENG 102
	24 hrs.	

English Courses and Descriptions

See Course Description section of catalog.

Environmental Science

Departments of Biology/Toxicology and Chemistry/Geology/Physics
The College Arts and Sciences

Director

Patricia A. Saunders, Associate Professor of Biology

Faculty

Soren Brauner, Professor of Biology

Nigel Brush, Professor of Geology

Douglas A. Dawson, Professor of Biology/Toxicology

Mason Posner, Professor of Biology

Jeffrey D. Weidenhamer, Professor of Chemistry, Trustees' Professor

Andrew J. Trimble, Associate Professor of Biology/Toxicology

Dolly Crawford, Associate Professor of Biology

Merrill Tawse, Professional Instructor of Biology

Degrees Offered

Bachelor of Science

Mission

The mission of Ashland University's environmental science program is to deepen understanding of our environment and contribute to the solution of environmental problems through the education of students, research and scholarship, stewardship of several environmental preserves, and community outreach programs.

Student Learning Outcomes

Students majoring or minoring in environmental science will be able to:

1. Show a breadth of knowledge linking environmental science concepts and environmental issues from a natural science perspective;
2. Identify the underlying causes and effects of human impacts, based on fundamental science concepts and basic knowledge of natural systems; and
3. Apply knowledge of economic, social, policy, and ethical aspects of environmental issues to the evaluation of environmental problems and solutions to these problems.

In addition, environmental science majors will double major in a primary science area (biology, chemistry, geology, or toxicology) and will demonstrate the competencies common to all science majors, summarized briefly below.

The details of these competencies are presented in their respective program descriptions and will be assessed separately by the biology, chemistry, geology, and toxicology programs as appropriate to those specific disciplines.

Students majoring in environmental science will be able to:

1. Apply the scientific method to scientific problems in a variety of contexts;
2. Apply fundamental concepts and demonstrate a breadth of knowledge commensurate with course work;
3. Demonstrate practical knowledge and skill in the use and application of scientific equipment and instrumentation, experimental design, sample collection and preparation, and data analysis;
4. Read, understand, summarize and think critically about scholarship and research projects presented in the primary scientific literature; and
5. Communicate scientific findings successfully to colleagues, including oral presentations and written papers.
6. Apply quantitative concepts and skills to data, including summary, analysis, visualization, and inference for a variety of research questions.

Facilities and Equipment

Environmental Science students and faculty use the facilities and equipment within the biology, chemistry, geology, and toxicology laboratories described in those areas. Ashland University maintains five environmental preserves that encompass 396 acres, most near campus, that include wetlands, streams, old field, forest, and prairie. The Black Fork Wetlands Environmental Studies Center includes a classroom building, 400-foot boardwalk, and observation tower. A 2500-square foot greenhouse with adjoining lab houses a permanent plant collection and provides additional space for student and faculty research.

Description of Major

Environmental science students acquire a strong foundation in sciences with a major in a primary area, along with the interdisciplinary foundations of the environmental science major. The double major enables students to understand environmental problems and seek solutions from a scientific perspective while also considering the economic, social, political, and ethical aspects of environmental issues. Environmental science graduates enter a variety of careers. Many students choose to go directly into the workforce, while others pursue graduate studies. AU graduates are working in environmental monitoring, environmental and toxicology labs (both private and governmental), parks and zoos, research laboratory settings, and environmental education.

Degree Requirements

Assessment – All environmental science majors will be assessed during EVS 276 Environmental Science Seminar and EVS 476 Issues in Environmental Science for proficiency in the EVS student learning outcomes listed above. In addition, they will be assessed for competency in their primary discipline through the process administered by that department (biology, chemistry, geology, or toxicology).

Bachelor of Science with a comprehensive major in Environmental Science

This double major is designed for students who wish to pursue a career in Environmental Science or Biology, Chemistry, Geology, or Toxicology with an emphasis in Environmental Science. Four alternate tracks are possible.

Core Requirements

Course Number and Title	Hrs.	Prerequisites
BIO/EVS 276 Env. Science Sem.	1	None
BIO/EVS/GEOL 476 Issues in Env. Sci.	3	30 hrs. of Science and Math
BIO 201 Molec. & Cellular Basis of Life	4	None
BIO 202 Organ., Adapt., & Diversity	4	None
CHEM 103 General Chemistry I	4	H.S. Chem; 3 hrs H.S. Math

CHEM 104 General Chemistry II	4	CHEM 103
ECON 101 Market Fundamentals	3	None
GEOL 101 Physical Geology	4	None
PHIL 280B Environmental Ethics	1	None
	28 hrs.	

Plus one of the following 4 tracks and plus the Institutional Baccalaureate Degree Requirements.

Note: Students planning to attend a graduate school in environmental science or to work in environmental science applications are encouraged to take EVS 324: Introduction to Geographic Information Systems (GIS) as an elective, although this is not required for the major

Biology Track

Students must also satisfy the requirements for the B.S. with major in biology.

Course Number and Title	Hrs.	Prerequisites
Choose one:	3-4	
CHEM 320 Quant. Analysis	(4)	CHEM 104
EVS 324 Intro. to GIS	(4)	GEOL 101
GEOL 210 Natural Disasters: Severe Weather	(3)	None
GEOL 309 Geomorphology	(4)	GEOL 101
GEOL 403 Environmental Geochemistry	(4)	GEOL 101, CHEM 104
Choose at least one course from 2 of these 3 areas:	7-8	
Cellular and molecular courses:		
BIO 340 Microbiology	(4)	BIO 201, CHEM 104
BIO 424 Cell Biology	(4)	12 hrs. Bio., BIO 303
BIO 428 Molecular Biology	(4)	BIO 303
BIO 429 Biochemistry	(4)	CHEM 307
Biodiversity courses:		
BIO 205 Zoology	(4)	BIO 202
BIO 207 Botany	(4)	BIO 202
BIO 219 Entomology	(4)	BIO 202
BIO 328 Vertebrate Biology	(4)	BIO 202
Physiology courses:		
BIO 325 Anatomy & Physiology I	(4)	BIO 201
BIO 327 Plant Physiology	(4)	BIO 202
BIO 330 Principles of Toxicology	(4)	BIO 201, 202, CHEM 104
BIO 423 Pharmacology and Toxicology I	(3)	CHEM 307, 16 hrs. of Biology
BIO 425 Adv. Human Physiology	(4)	16 hrs. Biology
BIO 433 Pharmacology and Toxicology II	(3)	BIO 423
BIO 301 Prof. Preparation	1	Bio, tox, env sci maj.; Jr. Status
BIO 303 Genetics	4	BIO 201 & 6 BIO hrs
BIO 310 Ecology	4	BIO 202
BIO 495 Biology Senior Seminar	1	24 hrs. Bio, Sr. Status
CHEM 307/307L Organic Chemistry I	4	CHEM 104
2 mathematics courses (Calculus and/or Statistics recommended)	6-10	
BIO Electives to reach 44 hrs.*	8-14	
	44 hrs.	
Environmental Science Core	28 hrs.	
	72 hrs.	

*Note: At least 8 hours altogether of area electives and general biology requirement should be at the 300 Level or above. Elective hours may include up to 3 hours of BIO 493 or no more than 9 hours of BIO 493, BIO 497, and BIO 498 combined.

Chemistry Track

Students must also satisfy the requirements for the B.S. with major in chemistry.

Course Number and Title	Hrs.	Prerequisites
Choose one:	3-4	
BIO 310 Ecology	(4)	BIO 202
BIO 330 Princ. of Toxicology	(3)	BIO 202, CHEM 104
BIO 411 Limnology	(4)	BIO 202
BIO 412 Marine Biology	(4)	BIO 202
EVS 324 Intro. to GIS	(4)	GEOL 101
GEOL 210 Natural Disasters: Severe Weather	(4)	None
GEOL 309 Geomorphology	(4)	GEOL 101
GEOL 403 Environmental Geochemistry	(4)	GEOL 101, CHEM 104
CHEM 307/307L Organic Chemistry I	4	CHEM 104
CHEM 308/308L Organic Chemistry II	4	CHEM 307
CHEM 320 Quantitative Analysis	4	CHEM 104
CHEM 411 Physical Chemistry I	4	PHYS 206
CHEM 412 Physical Chemistry II	4	PHYS 206
MATH 205 The Calculus I	5	MATH 111 or Equ.
MATH 206 The Calculus II	5	MATH 205
MATH 305 The Calculus III	4	MATH 206
OR		
MATH 307 Linear Algebra	(3)	MATH 202, 206, or 224
PHYS 205 University Physics I	5	MATH 206
PHYS 206 University Physics II	5	PHYS 205
2 additional 400-level CHEM courses	6-8	
	52-56 hrs.	
Environmental Science core	28 hrs.	
	80-84 hrs.	

Geology Track

Students must also satisfy the requirements for the B.S. with major in geology.

Course Number and Title	Hrs.	Prerequisites
Choose one:	3-4	
BIO 310 Ecology	(4)	BIO 202
BIO 330 Princ. of Toxicology	(3)	BIO 202, CHEM 104
BIO 411 Limnology	(4)	BIO 202
BIO 412 Marine Biology	(4)	BIO 202
CHEM 307/307L Org. Chemistry	(4)	CHEM 104
CHEM 320 Quant. Analysis	(4)	CHEM 104
EVS 324 Intro. to GIS	(4)	GEOL 101
GEOL 102 Historical Geology	4	None
GEOL 210 Natural Disasters: Severe Weather	3	None
GEOL 309 Geomorphology	4	GEOL 101
GEOL 311 Mineralogy	4	

GEOL 312 Igneous & Metam. Petrology	4	
GEOL 313 Sedimentary Petrology	4	
GEOL 401 Structural Geology	4	
GEOL 403 Environmental Geochemistry	4	GEOL 101, CHEM 104
OR		
GEOL 275 Topics in Regional Geology	(2)	
AND GEOL 429 Field Geology	(1)	
OR		
GEOL 497 Lab and Field Res.	(3-4)	
Choose one set:	6-10	
MATH 201 Calculus with App I	(3)	MATH 111 or Equiv.
MATH 202 Calculus with App II	(3)	MATH 201
OR		
MATH 205 The Calculus I	(5)	MATH 111 or Equ.
MATH 206 The Calculus II	(5)	MATH 205
Choose one set:	8-10	
PHYS 201General Physics I	(4)	H.S. Alg. & Trig.
PHYS 202 General Physics II	(4)	PHYS 201
OR		
PHYS 205 University Physics I	(5)	MATH 206
PHYS 206 University Physics II	(5)	PHYS 205
	47-55 hrs.	
Environmental Science core	28 hrs.	
	75-83 hrs.	

Toxicology Track

Students must also satisfy the requirements for the B.S. with major in toxicology.

Course Number and Title	Hrs.	Prerequisites
BIO 301 Professional Prep	1	major, Jr. Status
BIO 303 Genetics	4	BIO 201 & 6 BIO hrs
BIO 330 Princ. of Toxicology	3	BIO 201, 202, CHEM 104
BIO 331 Methods in Toxicology	4	BIO 330
BIO 332 Toxic Agents	3	BIO 330
BIO 423 Pharmacology & Tox. I	3	16 hrs. BIO, CHEM 307
BIO 429 Biochemistry (w/lab)	4	CHEM 307
BIO 433 Pharmacology & Tox. II	3	16 hrs. BIO, CHEM 307
BIO 495 Biology Senior Seminar	1	Sr. Status, BIO, TOX, EVS/BIO, Life Sci. Licensure major
BIO Electives (200 Level or above)	8	
CHEM 307 Org. Chemistry	3	CHEM 104
CHEM 307L	1	CHEM 104
CHEM 320 Quant. Analysis	4	CHEM 104
CHEM 420 Instrumental Analysis	4	CHEM 320
Choose one:	3-5	
MATH 201 Calculus with App I	(3)	2 ys. H.S. alg., 1 yr. H.S. geom.
OR		
MATH 205 The Calculus I	(5)	MATH 111 or Equ.
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
	52-54 hrs.	
Environmental Science core	28 hrs.	
	80-82 hrs.	

Minor in Environmental Science

This minor is an interdisciplinary science minor designed to provide non-science majors with the science and math background needed to examine and evaluate environmental issues. It includes courses from five disciplines to give students broad environmental training.

Course Number and Title	Hrs.	Prerequisites
BIO 110 Ecology/Human Environ.	4	None
CHEM 103 General Chemistry I	4	H.S. chem; 3 yrs. H.S. math
OR		
CHEM 250 Lead and Civ.	(3)	None
OR		
CHEM 251 Molecular Arch	(3)	None
GEOL 101 Physical Geology	4	None
Choose additional course:	3-4	
BIO 111 Wetlands and Waterways	(3)	None
BIO 129 Drugs, Poisons, & Pollutants	(3)	None
CHEM 104 Gen. Chemistry II	(4)	CHEM 103
CHEM 250 Lead and Civilization	(3)	None
GEOL 210 Natural Disasters: Severe Weather	(3)	None
GEOL 211 Discovering the Ice Age	(3)	None
MATH 208 Elementary Stats	3	MATH 100 or ACT 18 or SAT 480
PHIL 280B Env. Ethics	1	None
EVS 276 Env. Sci. Seminar	1/1	None
	20-22 hrs.	

Environmental Science Courses and Descriptions

See Course Descriptions section of catalog

Foreign Languages

Department of Foreign Languages
The College of Arts and Sciences

Chair

Richard Gray, Associate Professor of Foreign Languages

Faculty

Jennifer Rathbun, Professor of Foreign Languages

Barbara Schmidt-Rinehart, Professor of Foreign Languages

Degrees Offered

Bachelor of Arts

Bachelor of Science in Education

Mission and Goals

The Department of Foreign Languages provides educational opportunities that nurture the development of proficiency in a foreign language and knowledge of other cultures. All foreign language courses are taught in the target language, in context, and make use of authentic materials.

The learning experience is enhanced by the use of state-of- the-art technology, meaningful learning activities and assessment within a challenging, comprehensive, and balanced curriculum of language, civilization, and literature.

Student Learning Outcomes

For non-majors meeting the CCI requirement:
Students must demonstrate measurably to the point where critical inquiry can be engaged. Students will:

1. Apply cultural knowledge through interpersonal, interpretive, and presentational modes of communication that cross linguistic and national boundaries.
2. Analyze the contests and manifestations of cultural expression.

For majors in French and Spanish, students will:

1. Demonstrate advanced-level proficiency in interpersonal, interpretive, and presentational communication (speaking, writing, listening, and reading).
2. Analyze literary and cultural products, practices, and perspectives.
3. Produce original research in the target language.

Facilities and Equipment

Language classrooms are equipped with media stations that link the classroom to the University computing network.

Student Honor Society

Phi Sigma Iota, Gamma Tau chapter (International Foreign Language Honor Society), honors students who pursue a major or minor in foreign languages or an interdisciplinary major or minor which includes foreign languages as an essential component. Juniors and seniors are eligible for membership who have completed one 300-level course at AU, have an overall GPA of at least 3.3, and a GPA of at least 3.3 in their foreign language courses. Membership is by invitation.

Description of Majors

French and Spanish (B.A.) – Majors study to achieve advanced level proficiency in the language as well as a solid foundation in the civilization and literature of the countries in which that language is spoken. The annual portfolio process allows majors to measure their progress in a supportive environment. The program is enhanced by study abroad opportunities in Quebec and France for French majors and Costa Rica, Spain, and other Spanish-speaking countries for Spanish majors as well as internships for students in French-speaking and Spanish-speaking countries. A B.A. degree allows graduates to pursue careers that require foreign language proficiency or graduate school.

French and Spanish Education – The education program consists of courses in the language, foreign language methodology, and general education. Students study to achieve an advanced level of proficiency in the language as well as a solid foundation in the civilization and literature of the countries in which that language is spoken through coursework at A.U. and abroad. Foreign language education courses are provided by foreign language specialists. All foreign language education majors are encouraged to study abroad for at least one semester. The B.S.Ed. Leads to licensure to teach the language in all grades Pre-K-12.

Foreign Language Placement

Foreign language placement is based on four factors: 1) years of previous study of the foreign language; 2) ACT score; 3) high school GPA; and 4) a placement test. In order to enroll for a foreign language course at the 100 or 200 level, the student must first receive placement. The online placement tool may be found on the Department of Foreign Languages web page.

Degree Requirements

Assessment – All foreign language majors with sophomore status or higher are required to participate annually in the department's portfolio assessment process.

Students taking a foreign language course for a French or Spanish major must earn a "C-" or better to count the course toward the major.

Students pursuing a Bachelor of Science in Education with a major in French or Spanish have minimum oral proficiency requirements associated with field experiences and licensure. In order to complete foreign language education field experiences at the 300 level and above, students must demonstrate the minimum oral proficiency score for that level experience on the Foreign Language Department's oral proficiency test. For licensure, students must demonstrate proficiency in the foreign language at the level set as the standard by the College of Education

Bachelor of Arts with a major in French

This major in French is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Course Number and Title	Hrs.	Prerequisites
Language - 200 Level	6	
FREN 251 Intermediate French I	(3)	FREN 152 or Equivalent
FREN 252 Intermediate French II	(3)	FREN 251 or Equivalent
OR		
FREN 200 Inter. Int. French Abroad	(6)	FREN 152 or Equivalent
Language - 300 Level	9	
FREN 303 French Written Expression	3	FREN 200 or 252 or Equivalent
Six hours from:	6	FREN 303 or Equivalent
FREN 300 Adv. Int. French Abroad	(6)	FREN 200 or 252 or Equivalent
FREN 304 French Stylistics	(3)	FREN 303
FREN 305 French Phonetics	(3)	FREN 200 or 252, or Equivalent
FREN 357 French Oral Expression	(3)	FREN 200 or 252, or Equivalent
Civilization		
FREN 301 French Civ. From Lascaux to Versailles	3	FREN 200 or 252 or Equivalent
FREN 302 French Civ. From Revol. To Present	3	FREN 200 or 252 or Equivalent
Literature	3	
FREN 353 French Lit: Marie De France to Voltaire	3	FREN 200 or 252 or Equivalent
FREN 354 French Lit: Revolution To Present	3	FREN 200 or 252 or Equivalent
One from:		
FREN 351 Intro. to French Fiction I	(3)	FREN 200 or 252 or Equivalent
FREN 352 Intro. To French Fiction II	(3)	FREN 200 or 252 or Equivalent
FREN 470 Seminar on French Speaking World	2	FREN 252 or Equivalent
Portfolio Courses:		
FL 275 Portfolio Assessment Cycle I	0	Soph. Status
FL 375 Portfolio Assessment Cycle II	0	FL 275
FL 475 Portfolio Assessment Cycle III	0	FL 375
	30 hrs.	

Study Abroad

Highly recommended (see Study Abroad Office)

Bachelor of Arts with a major in Spanish

This major in Spanish is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Course Number and Title	Hrs.	Prerequisites
Language - 200 Level	6	
SPAN 271 Inter. Spanish I	(3)	SPAN 172 or Equivalent
SPAN 272 Inter. Spanish II	(3)	SPAN 271 or Equivalent
OR		
SPAN 271 Inter. Spanish I	(3)	SPAN 172 or Equivalent
SPAN 200 Inter. Int. Spanish Abroad	(3)	SPAN 172 or Equivalent
OR		
SPAN 200 Inter. Int. Spanish Abroad	(6)	SPAN 172 or Equivalent
Language - 300 Level	9	
SPAN 310 Spanish Grammar & Comp.	3	SPAN 200 or 272 or Equivalent
Six hours from:	6	
*SPAN 300 Adv. Int. Spanish Abroad	(3-6)	SPAN 200, 272, or Equivalent
SPAN 307 Spanish Phonetics	(3)	SPAN 200, 272, or Equivalent
SPAN 377 Conv. Spanish I	(3)	SPAN 200, 272, or Equivalent
SPAN 378 Conv. Spanish II	(3)	SPAN 200, 272, or Equivalent
Civilization		
SPAN 311 Civilization of Spain	3	SPAN 200, 272, or Equivalent
SPAN 312 Civilization of Latin America	3	SPAN 200, 272, or Equivalent
Literature		
SPAN 372 Survey of Spanish Literature	3	SPAN 200, 272, or Equivalent
SPAN 373 Survey of Latin Ameri. Lit.	3	SPAN 200, 272, or Equivalent
Advanced-Level Study	3	
SPAN 476 Seminar in Hispanic Studies	(3)	SPAN 311 or 312; SPAN 372 or 373
SPAN 477 Adv. Comp. & Conversation	(3)	SPAN 310
Portfolio Courses:		
FL 275 Portfolio Assessment Cycle I	0	Soph. Status
FL 375 Portfolio Assessment Cycle II	0	FL 275
FL 475 Portfolio Assessment Cycle III	0	FL 375
	30 hrs.	

Study Abroad

Highly recommended (see Study Abroad Office).

*Note: Prerequisites of SPAN 200 or 272 or placement/transfer equivalent. Not open to students who placed in other levels

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Science in Education with a comprehensive major in French (Multi-Age, PreK-12)

This major in French Education is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Assessment – Assessment begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

Course Number and Title	Hrs.	Prerequisites
Language - 200 Level	6	
FREN 251 Intermediate French I	(3)	FREN 152 or Equivalent
FREN 252 Intermediate French II	(3)	FREN 251 or Equivalent
OR		FREN 252 or Equivalent
FREN 200 Inter. Int. French Abroad	(6)	FREN 152 or Equivalent
Language - 300 Level	9	
FREN 303 French Written Expression	3	FREN 200 or 252 or Equivalent
FREN 305 French Phonetics	3	FREN 200 or 252 or Equivalent
One from:	3	
FREN 304 French Stylistics	(3)	FREN 303 or Equivalent
FREN 357 French Oral Expression	(3)	FREN 200, 252, or Equivalent
Civilization		
FREN 301 French Civ. From Lascaux to Versailles	3	FREN 200 or 252 or Equivalent
FREN 302 French Civ. From Revol. To Present	3	FREN 200 or 252 or Equivalent
Literature		
FREN 353 French Lit: Marie De France to Voltaire	3	FREN 200 or 252 or Equivalent
FREN 354 French Lit: Revolution To Present	3	FREN 200 or 252 or Equivalent
One from:	3	
FREN 351 Intro. to French Fiction I	(3)	FREN 200 or 252 or Equivalent
FREN 352 Intro. To French Fiction II	(3)	FREN 200 or 252 or Equivalent
FREN 470 Seminar on French-Speaking World	(3)	FREN 200 or 252 or Equivalent
French Speaking World Studies (literature topic)	(3)	
Portfolio Courses:		
FL 275 Portfolio Assessment Cycle I	0	Soph. Status
FL 375 Portfolio Assessment Cycle II	0	FL 275
FL 475 Portfolio Assessment Cycle III	0	FL 375
Related concentration:		
EDFN 130 Intro. To Teaching	3	None
EDFN 202 Teaching and Learn. Process	3	EDFN 130
EDIS 250 Intro. Educational Intervention	3	None
EDCI 230PK Grades PreK-12 Field Exp. I	1	EDFN 130, FREN 252
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
EDCI 330PK PreK-12 Field Exp. II	3	EDCI 230, PSYC 218;
FL 432 Teaching For. Lang. Pre K-12	3	Foreign Lang. Proficiency
EDCI 392 Content Area Reading	3	None
EDFN 402 Social and Prof. Issues	2	Sr. Status; concurrent with EDCI 469
EDCI 469 Student Internship PreK-12	10	All Student Internship Req.
PSYC 218 Psychology of Adolescence	3	None
	70 hrs.	

Study Abroad

Highly recommended (see Study Abroad Office).

Note: Students pursuing the B.S.Ed. must reach Advanced-Low proficiency level in speaking and writing. Study abroad and/or additional coursework is highly recommended to reach proficiency level as needed.

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Science in Education with a comprehensive major in Spanish (Multi-Age, PreK-12)

This major in Spanish Education is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Assessment – Assessment begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

Course Number and Title	Hrs.	Prerequisites
Language - 200 Level	6	
SPAN 271 Intermediate Spanish I	(3)	SPAN 172 or Equivalent
SPAN 272 Inter. Spanish Ii	(3)	SPAN 271 or Equivalent
OR		
SPAN 271 Intermediate Spanish I	(3)	SPAN 172 or Equivalent
SPAN 200 Inter. Int. Spanish Abroad	(3)	SPAN 172 or Equivalent
OR		
SPAN 200 Inter. Int. Spanish Abroad	(6)	SPAN 172 or Equivalent
Language - 300 Level	9	
SPAN 307 Spanish Phonetics	3	SPAN 200, 272, or Equivalent
SPAN 310 Spanish Grammar & Comp	3	SPAN 200 or 272 or Equivalent
One from:	3	
SPAN 377 Conv. Spanish I	(3)	SPAN 200, 272, or Equivalent
SPAN 378 Conversational Spanish II	(3)	SPAN 200, 272, or Equivalent

Civilization		
SPAN 311 Civilization of Spain	3	SPAN 200, 272, or Equivalent
SPAN 312 Civilization of Latin America	3	SPAN 200, 272, or Equivalent
Literature		
SPAN 372 Survey of Spanish Literature	3	SPAN 200, 272, or Equivalent
SPAN 373 Survey of Latin Ameri. Lit.	3	SPAN 200, 272, or Equivalent
Advanced Level Study	3	
SPAN 476 Seminar in Hispanic Studies	(3)	SPAN 311 or 312; SPAN 372 or 373
SPAN 477 Adv. Comp. & Conversation	(3)	SPAN 310
Portfolio Courses:		
FL 275 Portfolio Assessment Cycle I	0	Soph. Status
FL 375 Portfolio Assessment Cycle II	0	FL 275
FL 475 Portfolio Assessment Cycle III	0	FL 375
Related concentration:		
EDFN 130 Intro. To Teaching	3	None
EDFN 202 Teaching and Learn. Process	3	EDFN 130
EDIS 250 Intro. Educational Intervention	3	None
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
EDCI 230PK Grades PreK-12 Field Exp. I	1	EDFN 130, SPAN 272
EDCI 330PK PreK-12 Field Exp. II	3	EDCI 230, PSYC 218;
FL 432 Teaching For. Lang. Pre K-12	3	Foreign Lang. Proficiency
EDCI 392 Content Area Reading	3	None
EDFN 402 Social and Prof. Issues	2	Sr. Status; concurrent with EDCI 469
EDCI 469 Student Internship PreK-12	10	All Student Internship Req; concurrent with EDFN 402
PSYC 218 Psychology of Adolescence	3	None
	70 hrs.	

Study Abroad

Highly recommended (see Study Abroad Office).

Note: Students pursuing the B.S.Ed. must reach Advanced-Low proficiency level in speaking and writing. Study abroad and/or additional coursework is highly recommended to reach proficiency level as needed.

Plus Institutional Baccalaureate Degree Requirements.

Foreign Language Minors

Note: Student placement is determined by amount of prior language experience.

Minor in French

This minor in French is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Course Number and Title	Hrs.	Prerequisites
Language - 200 Level	6	
FREN 251 Intermediate French I	(3)	FREN 152 or Equivalent
FREN 252 Intermediate French II	(3)	FREN 251 or Equivalent
OR		
FREN 200 Inter. Int. French Abroad	(6)	FREN 152 or Equivalent
FREN 303 French Written Expression	3	FREN 200 or 252 or Equivalent
2 other French courses 300 level or above	6	FREN 200 or 252 or Equivalent
	15 hrs.	

Minor in Spanish

Course Number and Title	Hrs.	Prerequisites
Language - 200 Level	6	
SPAN 271 Inter. Spanish I	(3)	SPAN 172 or Equivalent
SPAN 272 Inter. Spanish II	(3)	SPAN 271 or Equivalent
OR		
SPAN 271 Inter. Spanish I	(3)	SPAN 172 or Equivalent
SPAN 200 Inter. Int. Spanish Abroad	(3)	SPAN 172 or Equivalent
OR		
SPAN 200 Inter. Int. Spanish Abroad	(6)	SPAN 172 or Equivalent
3 other Spanish courses 300 level or above	9	SPAN 200, 272, or Equivalent
	15 hrs.	

Minor in Spanish for PK-8

This minor in Spanish for PK-8 is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Course Number and Title	Hrs.	Prerequisites
SPAN 271 Inter. Spanish I	3	SPAN 172 or Equivalent
SPAN 272 Inter. Spanish II	3	SPAN 271 or Equivalent
*SPAN 300 Intensive Study Abroad	6	SPAN 272 or Equivalent
SPAN 310 Spanish Grammar & Comp.	3	SPAN 200 or 272 or Equivalent
SPAN 381 PK-8 Education Abroad	2	SPAN 300
	17 hrs.	

*Note: Prerequisites of SPAN 200 or 272 or placement/transfer equivalent. Not open to students who placed in other levels

Minor in Global Studies

This minor in Global Studies is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Course Number and Title	Hrs.	Prerequisites
One Language - 200 Level-6 hours	6	
FREN 251 Intermediate French I	(3)	FREN 152 or Equivalent
FREN 252 Intermediate French II	(3)	FREN 251 or Equivalent
OR		
FREN 200 Intermediate French Abroad	(6)	FREN 152 or Equivalent
OR		
GER 261 Inter. German I	(3)	GER 162 or Equivalent
GER 262 Inter. German II	(3)	GER 261 or Equivalent
OR		
PORT 241 Inter. Portuguese I	(3)	PORT 142 or Equivalent
PORT 242 Inter. Portuguese II	(3)	PORT 241 or Equivalent
OR		
SPAN 271 Intermediate Spanish I	(3)	SPAN 172 or Equivalent
SPAN 272 Inter. Spanish II	(3)	SPAN 271 or Equivalent
OR		
SPAN 200 Inter. Int. Spanish Abroad	(6)	SPAN 172 or Equivalent
3hrs. of foreign language at 300 level	3	Int. II For. Lang. or Equiv.
Critical Cultural Inquiry Courses	3	
COM 302 Intercultural Comm.	3	COM 101
One study abroad experience of at least 4 weeks		
	15 hrs.	

Foreign Language (FL) Courses and Descriptions
French (FREN) Courses and Descriptions
German (GER) Courses and Descriptions
Spanish (SPAN) Courses and Descriptions
Latin (LTN) Courses and Descriptions
Portuguese (PORT) Courses and Descriptions

See Course Descriptions section of catalog

General Studies

The College of Arts and Sciences

Program Director

On-Campus: Greg McBrayer, Core Director

Online: Mary Deloe, Director of Academic Services, College of Online & Adult Studies

Associate of Arts in General Studies
(Offered On-Campus and Online)

Student Learning Outcomes

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

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

Course Number and Title	Hrs.
Communication	3
Composition I	3
Composition II	3
Math/Logic	3
Religion	3
Aesthetics course	3
Humanities course	3
Natural Science course	3
Social Science course	3
Historical Reasoning	3
CCI (Critical Cultural Inquiry)	3
Core Elective	3
Electives and Concentration(s)	24
	60 hrs.

Plus remaining Associate of Arts Institutional Degree Requirements.

Courses and Descriptions

See Course Descriptions section of catalog

Associate of Arts in General Studies with a concentration in Business (Offered On-Campus and Online)

Course Number and Title	Hrs.	Prerequisites
ACCT 201 Financial Accounting	3	None
ACCT 202 Managerial Accounting	3	ACCT 201
ECON 232 Prin. Of Microeconomics	3	None
ECON 233 Prin. Of Macroeconomics	3	None
FIN 322 Personal Asset Management	3	Sophomore Status
MIS 221 Information Technology	3	None
MATH 208 Elementary Statistics	3	MATH 100, ACT 18 or SAT 480
MGT 240 Intro to Management	3	None
MGT 323 Business Communication	3	ENG 102
MGT 401 Business Law	3	Jr. Status
MKT 233 Principles of Marketing	3	None
	33 hrs.	

Plus remaining Associate of Arts Institutional Degree Requirements.

Courses and Descriptions

See Course Descriptions section of catalog

Geology

Department of Chemistry/Geology/Physics
The College of Arts and Sciences

Chair
Rebecca W. Corbin, Professor of Chemistry

Faculty
Nigel Brush, Professor of Geology

Degrees Offered
Bachelor of Science

Bachelor of Science in Education

Mission and Goals
The geology program strives to provide geology and other science majors with the detailed knowledge and technical skills that will allow them to move successfully to pursue jobs, careers, or advanced degrees in geology, related sciences, or education. The program places heavy emphasis on, faculty/student interactions, which occur especially well during field trips and junior/senior-level independent research projects. Writing and the use of instrumentation are especially significant in upper-level courses, where most laboratory exercises are project-oriented and problem-based.

The geology program seeks to provide non-majors with a workable knowledge of geological concepts and principles in order to gain an understanding of the forces and processes that shape the world around them. Students develop a deeper familiarity with the scientific method by critically examining the physical evidence upon which current geological models of the earth are built.

Student Learning Outcomes
Students in geology and related programs will:

1. Describe and apply the major concepts, experimental findings, and theories of geology;
2. Effectively use the laboratory techniques and methods of geology;
3. Follow proper safety procedures and regulations for use of chemicals and laboratory equipment;
4. Design appropriate investigations, interpret the results, and make decisions within the context of the discipline;
5. Communicate scientific information both orally and in writing; and
6. Practice ethical and professional behavior within the context of the discipline.

Facilities and Equipment
Four laboratories and sufficient classroom space meet the needs of the faculty and students in the geology program. The Fran and Warren Rupp Environmental Geochemistry laboratory, shared with the chemistry program, houses a variety of equipment and provides a clean chemical environment for the analysis of liquids and solids. Instruments in the chemistry program's Ingmand laboratory, especially the ion chromatographs and graphite furnace atomic absorption spectophotometer, are also utilized in the geology curriculum. A research grade polarizing microscope with audio, video, and photographic capabilities is used for mineralogical analyses. These instruments plus extensive mineral, rock, thin section, fossil, and map collections, rock preparation equipment, and an active field trip program give geology students a significant amount of hands-on exposure throughout their curriculum.

Field Studies in Geology
Majors in geology and earth science have excellent opportunities to observe in the field those theories and principles learned in the lecture halls and laboratories at Ashland University. Ashland is located within easy driving distance of many geologically significant areas within the state and in neighboring states. Students are afforded opportunities to visit these areas periodically.

Most graduate schools require the successful completion of a summer geological field camp. Although this is not a requirement for graduation from Ashland University, it is strongly recommended. There are many comprehensive summer field courses that include the fundamentals of field analysis and interpretation. These are conducted by leading universities or in cooperation with other geology departments and allow for the earning of six to eight hours. Scholarships are available for many of these camps.

Student Honor Society
Students who have excelled in geology courses are eligible for membership in the Zeta Lambda chapter of Sigma Gamma Epsilon, a national honor society for the earth sciences. Membership is by invitation, selected from students who have completed 12 hours or more of geology courses with a 3.0 GPA and who have greater than a 2.75 overall GPA.

Description of Majors
Geology - Geology is the study of the earth, the rocks and minerals that compose the earth, and the processes that have shaped and continue to shape our planet. Geology also includes the study of the history of life on earth and how these organisms and the earth have changed over earth's history. Understanding geology provides an important foundation for understanding environmental issues such as groundwater pollution, mitigation of natural hazards, and climate change. Ashland provides its majors in geology with a broad training that emphasizes both hands-on laboratory training as well as extensive field experience. Students have the opportunity to conduct independent research with one of our faculty. A majority of our graduates continue their studies in graduate school, and Ashland graduates have been successful in obtaining a wide range of positions with natural resource and environmental companies and with governmental agencies.

Geoscience Technology and Management - This interdisciplinary major will produce graduates who can enter the geoscience industry as geologists and/or managers. Moreover, majors will be sufficiently prepared for entry into advanced educational programs. Lower-level geology courses present fundamental geologic principles while advanced courses cover topics specific to geologic resources-- their origin, location, and responsible development as economic commodities. Business and economics courses in the curriculum provide a foundation in the concepts, theories, procedures, practices, and applications of accounting, management, and law that are essential to operations in geoscience industries.

Degree Requirements
Assessment – The assessment of student learning outcomes for geology and geoscience technology and management majors includes both internal and external assessments in selected courses, typically culminating in the GEOL 497 Laboratory and Field Research or the GEOL 493 Internship course.

Bachelor of Science with a comprehensive major in Geology

This major in Geology is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Course Number and Title	Hrs.	Prerequisites
GEOL 101 Physical Geology	4	None
GEOL 102 Historical Geology	4	None
GEOL 309 Geomorphology	4	GEOL 101
GEOL 311 Mineralogy	4	GEOL 101
GEOL 312 Ign./Metamorph. Petrology	4	GEOL 311
GEOL 313 Sed. Petrology/Stratigraphy	4	GEOL 102
GEOL 401 Structural Geology	4	GEOL 101
Choose one option:	3-4	
GEOL 275 Topics in Regional Geology	(1)	
AND		
GEOL 429 Field Geology	(2)	
OR		
GEOL 403 Environmental Geochemistry	(4)	GEOL 101, CHEM 104
OR		
GEOL 497 Lab/Field Research	(3-4)	
CHEM 103-104 Gen. Chem.	4/4	H.S. Chem., 3 yrs. H.S. Math
PHYS 201-202 Gen. Physics	4/4	H.S. Alg. & Geom.
OR		
PHYS 205-206 Univ. Physics	(5/5)	MATH 206
MATH 201-202 Calc. Applied	3/3	2 yrs. H.S. Alg., Geom.
OR		
MATH 205-206 The Calculus I	(5/5)	MATH 111 or Equ.
Additional course in any of the Natural sciences, MATH, or CS (excluding GEOL 209)	0-7	MATH 111 or Equiv.
	60 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Science with a comprehensive major in Geoscience Technology and Management

This major in Geoscience in Technology and Management is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Course Number and Title	Hrs.	Prerequisites
Science and mathematics courses:		
CHEM 103 General Chemistry I	4	HS Chem, 3 yrs. HS Math
CHEM 104 General Chemistry II	4	CHEM 103
GEOL 101 Physical Geology	4	None
GEOL 102 Historical Geology	4	None
GEOL 311 Mineralogy	4	GEOL 101
GEOL 313 Sed. Petrology/Stratigraphy	4	GEOL 102
GEOL 324 Intro to Geographic Information Systems (GIS)	4	GEOL 101
GEOL 401 Structural Geology	4	GEOL 101
Select two:	7-8	
GEOL 402 Economic Geology	(3)	GEOL 101, 311
GEOL 403 Environmental Geochemistry	(4)	GEOL 101, CHEM 104
GEOL 405 Petroleum Geology	(4)	GEOL 101, 313
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
Business and economics courses:		
ACCT 201 Financial Accounting	3	None
ACCT 202 Managerial Accounting	3	ACCT 201
FIN 228 Financial Management	3	ACCT 201
MGT 240 Introduction to Management	3	None
MGT 319 Operations Management	3	MGT 240, MATH 208
MGT 401 Business Law I	3	Jr. Status
Select One:	3	
ECON 232 Principles of Microecon.	(3)	None
ECON 233 Principles of Macroecon.	(3)	None
Related Coursework:		
PHIL 280B Environmental Ethics	1-3	None
Required Internship/Work Experience	0-6	
BUS 239 Business Work Experience*	(0)	Soph. Status
BUS 339 Business Internship/Coop. Ed.*	(3-6)	Soph. Status
GEOL 493 Internship*	(1-4)	Soph. Status
	64-73 hrs.	

Note: BUS 239 and 339 and GEOL 493 require approval by an academic internship advisor.

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Science in Education with a comprehensive major in Integrated Science (Grades 7-12)

See listing in Chemistry area.

Bachelor of Science in Education with a comprehensive major in Earth Science (Grades 7-12)

This major in Education with a comprehensive major in Earth Science is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Assessment-Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

Course Number and Title	Hrs.	Prerequisites
GEOL 101 Physical Geology	4	None
GEOL 102 Historical Geology	4	None
Choose one from:	3	
GEOL 210 Natural Disasters: Severe Weather	(3)	None

GEOL 213 Asteroids, Comets, & Catastrophism	(3)	None
GEOL 275 Topics in Regional Geology	1	None
GEOL 309 Geomorphology	4	GEOL 101
GEOL 311 Mineralogy	4	GEOL 101
GEOL 312 Ign./Metamorph. Petrology	4	GEOL 311
GEOL 313 Sed. Petrology/Stratigraphy	4	GEOL 102
CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force	3	Any Natural Science
GEOL 429 Field Geology	1-2	GEOL 101, 102, and 311
CHEM 103-104 Gen. Chem.	4/4	H.S. Chem., 3 yrs. H.S. Math
PHYS 201 Gen. Physics	4	H.S. Alg. & Geom.
Choose one from:	3	
PHYS 107 Hidden Life of the Stars	(3)	H.S. Alg. & Trig.
PHYS 320 Origins of the Univ.	(3)	H.S. Alg. & Trig.
BIO 110 Ecology and the Human Environment	4	None
	51-52 hrs.	
Related Concentration:		
EDCI 318 Tch. 21st Cent. Adol. Science	3	EDCI 230SEC or 236; concurrent with EDCI 330
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
PSYC 218 Psyc. Of Adolescence	3	None
	60-61 hrs.	
Remaining Education Requirements:		
EDFN 130 Intro to Teaching	3	None
EDFN 202 Teaching and Learning Process	3	EDFN 130
EDIS 250 Intro. Educational Intervention	3	None
EDCI 230SEC AYA (7-12) Field Exp. I	1	Concurrent with EDCI 232
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
EDCI 392 Content Area Reading	3	None
EDCI 330SEC AYA Field Exp. II	3	EDCI 230, 232; PSYC 218; concurrent with EDCI 318
EDFN 402 Social and Prof. Issues	2	Sr. Status; concurrent with EDCI 461
EDCI 461 Student Internship Gr. 7-12	10	All Student Internship Required; concurrent with EDFN 402; EDFN 130 Intro. to Teaching
	91-92 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

Minor in Geology

Course Number and Title	Hrs.	Prerequisites
GEOL 101 Physical Geology	4	None
GEOL 102 Historical Geology	4	None
GEOL 311 Mineralogy	4	GEOL 101
Geology electives 200 or above; except GEOL 209	8	
	20 hrs.	

Geology Courses and Descriptions

See Course Descriptions section of catalog.

History

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

Chair
John E. Moser, Professor of History

Director, Ashbrook Center
Jeffrey Sikkenga, Professor of Political Science

Faculty
Duncan R. Jamieson, Professor of History
John E. Moser, Professor of History
Cara Rogers, Assistant Professor of History
David T. West, Assistant Professor of History
David Hadley, Visiting Assistant Professor of History

Degrees Offered
Bachelor of Arts
Bachelor of Science in Education

Mission
The history program is designed to introduce students to the great individuals, events, and ideas of the past; to broaden and deepen their knowledge and understanding of historical continuity and change; and to help students to interpret the forces that shape human events. By examining the political, cultural, and moral forces that have shaped the modern world, we hope to provide the context by which students can better understand themselves and the world in which they live.

Put another way, we see the study of history as one path to becoming a liberally educated person, one who can think for himself or herself about the most important questions that we face as human beings and citizens, and is in the habit of doing so by reading carefully, following arguments closely, writing clearly, and speaking thoughtfully.

Student Learning Outcomes
Students who successfully complete the major in history will be able to:

1. Identify, compare, and evaluate concepts, texts, persons, and events in American history
2. Identify, compare, and evaluate concepts, texts, persons, and events in European history
3. Evaluate sources of information about the past and draw appropriate conclusions from them (that is, demonstrate the capacity for historical reasoning)

Facilities and Equipment
The main library has a large collection of historical literature, books, government documents, newspapers, magazines, maps, references, and media which complement the study of history and listed history courses. Classrooms are also provided with maps.

Student Honor Society
Students who have excelled in history are eligible for membership in Phi Alpha Theta, Omicron Zeta chapter, an international honor society in history. Membership is by invitation, selected from junior and senior students with a 3.1 or higher GPA and a minimum of 12 hours of history.

Description of Major
History, the study of how human beings have lived in the past, tries to describe the past and account both for continuity and change over time. While every aspect of human life falls within the historian's concern, in this department we focus particularly on political and intellectual history. In our history courses, students will interpret historical figures and events; they will study times and places very different from our own, and they will examine the political, intellectual, and cultural forces that produced and now shape the modern world. The overall aim of these studies is to help students better understand themselves and their world. The major in history does not aim to produce specialists in a particular area, but to enliven students' minds with the capacity to think seriously about human affairs and to consider prudently the important social and political questions they will face as citizens. Our strengths are American and European history (both ancient and modern); we also offer courses on particular areas of the world, most notably Africa, the Middle East, Latin America, and Modern Asia.

Degree Requirements
Assessment – As part of the department's assessment process, history majors will be asked to complete a test during their freshman year and again during their senior year.

Bachelor of Arts with a major in History

Course Number and Title	Hrs.	Prerequisites
HIST 112 Western Civilization to 1500	3	None
HIST 113 Western Civilization from 1500	3	None
HIST 212 Am. History thru Civil War	3	None
HIST 213 Am. History after Civil War	3	None
HIST 465 The Study of History Seminar	3	History major with senior status
History electives	21	
Majors are required to demonstrate either:	0-12	
Proficiency in a modern or ancient language through the intermediate level	(0-12)	
OR		
Proficiency in a modern or ancient language through the elementary level and completion of a study or internship abroad*	(0-12)	Department chair approval
	36-48 hrs.	

* Students should consult their academic advisor or the Department Chair for definitions of “elementary” and “intermediate” and for how to demonstrate proficiency in a language not learned at Ashland University. For this major, study or internship abroad must involve at least four weeks of travel outside of the United States, and may be completed through an AU study abroad or study away, an independent study course (498), or an internship (293, 393, or 493).

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Science in Education with a comprehensive major in Integrated Social Studies (Grades 7-12)

Assessment – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

Course Number and Title	Hrs.	Prerequisites
Broad field courses:		
ECON 232 Princ. Of Microeconomics	3	None
ECON 233 Princ. Of Macroeconomics	3	None
PSYC 101 General Psychology I	3	None
PSYC 218 Psych. Of Adolescence	3	None
SOC 111 Principles of Sociology	3	None
SOC 301 Race, Ethnic, & Minority Issues	3	None
History/Political Science courses:		
HIST 112 Western Civilization to 1500	3	None
HIST 113 Western Civilization from 1500	3	None
HIST 212 Am. History thru Civil War	3	None
HIST 213 Am. History after Civil War	3	None
HIST 261 Ancient Greece	3	None
OR		
HIST 264 Ancient Rome	(3)	None
Choose two:	6	
HIST 267 Medieval Europe	(3)	None
HIST 268 Renaiss. & Reformation	(3)	None
HIST 269 Age of Enlightenment	(3)	None
HIST 270 Age of Rev./Reaction	(3)	None
HIST 271 20th Cent. Europe to Pres.	(3)	None
POLSC 390A Modern Revolutions	(3)	None
Choose one:	6	
HIST 351 Colonial America	(3)	None
HIST 352/POLSC 352 Am. Found.	(3)	None
HIST 353 The Early Republic	(3)	None
HIST 354 Nation./Sectional Confl.	(3)	None
HIST 355 Civil War or	(3)	None
HIST/POLSC 375 Lincoln	(3)	None
Choose one:	3	
HIST 356 Enterprise/Progressivism	(3)	None
HIST 357 America Age of World War	(3)	None
HIST 358 Postwar Amer.: 1945-1973	(3)	None
HIST 359 Contemporary Am.	(3)	None
POLSC 102 Democracy in Am.	3	None
POLSC 320 Am. Political Thought I	3	None
POLSC 321 Am. Political Thought II	3	None
Choose one:	3	
POLSC 336 Const. Powers	(3)	POLSC 102
POLSC 337 Const. Rights	(3)	POLSC 102
Choose one:	3	
HIST 327 Africa	(3)	None
HIST 329 Latin America	(3)	None
HIST/POLSC 341 Mod. Middle East	(3)	None
HIST 343 Mod. East Asia	(3)	None
POLSC 205 Comp. Politics	(3)	None
POLSC 231 Int. Relations	(3)	None
REL 107 Exp. World Rel.	(3)	None
Choose one:	3	
GEOL 103 Phys. Geog. & Env.	(3)	None
HIST 301 Cultural Geography	(3)	None
Education requirements:		
EDFN 130 Intro. to Teaching	3	None
EDFN 202 Teaching and Learn. Process	3	EDFN 130
EDIS 250 Intro. Educational Intervention	3	None
EDCI 230SEC AYA Field Exp. I	1	EDFN 130, Concurrent with EDCI* 232
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
PSYC 218 Psyc. Of Adol.	3	None
EDCI 319 Tch. 21st Cent. Adol. Soc. Studies	3	EDFN 202, EDCI 232; concurrent with EDCI 330SEC
EDCI 330SEC AYA Field Exp. II	3	EDCI 230, 232; PSYC 218; concurrent with EDCI 318
EDCI 392 Content Area Reading	3	None
EDFN 402 Social and Prof. Issues	2	Sr. Status; concurrent with EDCI 461
EDCI 461 Student Internship Gr. 7-12	10	All Student Internship Req; concurrent with EDFN 402
	103 hrs.	

Plus Institutional Baccalaureate Degree Requirements

Minor in History

Course Number and Title	Hrs.	Prerequisites
HIST 112 Western Civilization to 1500	3	None
OR		
HIST 113 Western Civilization from 1500	(3)	None
HIST 212 Am. History thru Civil War	3	None
OR		
HIST 213 Am. History after Civil War	(3)	None
History electives	12	
	18 hrs.	

Minor in Classical Civilization

Course Number and Title	Hrs.	Prerequisites
HIST 112 Western Civilization to 1500	3	None
HIST/POLSC 201 Topics in Classical Civilization	3	None
HIST 261 Ancient Greece	3	None
HIST 264 Ancient Rome and the Rise of Christianity	3	None
Electives (choose 3, only one course from Latin may be used):	9	
ART 256 Western Art 1	(3)	None
ENG 365 Greek Literature	(3)	ENG 102
*HIST/POLSC 201 Topics in Classical Civilization	(3)	
HIST 321 Warfare: Ancient and	(3)	None
**HIST 380 Topics in History	(3)	None
HIST/POLSC 498 Ind. Study	(3)	App. Of HIST/POLSC chair

LTN 110 Elementary Latin I	(3)	None
LTN 210 Elementary Latin II	(3)	LTN 110
LTN 310 Intermediate Latin I	(3)	LTN 210
PHIL 311 Hist. of Ancient & Medieval Philosophy	(3)	PHIL 104, 205, 208, 215, or 217
*PHIL 450 Great Philosophers	(3)	PHIL 104, 205, 208, 215, or 217
POLSC 343 Western Political Thought I (Ancient)	(3)	POLSC 101
*POLSC 380 Topics in Political Science	(3)	None
REL 301G Topics: The Foot - Steps of Paul	(3)	None
TH 418 History of the Theater I	(3)	TH204
	21 hrs.	

Note: No more than six hours of required or elective courses may count toward both the Classical Civilization minor and another major or minor.

*This course is repeatable once on a different topic

**These topics courses and the topic must be approved by the HIST/POLSC chair for this minor.

History Courses and Descriptions

See Course Descriptions section of catalog.

Interdisciplinary Studies

Department of Philosophy
The College of Arts and Sciences

Program Director & Chair
Louis A. Mancha, Associate Professor of Philosophy

Degree Offered
Bachelor of Science

Student Learning Outcomes
Students in the IDS program will complete a Capstone Thesis that will identify important concepts, skills, and values necessary to unify the program Foundations Sequence of *practical thinking* and *ethics* with their two chosen concentrations. Students will work with a faculty mentor to discern an appropriate topic that involves gathering and presenting research from multiple sources to meet the following SLOs:

- Identify commonalities in concepts spread over two different concentrations
- Apply concepts of practical thinking and ethics to area concentrations within the program
- Analyze applications for combining concepts associated with different concentration
- Evaluate the benefits of combining different concentration areas

Description of Major
The B.S. in Interdisciplinary Studies Major provides students with an opportunity to complete a focused, skill-based degree with a primary foundation in *practical thinking* and *ethics*. In addition, the student will develop this foundation through the choice of two concentrations in either the *Humanities*, the *Sciences*, or a *Professional* (*business-oriented) practicum*. It will conclude with a capstone thesis, that will require the student to unify the foundation with the concentrations into a cohesive understanding.

This program has two unique advantages: (1) It prepares students for a broad range of careers across fields such as marketing, supply chain management, social work, hospitality services, and finance. For example, entrepreneurial graduates might start their own business or work for businesses in related areas. (2) Yet it also empowers our students to become careful, critical thinkers, and to learn how to apply principles of integrity and ethical decision-making to address real-world issues. Both of these are central to the mission and core values of Ashland University.

Bachelor of Science with a Comprehensive Major in Interdisciplinary Studies (Offered On-Campus and Online)

Course Number and Title	Hrs.	Prerequisites
Ethics/Practical Thinking Foundations Sequence		
PHIL/IDS 210 Philosophy of Human Nature	3	None
PHIL/IDS 215 Ethics	3	None
PHIL/IDS 220 Practical Thinking	3	None
MATH 110 Finite Mathematics	3	Two years of High School Algebra or MATH 100
PSYC 101 General Psychology I	3	
REL 109 Christian Ethics	3	
REL 220 Taking Human Life	3	
Choose three from the followings:	9	
PHIL/IDS 280B Environmental Ethics	(3)	
PHIL/IDS 280D Bioethics	(3)	
PHIL/IDS 280H Workplace Ethics	(3)	
PHIL/IDS 320 Symbolic Logic	(3)	PHIL 220 recommended
JDM 303* Media Law & Ethics	(3)	
MATH 208 Elementary Statistics	(3)	Math ACT score of 18 or above or Math SAT score of 480 or above, or MATH 100
MATH 223 Discrete Mathematics I	(3)	Three years of High School college prep math
MGT 343* Social Responsibility & Business Ethics	(3)	MGT 240
REL 400* Christian Literature	(3)	REL 106
SEC 185* Cyber Ethics	(3)	
	30 hrs.	
Concentration 1	15	
Concentration 2	15	
IDS 490 Capstone Thesis	1	Sr. status in major
	61 hrs.	

* Note: If not selected as part of the foundation, any 300+ level course below may be taken as part of a concentration.

Humanities Concentration

Course Number and Title	Hrs.	Prerequisites
Electives:	15	
ART 352 Art of Renaissance	(3)	None
ART 353 Baroque Art	(3)	None
ART 354 19th Century Art	(3)	None
ART 356 20th Century Art	(3)	None
English 300-level Core Humanities	(3)	ENG 102
FL 315 French Women Writers	(3)	None
JDM 303* Media Law & Ethics	(3)	None
PHIL/CHEM/GEOL/PHYS 350 Science as a Cultural Force	(3)	Any natural science core course
REL 308 Faith and Society	(3)	Core religion course
REL 400* Christian Literature	(3)	REL 106
REL 404 Seminar in Christian Theology	(3)	REL 106 or REL 109

Science Concentration

Course Number and Title	Hrs.	Prerequisites
Electives:	15	
CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force	(3)	Any natural science core course
COM 302 Intercultural Communication	(3)	COM 101 or COM 120
COM 304 Interpersonal Communication	(3)	COM 101 or COM 120
COM 305 Organizational Communication	(3)	COM 101 or COM 120
COM 343 Conflict, Mediation, & Negotiation	(3)	COM 101 or COM 120
SEC 185* Cyber Ethics	(3)	
ECON 301 Game Theory	(3)	Core math/logic requirement
ECON 342 Global Economics	(3)	ECON 232 or ECON 233
PHYS 320 Origins of the Universe	(3)	High School Algebra and Trig
POLSC 343 Western Political Thought: Ancient Political Thought	(3)	POLSC 101
POLSC 345 Western Political Thought: Early Modern Political Thought	(3)	POLSC 101
PSYC 305 Social Psychology	(3)	PSYC 101
PSYC 307 Personality	(3)	PSYC 101
PSYC 330 Health Psychology	(3)	PSYC 101
SOC 301 Race, Ethnicity, and Minority Issues	(3)	
SOC 340 Marriage and Family	(3)	
SOC 352 Deviance	(3)	
SOCWK 304 Human Behavior Across the Lifespan	(3)	SOCWK 221 or soph. status
SOCWK 305 Family Violence	(3)	
SOCWK 306 Social Environment & Human Behavior	(3)	SOC 301 or co-requisite
SOCWK 350 Death and Dying	(3)	

Professional Concentration

Course Number and Title	Hrs.	Prerequisites
Electives, at least 9 hrs. 300 level or above	15	
COM 205 Intro to Public Relations	(3)	COM 101 or COM 120
COM 320 Health Communication	(3)	COM 101 or COM 120
COM 370 Informatics in Health Communication	(3)	COM 101 or COM 120
COM 420 Health & Public Relations	(3)	COM 101 or COM 120, Jr. status
COM 425 Risk & Crisis Communication	(3)	COM 101 or COM 120, Jr. status
ECON 334 Money and Banking	(3)	ECON 233
ECON 348 Business Analysis	(3)	MATH 208
ENTP 245 Intro to Entrepreneurship	(3)	
ENTP 345 Entrepreneurial & Family Business Management	(3)	ENTP 245, MGT 240, MKT 233
FIN 322 Personal Asset Management	(3)	Soph. Status
HSM 135 Intro to the Hospitality Industry	(3)	
HSM 235 Hospitality Cost Control	(3)	MATH 208
HSM 334 Management of Institutional Employees	(3)	Soph. status
HSM 335 Environmental Management	(3)	
MGT 240 Introduction to Management	(3)	
MGT 318 Organizational Behavior	(3)	MGT 240
MGT 343* Social Responsibility & Business Ethics	(3)	MGT 240
MKT 233 Principles of Marketing	(3)	
MKT 311 Market Analysis & Research	(3)	MKT 233
MKT 314 Advertising Principles	(3)	MKT 233
MKT 315 Retail Merchandising	(3)	MKT 233
MKT 326 Consumer Behavior	(3)	MKT 233
SCM 243 Procurement	(3)	MKT 233
SCM 316 Supply Chain Management	(3)	MATH 208, MKT 233, or MGT 240
SCM 350 Logistics	(3)	SCM 316

This course will count within the Foundations or a Concentration, but not both
Note: Science as a Cultural Force may count for either Science or Humanities Concentration, but not both

Plus Institutional Baccalaureate Degree Requirements.

Courses and Descriptions

See Course Descriptions section of catalog.

Journalism and Digital Media

Department of Journalism and Digital Media
The College of Arts and Sciences

Chair
David McCoy, Associate Professor of Journalism & Digital Media

Faculty
Maggie Cogar, Professional Instructor of Journalism & Digital Media
John Skrada, Director of Broadcasting & Operations

Degrees Offered
Bachelor of Arts

Mission Statement
The Journalism and Digital Media program educates students to become ethical, creative, informed media scholars and practitioners. Students will develop their ideas into relevant stories that are built on a foundation of good writing and told using emerging technology. Our faculty encourages a broad-based learning environment balancing theory and practical experience for students to gain a better understanding of the role and current practices of today's media. The department provides a liberal arts education with individualized instruction and hands-on learning enabling students to receive a college degree designed to prepare them for success in today's converging media industry.

Student Learning Outcomes
The Journalism and Digital Media student will:

1. Identify and interpret an understanding of the history, theory, and practice of journalism and digital media;
2. Practice written and verbal storytelling;
3. Apply technical proficiency using industry standard practices;
4. Apply ethical principles in the analysis and production of journalism and media projects;
5. Formulate and apply critical thinking skills to written verbal and visual storytelling to journalism and digital media projects.

Laboratory Opportunities
As a part of the Journalism and Digital Media program, students will produce content for print, web, and broadcast. The program publishes *The Collegian*, a regional award- winning bi-weekly newspaper and the AU-Live on-line site from its digital campus newsroom. Our national award-winning university radio station WRDL broadcasts http://www.ashlandcollegian.com daily student-produced programming on our 3kw FM (88.9) radio station serving Ashland and surrounding counties. Television programming is broadcast to campus and to the Ashland Community via Armstrong Cable on the national award-winning AUTV-20 and JDM-created sports broadcast programming is telecast on Sports Time Ohio. Television content is produced from the High Definition digital television studio and post-production facility in the Center for the Arts. The Journalism and Digital Media program offers a variety of unique, practical, and converged media experiences for future storytellers. Students are encouraged to get involved as freshmen and continue through their senior year. Program alumni have worked at a number of media outlets and organizations locally, regionally, and nationally, including NBC New York, Fox Sports Ohio, Sports Time Ohio, the Cleveland Indians, WJW-TV Cleveland, HLN, Sirius Satellite Radio, Sinclair Broadcasting, the Columbus Dispatch, the Toledo Blade, and ESPN.

Description of Majors
Digital Media Production – Production students will be prepared for positions in broadcast and production facilities in the areas of radio production, television production, professional video, media management, and related fields. A range of laboratory experiences in the campus radio station, television station, and video production facility are open to qualified students regardless of class rank. This program instills in students an understanding of the power and influence of the media as well as the social and ethical responsibility it places upon media professionals and consumers.

Digital Media Journalism - Journalism students learn how to gather and create news content for multiple platforms including print, broadcast, and the web. AU is the only small college in Ohio to offer this type of fully converged journalism degree. Students learn a core curriculum of writing, reporting, shooting, and editing through classroom and laboratory experiences. Digital Media Journalism students are prepared for news reporting, sports reporting, editing, and producing jobs at newspapers, websites, television stations, and radio outlets.

Degree Requirements
Assessment – Majors in the department will be expected to participate in programmatic assessment during the process of completing their degree requirements. This process includes, but is not limited to, the submission of writing samples, speeches, and video/audio projects. Faculty will inform the students in their major classes as to which projects will be collected for assessment.

Bachelor of Arts with a major in Digital Media Journalism

Course Number and Title	Hrs.	Prerequisites
Journalism and Digital Media Core	27 hrs.	
JDM 103 Intro. To Journalism and Mass Comm.	3	None
JDM 133 Video Aesthetics I	3	None
JDM 203 Writing for the Media	3	None
JDM 211 Prof. Practice: News Production	1/1/1/1	None
JDM 303 Media Law and Ethics	3	None
JDM 331 Digital Media Management	3	JDM 103
JDM 403 Media Effects	3	Jr. Status
JDM 436 Internship	3	Jr. Status
Choose 2 of the following:	2	
JDM 211 Prof. Practice: News Production	(1)	None
JDM 212 Prof. Practice: Radio Production	(1)	None
JDM 213 Prof. Practice: Television Production	(1)	None
JDM 214 Prof. Practice: Special Topics	(1)	None
Required Courses:	15	
JDM 245 Fundamentals of Research and Reporting	3	JDM 103, 203
JDM 246 Multimedia Reporting	3	JDM 133, 203
JDM 307 Advanced Reporting and Editing	3	JDM 245, 246
JDM 320 Feature Writing I	3	JDM 245
JDM 336 Broadcast Reporting and Writing	3	JDM 245, 246

Electives: Choose 6 hours from the following:	6	
JDM 211 Prof. Practice: News Production	(1)	None
JDM 212 Prof. Practice: Radio Production	(1)	None
JDM 213 Prof. Practice: Television Production	(1)	None
JDM 214 Prof. Practice: Special Topics	(1)	None
JDM 224 Special Topics in Digital Media	(3)	JDM 103
JDM 232 Video Aesthetics II	(3)	JDM 133
JDM 237 Basic Audio	(3)	JDM 133
JDM 333 Digital Media Technologies	(3)	JDM 232
JDM 335 Broadcast Announcing	(3)	JDM 133
JDM 342 Sports Journalism	(3)	JDM 245, 246
JDM 405 The Global Impact of Social Media	(3)	Jr. Status
JDM 407 Narrative Journalism	(3)	JDM 307, 336
JDM 498 Independent Study	(3)	JDM 103
	48 hrs.	

Plus Institutional Degree Requirements.

Bachelor of Arts with a major in Digital Media Production

Course Number and Title	Hrs.	Prerequisites
Journalism and Digital Media Core	27 hrs.	
JDM 103 Intro. To Journalism and Mass Comm.	3	None
JDM 133 Video Aesthetics I	3	None
JDM 203 Writing for the Media	3	None
JDM 212 Prof. Practice: Radio Production	1/1	None
JDM 213 Prof. Practice: Television Production	1/1	None
JDM 303 Media Law and Ethics	3	None
JDM 331 Digital Media Management	3	JDM 103
JDM 403 Media Effects	3	Jr. Status
JDM 436 Internship	3	Jr. Status
Choose 2 of the following:	2	
JDM 211 Prof. Practice: News Production	(1)	None
JDM 212 Prof. Practice: Radio Production	(1)	None
JDM 213 Prof. Practice: Television Production	(1)	None
JDM 214 Prof. Practice: Special Topics	(1)	None
Required Courses:	15	
JDM 232 Video Aesthetics II	3	JDM 133
JDM 234 Studio Production	3	JDM 133
JDM 237 Basic Audio Production	3	JDM 133
JDM 333 Digital Media Technologies	3	JDM 232
JDM 337 Adv. Audio Production	3	JDM 237
Electives: Choose 6 hours from the following:	6	
JDM 211 Prof. Practice: News Production	(1)	None
JDM 212 Prof. Practice: Radio Production	(1)	None
JDM 213 Prof. Practice: Television Production	(1)	None
JDM 214 Prof. Practice: Special Topics	(1)	None
JDM 224 Special Topics in JDM	(3)	JDM 103
JDM 243 Sports Broadcasting Prod	(3)	None
JDM 311 Script Writing Directing	(3)	JDM 133, 234
JDM 330 Organization & Corporate Video	(3)	JDM 232
JDM 332 Radio Production & Program	(3)	JDM 237
JDM 335 Broadcast Announcing	(3)	JDM 133
JDM 405 The Global Impact of Social Media	(3)	Jr. Status
JDM 412 Adv. Post Production Editing	(3)	JDM 333
JDM 437 Multiplatform Audio Production	(3)	JDM 337
JDM 498 Independent Study	(3)	JDM 103
	48 hrs.	

Plus Institutional Degree Requirements.

Minor in Digital Media Journalism

Course Number and Title	Hrs.	Prerequisites
Required Courses	19	
JDM 103 Intro. To Journalism and Mass Comm.	3	None
JDM 133 Video Aesthetics I	3	None
JDM 203 Writing for the Media	3	None
JDM 211 Prof. Practice: News Production	1/1/1/1	None
JDM 245 Fundamentals of Research and Reporting	3	JDM 103, 203
JDM 246 Multimedia Reporting	3	JDM 133, 203
Electives: Choose 6 hours from the following:	6	
JDM 211 Prof. Practice: News Production	(1)	None
JDM 212 Prof. Practice: Radio Production	(1)	None
JDM 213 Prof. Practice: Television Production	(1)	None
JDM 214 Prof. Practice: Special Topics	(1)	None
JDM 224 Special Topics in Digital Media	(3)	JDM 103
JDM 232 Video Aesthetics II	(3)	JDM 133
JDM 237 Basic Audio	(3)	JDM 133
JDM 303 Media Law and Ethics	(3)	Jr. Status
JDM 307 Adv. Reporting and Editing	(3)	JDM 245, 246
JDM 320 Feature Writing	(3)	JDM 245
JDM 335 Broadcast Announcing	(3)	JDM 133
JDM 336 Broadcast Reporting and Writing	(3)	JDM 245, 246
JDM 342 Sports Journalism	(3)	JDM 245, 246
JDM 403 Media Effects	(3)	Jr. Status
JDM 405 Global Impact of Social Media	(3)	Jr. Status
JDM 407 Narrative Journalism	(3)	JDM 307, 336
	25 hrs.	

*Students must take at least one 400 level course to fulfill their elective requirements.

Minor in Digital Media Production

Course Number and Title	Hrs.	Prerequisites
Required Courses	19	
JDM 133 Video Aesthetics I	3	None
JDM 212 Prof. Practice: Radio Production	1/1	None
JDM 213 Prof. Practice: Television Production	1/1	None
JDM 232 Video Aesthetics II	3	JDM 133
JDM 234 Studio Production	3	JDM 133
JDM 237 Basic Audio Production	3	JDM 133
JDM 333 Digital Media Technologies	3	JDM 232
Electives: Choose 6 hours from the following:**	6	
JDM 211 Prof. Practice: News Production	(1)	None
JDM 212 Prof. Practice: Radio Production	(1)	None
JDM 213 Prof. Practice: Television Production	(1)	None
JDM 214 Prof. Practice: Special Topics	(1)	None
JDM 224 Special Topics in JDM	(3)	JDM 103
JDM 243 Sports Broadcasting Prod	(3)	None
JDM 311 Script Writing Directing	(3)	JDM 133, 234
JDM 330 Organization & Corporate Video	(3)	JDM 232
JDM 332 Radio Production & Program	(3)	JDM 237
JDM 337 Adv. Audio Production	(3)	JDM 237
JDM 403 Media Effects	(3)	Jr. Status
JDM 405 The Global Impact of Social Media	(3)	Jr. Status
JDM 412 Adv. Post Production Editing	(3)	JDM 333
	25 hrs.	

*Students must take at least one 400 level course to fulfill their elective requirements

JDM Courses and Descriptions

See course descriptions.

Mathematics and Actuarial Science

Department of Mathematics and Computer Science

https://www.ashland.edu/cas/departments/mathematics-and-computer-science-department

Chair

Christopher Swanson, Professor of Mathematics

Faculty

Gordon Swain, Professor of Mathematics

Darren Wick, Professor of Mathematics

Degrees Offered

Bachelor of Science

Bachelor of Arts

Bachelor of Science in Education

Mission

The mission of the Department of Mathematics and Computer Science is to educate students in the areas of mathematics and computer science. The department is committed to providing students with a broad overview of the central concepts of mathematics, computer science, and logic. The mathematics and computer science curricula are supported by the foundation of a liberal arts education.

Student Learning Outcomes

1. Students will apply the foundational knowledge of the discipline to advanced-level contexts.
2. Students will demonstrate reasoning competence through analyses that involve logical argumentation, critical thinking, and problem solving.
3. Students will clearly and accurately express discipline-specific ideas.

Facilities and Equipment

All classrooms are equipped with networked instructor workstations, including audiovisual and computer projection systems. Programming courses are taught in a computer classroom with student workstations. In addition to the university network and open computer labs, the department maintains a dedicated laboratory for majors. The lab contains a wide variety of computer hardware, running Windows, Linux, and Mac OS X. The computers are equipped with scientific typesetting software, software development tools, compilers, word processors, spreadsheet programs, database programs, web design and programming tools, audio and video editing software, multimedia software, computer algebra systems, statistical and geometric software, and many other applications.

Student Organizations

Any interested student may join the student chapters of the Mathematical Association of America or the Association for Computing Machinery.

Pi Mu Epsilon, Ohio Rho chapter, honors students who have excelled in mathematics and promotes scholarly activity in mathematics among students. Membership is offered to sophomore mathematics majors who have completed three semesters of college mathematics including one semester of calculus, with a 4.0 GPA in their mathematics courses, and who are in the top quarter of their class overall; or juniors and seniors who have completed at least two years of college mathematics including calculus, with a 3.0 GPA in their mathematics courses, and who are in the top 1/3 of their class.

Description of Majors

Both the Bachelor of Arts and Bachelor of Science degrees prepare students for jobs in industry such as actuary, operations research analyst, quality control engineer, mathematics consultant, or for further study in graduate school. The analytical and logical abilities developed in these programs prepare students for further study in many other areas, such as business, law, or medicine. Additionally, the Comprehensive Major in Actuarial Science prepares students for the Society of Actuaries' Actuarial Examinations on Probability and Financial Mathematics.

The Bachelor of Science in Education degree, along with teacher licensure, prepares students to teach mathematics in grades 7-12.

Degree Requirements

Assessment – As part of the department assessment process, majors in mathematics, integrated mathematics, and actuarial science will be asked to complete a survey during the spring of their sophomore year and again during their last semester before graduating.

Bachelor of Science with a comprehensive major in Mathematics

This program is designed for those students who wish to pursue a career in science, with heavy emphasis on mathematics.

Course Number and Title	Hrs.	Prerequisites
CS 101 Logic and Computing	3	2 years H.S. Algebra
MATH 205 The Calculus I	5	MATH 111 or Equivalent
MATH 206 The Calculus II	5	MATH 205
Choose One:	3	
MATH 208 Elementary Statistics	(3)	MATH 100 or ACT 18 or SAT 480
MATH 318 Mathematical Statistics	(3)	MATH 250, 305, 317
MATH 223 Discrete Mathematics I	3	3 years H.S. College Prep. Math
MATH 230 Mathematical Modeling	3	MATH 206, 223
MATH 250 Mathematical Proof	1	MATH 223
MATH 305 The Calculus III	4	MATH 206
MATH 307 Linear Algebra	3	MATH 202, 206, or 224
MATH 415 Introduction to Modern Algebra	3	MATH 223, 250, 307
MATH 417 Introduction to Analysis	3	MATH 250, 305
MATH 450 Seminar	1	Jr. or Sr. Status
Electives: Choose 3 courses from:	9	
CS 302 Theory of Computation	(3)	MATH 224, 250
MATH 224 Discrete Mathematics II	(3)	MATH 223
MATH 308 Operations Research	(3)	MATH 224
MATH 309 History of Mathematics	(3)	MATH 206 OR 202, and MATH 223
MATH 311 Modern Geometry	(3)	MATH 206, 223, 250
MATH 313 Elementary Differential Equations	(3)	MATH 305

MATH 317 Probability	(3)	MATH 223, 250; 202 or 206
MATH 319 Number Theory	(3)	MATH 206, 223, 250
MATH 341 Applied Regression Analysis	(3)	MATH 208 or 318
MATH 498 Independent Study	(3)	Jr. or Sr. Status
Cognate (Choose at least 9 credit hours from one of the following cognates):	9-10	
Computer Science Cognate:		
Any 3 Computer Science Courses except CS 101 and CS 302	(9)	
Economics Cognate (Any 3 of the following):		
ECON 301 Game Theory	(3)	Core math/logic
ECON 321 Public Finance	(3)	ECON 232
ECON 332 Inter. Microeconomics	(3)	ECON 232
ECON 348 Business Analytics I	(3)	MATH 208
ECON 448 Business Analytics II	(3)	ECON 348
Mathematics Cognate:		
Any 3 additional Mathematics Electives from the list above	(9)	
Physics Cognate:		
PHYS 205 University Physics I	(5)	MATH 206
PHYS 206 University Physics II	(5)	PHYS 205
Science electives*	4-5	
	60 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

*Electives may be from biology, chemistry, computer science, cyber security, geology, mathematics, physics or software design & development, excluding Math 100 and 110 and excluding Math 111, 201, 202 if taken after Math 205 was successfully completed.

Bachelor of Science with a comprehensive major in Actuarial Science

Assessment – Additional assessment for this major will be to collect grades from students on practice exams and the P and FM exams; and collect grades from students in relevant courses to see if they meet the externally specified standard determined by the Society of Actuaries.

Course Number and Title	Hrs.	Prerequisites
ACCT 201 Financial Accounting	3	None
FIN 228 Financial Management	3	ACCT 201
FIN 329 Intermed. Financial Mgmt.	3	FIN 228
FIN 330 Principles of Investment	3	FIN 228
ECON 232 Prin. Of Microeconomics	3	None
ECON 233 Prin. Of Macroeconomics	3	None
MATH 205 The Calculus I	5	MATH 111 or Equivalent
MATH 206 The Calculus II	5	MATH 205
MATH 223 Discrete Mathematics I	3	3 years H.S. College Prep. Math
MATH 230 Mathematical Modeling	3	MATH 206, 223
MATH 250 Mathematical Proof	1	MATH 223
MATH 305 The Calculus III	4	MATH 206
MATH 307 Linear Algebra	3	MATH 202, 206, or 224
MATH 317 Probability	3	Math 223, 250; 202 or 206
MATH 318 Mathematics of Statistics	3	MATH 305, 317
MATH 320 Financial Mathematics	3	MATH 223, 306
MATH 341 Applied Regression Analysis	3	MATH 208 or 318
MATH 450 Seminar	1	Jr. or Sr. Status
MIS 221 Information Technology	3	None
MIS 370 Programming for Bus. I	3	MIS 221
	60 hrs.	

Suggested general electives:

Course Number and Title	Hrs.	Prerequisites
ACCT 202 Managerial Acct	3	ACCT 201
ACCT 207 Inter. Accounting I	3	ACCT 201
ACCT 208 Inter. Accounting II	3	ACCT 207
ECON 334 Money and Banking	3	ECON 233
FIN 422 Security Analysis	3	FIN 330
MATH 224 Discrete Mathematics II	3	MATH 223
MGT 327 Risk & Insurance	3	ECON 232, 233, MATH 208
MIS 371 Programming for Bus. II	3	MIS 370

Plus Institutional Baccalaureate Degree

Requirements Bachelor of Arts with a major in Mathematics

This program is designed for those students who wish to pursue a career primarily related to mathematics. This program does require a minor or a dual major.

Course Number and Title	Hrs.	Prerequisites
CS 101 Logic & Computing	3	2 years H.S. Algebra
MATH 205 The Calculus I	5	MATH 111 or Equivalent
MATH 206 The Calculus II	5	MATH 205
Choose One:	3	
MATH 208 Elementary Statistics	(3)	MATH 100 or ACT 18 or SAT 480
MATH 318 Mathematical Statistics	(3)	MATH 250, 305, 317
MATH 223 Discrete Mathematics I	3	3 years H.S. College Prep. Math
MATH 230 Mathematical Modeling	3	MATH 206, 223
MATH 250 Mathematical Proof	1	MATH 223
MATH 305 The Calculus III	4	MATH 206
MATH 307 Linear Algebra	3	MATH 202, 206, or 224
MATH 415 Introduction to Modern Algebra	3	MATH 223, 250, 307
MATH 417 Introduction to Analysis	3	MATH 250, 305
MATH 450 Seminar	1	Jr. or Sr. Status
3 courses from:	9	
CS 302 Theory of Computation	(3)	MATH 224, 250
MATH 224 Discrete Mathematics II	(3)	MATH 223
MATH 308 Operations Research	(3)	MATH 224
MATH 309 History of Mathematics	(3)	MATH 206 OR 202, and MATH 223
MATH 311 Modern Geometry	(3)	MATH 206, 223, 250
MATH 313 Elementary Differential Equations	(3)	MATH 305
MATH 317 Probability	(3)	MATH 223, 250; 202 or 206
MATH 319 Number Theory	(3)	MATH 206, 223, 250
MATH 341 Applied Regression	(3)	MATH 208 or 318

MATH 498 Independent Study	(3)	Jr. or Sr. Status
	46 hrs.	

Plus Institutional Baccalaureate Degree Requirements.
Note: CS 121-122 is recommended for the major

Bachelor of Science in Education with a comprehensive major in Integrated Mathematics (Grades 7-12)

Assessment – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See Education section for a description of the process.

Course Number and Title	Hrs.	Prerequisites
CS 101 Logic and Computing	3	2 Years H.S. Algebra
MATH 205 The Calculus I	5	MATH 111 or Equivalent
MATH 206 The Calculus II	5	MATH 205
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
OR		
MATH 318 Mathematics of Statistics	(3)	MATH 305, 317
MATH 223 Discrete Mathematics I	3	3 years H.S. College Prep. Math
MATH 230 Mathematical Modeling	3	MATH 206, 223
MATH 250 Mathematical Proof	1	MATH 223
MATH 305 The Calculus III	4	MATH 206
MATH 307 Linear Algebra	3	MATH 202, 206, or 224
MATH 309 History of Mathematics	3	MATH 206 OR 202, and MATH 223
MATH 311 Modern Geometry	3	MATH 206, 223, 250
MATH 317 Probability	3	MATH 223, 250; 202 or 206
MATH 415 Introduction to Modern Algebra	3	MATH 223, 250, 307
MATH 450 Seminar	1	Jr. or Sr. Status
MATH/CS/PHYS Elective-choose one from:	3-5	
CS 121 Computer Programming I	(3)	CS 101
MATH 217 Theory of Arithmetic and Geometry	(3)	Math ACT 18 or above, SAT 480 or above, or MATH 100
MATH 224 Discrete Mathematics II	(3)	MATH 223
MATH 319 Number Theory	(3)	MATH 206, 223, and 250
PHYS 201 General Physics I	(4)	H.S. Algebra & Geometry
PHYS 205 University Physics I	(5)	MATH 206
Education Requirements:		
EDFN 130 Intro. Teaching	3	None
EDFN 202 Teaching and Learn. Process	3	EDFN 130
EDIS 250 Intro. Ed. Intervention	3	None
EDCI 230SEC AYA (7-12) Field Exp. I	1	Concurrent with EDCI 232
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
EDCI 317 Tch. 21st Cent. Adol. Math.	3	EDFN 202,-EDCI 232 Concurrent with EDCI 330SEC
EDCI 330SEC AYA (7-12) Field Exp. II	3	EDCI 230SEC, 232; PSYC 218; concurrent with EDCI 317
EDCI 392 Content Area Reading	3	None
EDFN 402 Social and Prof. Issues	2	Sr. Status; Concurrent with EDCI 461
EDCI 461 Student Inte. Gr. 7-12	10	All Student Internship Req
PSYC 218 Psychology of Adol.	3	None
	83-85 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

Minor in Mathematics

Course Number and Title	Hrs.	Prerequisites
MATH 201-202 Calculus with Applications I & II	3/3	2 yrs. H.S. Algebra, 1 yr. H.S. Geometry
OR		
MATH 205-206 The Calculus I & II	(5/5)	MATH 111 or Equivalent
MATH 307 Linear Algebra	3	MATH 202, 206, or 224
MATH 450 Seminar	1	Jr. or Sr. Status
2 courses from:	6	
CS 302 Theory of Computation	(3)	MATH 224, 250
MATH 223 Discrete Mathematics I	(3)	3 years H.S. College Prep. Math
MATH 224 Discrete Mathematics II	(3)	MATH 223
MATH 305 The Calculus III	(4)	MATH 206
MATH 308 Operations Res.	(3)	MATH 224
MATH 309 History of Math.	(3)	MATH 206 OR 202, and MATH 223
MATH 311 Modern Geometry	(3)	MATH 206, 223, 250
MATH 313 Elementary Differential Equations	(3)	MATH 305
MATH 317 Probability	(3)	MATH 223, 250; 202, or 206
MATH 318 Mathematics of Statistics	(3)	MATH 305, 317
MATH 319 Number Theory	(3)	MATH 206, 223, 250
MATH 415 Introduction to Modern Algebra	(3)	MATH 223, 250, 307
MATH 417 Introduction to Analysis	(3)	MATH 250, 305
	16-20 hrs.	

Mathematics Courses and Descriptions

See Course Descriptions section of catalog

Multidisciplinary Studies

The College of Arts and Sciences

Program Director

Cindy Moseman, Assistant Dean in College of Arts & Sciences, MDS Coordinator

Degrees Offered

Bachelor of Science

Description of Major

The B.S. degree in Multidisciplinary Studies (MDS) is an individualized, multidisciplinary degree which allows students flexibility in designing degree programs that relate to their personal academic and career goals. Students will complete the University Core Curriculum requirements, take a cohesive set of courses from two different content areas (cognates), and complete a Multidisciplinary Capstone Experience (1 hour). This degree program will provide a path to achieve baccalaureate degrees for those students whose interests lie in multiple areas and/or whose accumulated semester credit hours may not otherwise combine to qualify them for one of AU's existing baccalaureate degrees.

"Cognate" is defined as a coherent program of study developed in conjunction with a faculty member from that area of study that consists of 24 credit hours minimum. Of those 24 credit hours, at least 9 hours must be 300/400 level courses. The two cognates must total at least 59 hours.

Student Learning Outcomes

1. Identify an important problem or question using knowledge from one or both of the cognate areas.
2. Research information from relevant journals/books and possibly from media sources. This may also include researched data from experiments, observations or interviews.
3. Synthesize findings to create a final paper, performance, media production, or other appropriate means of sharing knowledge.

Degree Requirements

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

These programs of study are academically rigorous and require significant student initiative. Conceptualizing the major is the responsibility of the student, advisor, and the faculty mentors.

A student will work with their academic advisor who will coordinate with the faculty MDS Liaisons from each of the cognate areas, to design a Multidisciplinary Studies Major.

Interested students should contact their advisor who will review program requirements, application process, discuss the student's areas of interest, and assist the student in identifying the appropriate faculty MDS Liaisons to mentor the student. More information and the application form can be found: https://www.ashland.edu/cas/multidisciplinary-studies-major/programs

Once the program is approved by the faculty MDS Liaisons their respective deans, the completed proposal will be submitted to the Registrar's Office for verification and inclusion in the student's permanent file.

Bachelor of Science in Multidisciplinary Studies (Offered On-Campus and Online)

Course Number and Title	Hrs.
Cognate Area #1	24-33
Cognate Area #2	24-33
MDS 490 Multidisciplinary Capstone	1
	60 hrs.

Plus Institutional Baccalaureate Degree Requirements.

EXAMPLE of MDS Cognates (many other options possible):

Cognate #1: Business

Course Number and Title	Hrs.
ACCT 201 Financial Acct.	3
ECON 232 Princ. of Microecon.	3
FIN 322 Personal Asset Mgmt.	3
MGT 240 Intro to Management	3
MGT 323 Business Communication	3
MGT 343 Soc Resp/.Bus Ethics	3
MIS 221 Information Technology	3
MKT 233 Principles of Mktg.	3
MKT 311 Mkt Anal. & Research	3
	27 hrs

Cognate #2: Human Behavior

Course Number and Title	Hrs.
PSYC 218 Psychology of Adol.	3
PSYC 264 Child Development	3
PSYC 305 Social Psychology	3
SOC 111 Principles of Sociology	3
SOC 225 Contemp. Social Problems	3
SOC 301 Race, Ethnic & Minor. Issues	3
SOC 340 Marriage & Family Relations	3
REL 220 Taking Human Life	3
ADCT 202 Drugs in Society	3
	33 hrs
Cognate Area #1	27
Cognate Area #2	33
MDS 490 Multidisciplinary Capstone	1
	61 hrs

Courses and Descriptions

See courses and descriptions section of the Ashland University Undergraduate Catalog

Music

Department of Music
The College of Arts and Sciences

Chair
Thomas Reed, Professor of Music

Faculty
Rowland F. Blackley, Professor of Music

Scott Garlock, Professor of Music

Joseph Lewis, Jr., Professional Instructor of Music, Director of Bands

Degrees Offered
Bachelor of Music

Bachelor of Arts

Mission and Goals
The Department of Music provides students with a thorough education in the performance, theory, composition, pedagogy, history and literature of music within the context of a liberal arts education. The curriculum is designed to prepare the music student for advanced study at the graduate level in any of these areas. The department further provides, along with the College of Education, professional preparation for those who wish to teach music in preschools, elementary schools and secondary schools.

The Department of Music affords opportunities for the general college student to participate in performing ensembles, to study voice or an instrument privately (applied lessons) or in groups, and to enroll in music courses as part of the University Core curriculum. In addition, students who minor in music, major in theatre with a musical theatre emphasis, or major in early childhood education rely on the department to provide fundamental techniques and instruction to integrate music into their chosen discipline.

The faculty members emphasize individual mentoring and monitoring of student progress. They have specialized training and extensive experience in a wide range of musical areas, but share a dedication to training skilled music professionals, and to providing quality musical experiences to all students.

The department recognizes its place as a cultural force in the University community and the Ashland area by sponsoring and producing public performances of its resident faculty and ensembles as well as guest artists. The department demonstrates its strong commitment to the cultural enrichment of the Ashland community at large by providing musical leadership and expertise for the benefit of all

Student Learning Outcomes
Graduating majors should have a broad base of knowledge, skills and experiences that enable them to be competent musicians, effective teachers and leaders, and lifelong learners. They should be ethical individuals who are active contributors to their professional, artistic and local communities. They should demonstrate a substantial command of these areas of the curriculum, and will demonstrate:

1. Students will utilize advanced musicianship skills (solo performance, ensemble performance, conducting, aural skills, keyboard)
2. Students will utilize academic knowledge of music (comparison, identification, evaluation)
3. Students will utilize professional skills (pedagogy, presentation, workplace skills, projects)
4. Students will utilize creative skills (research, analysis, composition, arranging, lesson planning, programming, improvisation)

Early childhood education majors or theatre majors with musical theatre emphasis will demonstrate basic knowledge and skills in musical notation, vocal production and performance, piano, solfege and dictation, as required in their curricula. Music minors and general students should, as a result of their music courses, have a heightened understanding of music as an art form and an interest in further musical experiences.

Facilities
The music department is located in the Center for the Arts. The building also includes the 730-seat Hugo Young Theatre for the Performing Arts and the Elizabeth Pastor Recital Hall, along with ample classroom, rehearsal and private practice facilities which afford students opportunities to make music in a pleasant atmosphere.

Accreditation
The Ashland University Department of Music is an accredited institutional member of the National Association of Schools of Music.

Private Music Lessons
Private music lessons are open to students for credit only. At no time will a student be permitted to audit Applied Music Lessons.

Description of Majors
The music education major (Bachelor of Music) is professional preparation for students who desire to become music teachers in preschools, elementary schools, or secondary schools.

The music performance major (Bachelor of Music) is for students who desire professional preparation in music performance within the context of a comprehensive major in music.

The music major, Music Studies Track (Bachelor of Arts), is for students who desire a thorough study of music within a liberal arts program.

Admission Requirements & Procedures for Music
Students wishing to pursue a major or minor in music must meet proficiency requirements as established by the music department. This procedure also applies to students transferring from other institutions. These requirements include:

1. Formal application;
2. Performance audition in student‘s principal area of performance (vocal or instrumental) to include appropriate solo repertoire, scales, studies, sight reading;
3. Aural proficiency test;
4. Personal interview with music faculty.

Details concerning requirements, appropriate audition repertoire and materials are available upon request from the Department of Music.

Degree Requirements

Ensemble Requirements - All full-time music majors must enroll in a major ensemble, determined by his/her principal applied area or as approved by the department chair. Music education majors generally are not required to enroll in a major ensemble during the student internship semester. Ensembles recognized by the department as major ensembles are University Band, University Choir and the Ashland Symphony Orchestra.

Assessment

Assessment of student learning outcomes for music majors is conducted through a variety of means: in-class assessments in Music History, Music Theory and Aural Skills, ensemble performances, and capstone experiences such as junior and senior recitals (Music 303 and 403), senior projects (Music 497), and student internships (EDCI 469). Contact the Department for detailed information regarding these assessments.

Degree Recitals - All students majoring in music education are required to perform a recital of thirty (30) minutes of music in their applied major area.

All Music Performance majors are required to perform a Senior Recital of forty-five (45) minutes of music during their last year of study and a Junior Recital of thirty (30) minutes of music during a prior year.

All students pursuing the Bachelor of Arts with a major in Music must complete either a Junior Recital of thirty (30) minutes of music or a Senior Project (Mus 497).

Bachelor of Music with a comprehensive major in Music Education, Multi-Age (PreK-12)

Assessment - Assessment in teacher education programs begins with admission to the teacher education program and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See Education for a detailed description of the process.

The curriculum prepares Music Education graduates for the Ohio Four-Year Provisional License-Music PK-12. See the Education section for additional licensure requirements.

Course Number and Title	Hrs.	Prerequisites
MUSIC 010 University Band	7	None
OR		
MUSIC 022 University Choir	(7)	Audition
Alt. Ensembles from MUSIC 010-052*	2	Audition
MUSIC 102 Recital Attend. (7 sem.)	0	None
MUSIC 204 Gen. Music Methods I	3	MUSIC 259, EDFN 130
MUSIC 209 Brass Techniques	1	Music Major
MUSIC 211 Class Piano I	1	Diagnostic Exam
MUSIC 212 Class Piano II	1	MUSIC 211
MUSIC 213 String Techniques	1	Music Major
MUSIC 216 Vocal Diction I	(1)***	MUSIC 330 or 340
MUSIC 218 Woodwind Techniques	1	Music Major
MUSIC 220 Percussion Techniques	1	Music Major
MUSIC 227 Aural Skills I	1	Diagnostic Exam
MUSIC 228 Aural Skills II	1	MUSIC 227
MUSIC 237 Fund. Of Conducting	2	MUSIC 259, 260
MUSIC 24X Secondary Applied Music (2 sem.)**	2	Permission
MUSIC 259 Music Theory I	3	Diagnostic Exam
MUSIC 260 Music Theory II	3	MUSIC 259
MUSIC 303 Junior Recital	0	MUSIC 44X
MUSIC 311 Class Piano III	1	MUSIC 212
MUSIC 312 Class Piano IV	1	MUSIC 311
MUSIC 320 Music History Survey	3	MUSIC 150, 259, or 260
MUSIC 327 Aural Skills III	1	MUSIC 228
MUSIC 328 Aural Skills IV	1	MUSIC 327
MUSIC 34X Principal Applied Music (4 sem.)	4	Permission
MUSIC 359 Music Theory III	3	MUSIC 260
MUSIC 360 Music Theory IV	3	MUSIC 359
MUSIC 380 Music History Seminar I	3	MUSIC 150, 259, or 260
MUSIC 381 Music History Seminar II	3	MUSIC 150, 259, or 260
MUSIC 382 Advanced Conducting	3	MUSIC 237
MUSIC 395 Instrumental Methods	3	MUSIC 259, EDCI 230PK
MUSIC 396 Choral Methods	3	MUSIC 259, EDCI 230PK
MUSIC 44X Principal Applied Music (2 sem.)	4	Jury
MUSIC 480 Arranging	2	MUSIC 360
PSYC 218 Psych. Of Adolescence	3	None
Remaining Education Requirements:		
EDCI 230PK Grades PreK-12 Field Exp. I	1	EDFN 130, MUSIC 204
EDCI 330PK Grades PreK-12 Field Exp. II	3	EDCI 230, PSYC 218
EDCI 392 Content Area Reading	3	None
EDCI 469 Student Internship PreK-12	10	All Student Internship Req.
EDFN 130 Intro. to Teaching	3	None
EDFN 202 Teaching & Learning Proc.	3	EDFN 130
EDFN 402 Social and Prof. Issues	2	Sr. Status; concurrent with EDCI 469
EDIS 250 Intro. To Educ. Intervention	3	None
	100 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

*Vocal students choose 2 hours of instrumental ensembles; instrumental students choose 2 hours of vocal ensembles.

**Vocal students must choose MUSIC 241.

*** Voice students must substitute MUSIC 216 for one of these courses: MUSIC 209, 213, 218, or 220.

Bachelor of Music with a comprehensive major in Performance

This major in Music Performance is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Course Number and Title	Hrs.	Prerequisites
MUSIC 0XX Small Ensembles (6 sem. @ 0.5 hr. each)	3	Audition
MUSIC 010 University Band	8	None
OR		
MUSIC 022 University Choir	(8)	Audition
MUSIC 102 Recital Attendance (8 sem.)	0	None

MUSIC 211 Class Piano I	1	Diagnostic Exam
MUSIC 212 Class Piano II	1	MUSIC 211
MUSIC 226 Music in World Cultures	3	None
OR		
MUSIC 252 Music Across Cultures	(3)	None
MUSIC 227 Aural Skills I	1	Diagnostic Exam
MUSIC 228 Aural Skills II	1	MUSIC 227
MUSIC 237 Fund. of Conducting	2	MUSIC 259, 260
MUSIC 24X Secondary Applied Music (3 sem.)*	3	Permission
MUSIC 259 Music Theory I	3	Diagnostic Exam
MUSIC 260 Music Theory II	3	MUSIC 259
MUSIC 303 Junior Recital	0	Concurrent with MUSIC 45X
MUSIC 311 Class Piano III	1	MUSIC 212
MUSIC 312 Class Piano IV	1	MUSIC 311
MUSIC 320 Music History Survey	3	MUSIC 150, 259, or 260
MUSIC 327 Aural Skills III	1	MUSIC 228
MUSIC 328 Aural Skills IV	1	MUSIC 327
MUSIC 33X Principal Applied Music (4 sem.)	8	Permission
MUSIC 359 Music Theory III	3	MUSIC 260
MUSIC 360 Music Theory IV	3	MUSIC 359
MUSIC 380 Music History Seminar I	3	MUSIC 150, 259, or 260
MUSIC 381 Music History Seminar II	3	MUSIC 150, 259, or 260
MUSIC 382 Advanced Conducting	3	MUSIC 237
MUSIC 403 Senior Recital	0	Concurrent with MUSIC 45X
MUSIC 45X Principal Applied Music (4 sem.)	8	Permission
MUSIC 479 Seminar in Ped. And Lit	2	MUSIC 45X
MUSIC 480 Arranging	2	MUSIC 360
MUSIC 216 Vocal Diction I (voice majors only)	1	MUSIC 330 or 340
AND		
MUSIC 217 Vocal Diction II (voice majors only)	2	MUSIC 216
AND		
Music Electives**	4	
OR		
Music Electives**	(7)	
**Select from:		
MUSIC 209 Brass Techniques	(1)	Music Major
MUSIC 213 String Techniques	(1)	Music Major
MUSIC 218 Woodwind Techniques	(1)	Music Major
MUSIC 220 Percussion Techniques	(1)	Music Major
MUSIC 226 Music in World Cultures	(3)	None
MUSIC 252 Music Drama Across Cultures	(3)	None
MUSIC 290 Composition	(2)	MUSIC 260
MUSIC 390 Songwriting in Popular Music	(2)	MUSIC 260
MUSIC 490 Film & Multimedia Composition	(2)	MUSIC 359
MUSIC 497 Senior Project	(2)	MUSIC 359
TH 321 Arts Management	(3)	None
Majors are required to demonstrate proficiency in a modern language through the intermediate level.	0-12	
	78-90 hrs.	

* Voice majors must choose

MUSIC 241

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Arts with a major in Music; Music Studies Track (an outside minor is required)

Course Number and Title	Hrs.	Prerequisites
MUSIC 010 University Band	4	None
OR		
MUSIC 022 University Choir	(4)	Audition
MUSIC 102 Recital Attendance (8 sem.)	0	None
MUSIC 211 Class Piano I	1	Diagnostic Exam
MUSIC 212 Class Piano II	1	MUSIC 211
MUSIC 227 Aural Skills I	1	Diagnostic Exam
MUSIC 228 Aural Skills II	1	MUSIC 227
MUSIC 259 Music Theory I	3	Diagnostic Exam
MUSIC 260 Music Theory II	3	MUSIC 259
MUSIC 311 Class Piano III	1	MUSIC 212
MUSIC 312 Class Piano IV	1	MUSIC 311
MUSIC 320 Music History Survey	3	MUSIC 150, 259, or 260
MUSIC 327 Aural Skills III	1	MUSIC 228
MUSIC 328 Aural Skills IV	1	MUSIC 327
MUSIC 34X Principal Applied Music (4 sem.)	4	Music Major
MUSIC 359 Music Theory III	3	MUSIC 260
MUSIC 360 Music Theory IV	3	MUSIC 359
MUSIC 380 Music History Seminar I	3	MUSIC 150, 259, or 260
MUSIC 381 Music History Seminar II	3	MUSIC 150, 259, or 260
MUSIC 44X Principal Applied Music (1 sem.)	2	Jury
AND		
MUSIC 303 Junior Recital	0	MUSIC 44X
OR		
MUSIC 497 Senior Project	(2)	MUSIC 359
Art or Theater Elective	3	
MUSIC electives*	6	
TOTAL	48 hrs.	

*MUSIC 130, 150, and 225 may not be used. Up to 2 hours of ensemble (MUSIC 010-052) may be used.

Plus Institutional Baccalaureate Degree Requirements.

Applied Music Minor

Course Number and Title	Hrs.	Prerequisites
MUSIC 010 University Band	4	None
OR		
MUSIC 022 University Choir	(4)	Audition
MUSIC 14X Principal Applied	5	Music Minor
MUSIC 211 Class Piano I	1	Diagnostic Exam
MUSIC 212 Class Piano II	1	MUSIC 211
4 hours from:	4	
MUSIC 227 Aural Skills I	(1)	Diagnostic Exam
MUSIC 228 Aural Skills II	(1)	MUSIC 227
MUSIC 259 Music Theory I	(3)	Diagnostic Exam
MUSIC 260 Music Theory II	(3)	MUSIC 259
MUSIC 311 Class Piano III	(1)	MUSIC 212
MUSIC 312 Class Piano IV	(1)	MUSIC 311

MUSIC 320 Music History Survey	(3)	MUSIC 150, 259, or 260
MUSIC 380 Music History Seminar I	(3)	MUSIC 150, 259, or 260
MUSIC 381 Music History Seminar II	(3)	MUSIC 150, 259, or 260
Music electives*	3	
	18 hrs.	

*MUSIC 130, 150, and 225 may not be used

Music Minor

Course Number and Title	Hrs.	Prerequisites
MUSIC 010 University Band	4	None
OR		
MUSIC 022 University Choir	(4)	Audition
MUSIC 14X Principal Applied	2	Music Minor
MUSIC 320 Music History Survey	3	MUSIC 150, 259, or 260
OR		
MUSIC 380 Music History Seminar I	(3)	MUSIC 150, 259, or 260
OR		
MUSIC 381 Music History Seminar II	(3)	MUSIC 150, 259, or 260
4 hours from:	4	
MUSIC 211 Class Piano I	(1)	Diagnostic Exam
MUSIC 212 Class Piano II	(1)	MUSIC 211
MUSIC 227 Aural Skills I	(1)	Diagnostic Exam
MUSIC 228 Aural Skills II	(1)	MUSIC 227
MUSIC 259 Music Theory I	(3)	Diagnostic Exam
MUSIC 260 Music Theory II	(3)	MUSIC 259
Music electives*	5	
	18 hrs.	

*MUSIC 130, 150, and 225 may not be used

Music Courses and Descriptions

See Course Descriptions section of catalog.

Nursing and Health Sciences

Health Sciences Department and
Nursing Department
Dwight Schar College of Nursing and Health Sciences

Dean
Carrie Keib

Health Sciences
Athletic Training: Dennis Gruber
Dietetics: Denise Reed
Exercise Science: Randall Gearhart
Master of Science Applied Exercise Science: Randall Gearhart
Public Health: Amber Murray

Nursing
Accelerated/Advanced Entry Nursing: Patricia Clayburn
Doctor of Nursing Practice: Julie Lehrer (Interim)
Doctor of Nursing Practice FNP Track: Julie Lehrer
Doctor of Nursing Practice HSL Track: Valerie Burris
Nurse Educator Certificate: T. Jody Hostetler
RN to BSN Nursing: Jacqueline Owens
School Nursing Certificate: Kimberly Stanislo
Traditional Nursing: Juanita Reese Kline

Centers
Simulation: Laura Gilmore
Sports Nutrition Counseling: David Vanata

Program Clinical Coordinators
Athletic Training: Jarrod Gable
Exercise Science: Beth Patton
Nursing: Jennifer McElwain
Nursing: Andrea Thompson

Faculty and Clinical Education Staff
Health Sciences
Chair: Dennis Gruber, Clinical Assistant Professor
Randall Gearhart, Professor
Beth Patton, Associate Professor
David Vanata, Associate Professor
Amber Murray, Assistant Professor
Jon Naylor, Assistant Professor
Jarrod Gable, Clinical Assistant Professor
Denise Reed, Clinical Assistant Professor

Nursing
Chair: Juanita Reese Kline, Associate Professor
Jacqueline Owens, Associate Professor
Valerie Burris, Assistant Professor
Tracy Crum, Assistant Professor
T. Jody Hostetler, Assistant Professor
Jill Matthes, Assistant Professor
Jeri Berryman, Assistant Professor
Patricia Clayburn, Clinical Assistant Professor
Jada Craze, Clinical Assistant Professor
Elizabeth Dailey, Clinical Assistant Professor
Laura Gilmore, Clinical Assistant Professor
Deana Kehres, Clinical Assistant Professor
Julie Lehrer, Clinical Assistant Professor
Teresa Moorman, Clinical Assistant Professor
Sharon See, Clinical Assistant Professor
Marje Silcox, Clinical Assistant Professor
Kimberly Stanislo, Clinical Assistant Professor
Melessa Starnes Damoff, Clinical Assistant Professor
Jessica Ungerer, Clinical Assistant Professor
Victoria Willis, Clinical Assistant Professor
Angy Alkire, Clinical Education Staff
Sarah Beck, Clinical Education Staff
Ashley Christman, Clinical Education Staff
Kelly Cominsky, Clinical Education Staff
Hannah Foley, Clinical Education Staff
Tina Myers, Clinical Education Staff
Anna Plank, Clinical Education Staff
Kathryn Redmond, Clinical Education Staff

Degrees Offered
Bachelor of Science
Bachelor of Science in Athletic Training
Bachelor of Science in Nursing
Master in Applied Exercise Science
Doctor of Nursing Practice

Majors
Athletic Training
Dietetics
Exercise Science
Nursing
Public Health

College Mission

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

College Facilities

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

The AU Sports Nutrition Counseling Center, is also located in the Arthur L. and Maxine Sheets Rybolt Recreation Center, and provides individual nutrition counseling sessions for student-athletes targeting concerns such as:

- Athletic performance, muscle recovery & strength
- Injury prevention and treatment
- Recovery nutrition
- Hydration
- Macronutrients & micronutrients
- Safe and effective use of supplements
- Injury prevention and treatment
- Food allergies/sensitivities
- Macronutrient or micronutrient needs
- Additional services include team presentations, cafeteria tours, and assessment of dietary options when traveling

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

Simulated learning experiences are a vital part of education for health care professionals. The Simulation Center on the Mansfield campus includes a health foundations laboratory, family health laboratory, adult health laboratory, complex health laboratory, advanced care laboratories, community health laboratory, and examination rooms. High and mid-level fidelity simulators are computerized and interactive. They may be programmed to give realistic patient responses and outcomes. Simulation is used to teach the basics of patient care, communication, teamwork, and critical thinking. Students participate in complex patient care such as cardiac arrest, prioritization, and delegation scenarios. Simulation for graduate students include advanced assessment skills and standardized patients. Simulation is not a replacement for clinical, but supplements clinical experiences, enhancing student outcomes.

Health Sciences Programs

Mission

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

Athletic Training Program

Mission

The Athletic Training (AT) program provides a nurturing and supportive educational experience for AT majors. Through the integration of the missions of the University and the Health Sciences Department, the AT major prepares the individual for a career in athletic training. The program integrates the standards outlined by the Commission on Accreditation of Athletic Training Education (CAATE) through didactic and clinical experiences in order to prepare the student to be a practicing athletic trainer.

AT students will conduct themselves with the highest integrity by observing and practicing the Code of Ethics as outlined by the National Athletic Trainers Association.

Accreditation

The AU Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101.

Program Description

Athletic trainers work with team physicians, physical therapists, exercise physiologists, and other health care providers in the care, prevention, and rehabilitation of illness and injuries related to sport and exercise. A bachelor's of science degree in athletic training also prepares graduates for graduate studies, entry level practice and other allied health professions.

Goals and Student Learning Outcomes

Goal 1. The AU AT program will provide the student a learning environment that offers the knowledge, skills and abilities necessary to become an entry-level athletic trainer.

Outcomes:

1. Upon completion of the program, the student will demonstrate the synthesis of knowledge from athletic training and a liberal education as the basis for clinical judgment, reflective practice and decision making.
2. Upon completion of the program, the student will demonstrate meaningful engagement in active academic study and the facilitation of theory into practice transference by utilizing athletic training knowledge, skills and abilities effectively in the Clinical Field Experiences.

Goal 2. The AU AT program will provide the student the ability to develop and apply leadership and decision-making skills that include ethics and self-reflection in the application of the foundational behaviors of professional practice in the service of the profession, university and community.

Outcomes:

1. Upon completion of the program, the student will demonstrate an entry-level understanding of the Foundational Behaviors of Professional Practice.
2. Upon completion of the program, the student will demonstrate leadership development for the profession.
3. Upon completion of the program, the student will demonstrate meaningful engagement in service to the profession, university and members of the community.

Benchmarks:

1. 80% of students will score an 80% or higher on the Exit Portfolio in ATR 420 according to the Portfolio Rubric.
2. 80% of students will score an 80% or higher on the Self-Assessment evaluation in ATR 420 Goal 3 Benchmarks. The AU AT program will provide the student the ability to promote the importance of evidence and provide the tools for understanding basic research and evaluation techniques. Students will develop skills in the facilitation of theory into practice transference by utilizing athletic training knowledge, skills and abilities.

Outcomes:

1. Upon completion of the program, the student will select current theory and evidenced-based knowledge regarding the competencies of athletic training education to guide and teach patients, families and populations.
2. Upon completion of the program, the student will demonstrate meaningful engagement in the application of scholarship related to athletic training.
3. Upon completion of the program, the student will commit to the responsibility of academic, professional and ethical growth and self-reflection in contributing to the profession.

AT Program Selective Admission Requirements

The Bachelor of Science in Athletic Training program will not accept undergraduate students after Fall semester 2020.

Entrance into the Athletic Training program is by selective admission. A student is permitted to apply for admission into the program during the second semester of the freshman year, or during the sophomore year. The formal application process must be completed by the second Monday of February. The formal application process requires that each student complete the following criteria:

1. Prerequisite coursework – Students must attain a "C" or better grade in the following courses: ATR 165, ATR 166, ATR167, and ATR 170.
2. Completed application – Each student must submit a completed application which includes a brief essay on why they have selected athletic training as their intended profession. The form may be found on the AU athletic training website.
3. Three letters of recommendation – A professor/instructor at Ashland University must complete one letter. The professor should elaborate on the student's academic ability. The other two letters should address the individual's moral character and/or academic abilities.
4. Cumulative grade point average of 2.5.
5. Interview with the Athletic Training Selection Committee.
6. Completion of the Athletic Training Program Technical Standards document.
7. After the student has been selected into the program, he/she must complete formal training in blood-borne pathogens which includes obtaining or declining the Hepatitis B vaccination. Students must pass a 10-panel drug screen through AIMS Occupational Health Clinic at Samaritan Hospital at a cost of $48. Students must pass an FBI/BCI background check through AU Safety Services at a cost of $60. Students must also pass a physical examination and provide a copy of his/her immunizations. The physical exam must be completed by the AU Health Center and is at a cost of $30.

AT Program Exit Criteria

To graduate with the Athletic Training major, the student must:

1. Successfully complete all university requirements.
2. Successfully complete all required Athletic Training Program courses and requirements.
3. Pass all AT courses with a "C" or better. Any student receiving a "C-" or below must retake the course. Program retention and progression information can be found at: http://www.ashland.edu/conhs/majors/athletic-training
4. Have a minimum cumulative GPA of 2.5.
5. Have a completed and passing (73% or better) Athletic Training portfolio.

Clinical Field Experiences

Program standards require students to complete 6 field experience courses over a period of at least two years, under the direct supervision of an approved Preceptor in a program- approved clinical setting. The clinical experiences will be gained through on and off campus work. The AT student is required to spend at least one semester off campus. This may require driving to the clinical site. There is no reimbursement for gas or automobile expenses. The Program Director and/or Clinical Coordinator will attempt to accommodate the student and minimize the out-of-pocket expenses. All field experience classes require a $60 fee. AT field experience classes require a $60 fee with the exception of ATR 472 an additional fee of $270 for the ACES Workshop is added.

Degree Requirements (Athletic Training)
Bachelor of Science in Athletic Training

This major in Athletic Training is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Course Number and Title	Hrs.	Prerequisites
ATR 165 Principles of AT	3	Admission
ATR 166 CPR/AED for the Prof Rescuer	1	Admission
ATR 167 Basic Skills in AT	1	ATR 165 or Concur
ATR 170 Functional and Palpation Anatomy	2	Admission
ATR 270 AT clinical Field Experience I	2	Formal Admission to AT
ATR 271 AT clinical Field Experience II	2	Admission
ATR 272 Injury Recog./Mgmt.-Lower	3	Admission
ATR 273 Clinical Experiences in AT I	1	ATR 167, 272, Concur
ATR 274 Injury Recog./Mgmt-Upper	3	None
ATR 275 Clinical Experiences in AT II	1	ATR 167, 274, Concur
ATR 279 Therapeutic Interventions I	4	Admission
ATR 354 Medical/Orthoped. Aspects in AT	4	Admission
ATR 371 Therapeutic Interventions II	4	Admission
ATR 373 AT Clinical Field Experience III	2	ATR 271
ATR 375 AT Clinical Field Experience IV	2	ATR 373
ATR 376 Therapeutic Interventions III	4	Admission
ATR 420 Organization & Admin. In AT	3	ATR 165
ATR 471 AT clinical Field Experience V	2	ATR 375
ATR 472 AT clinical Field Experience VI	2	ATR 471
Related Required Coursework:		
BIO 222-223 Health Sciences Anatomy & Phys I-II	4/4	Enrollment in nursing, athletic training, dietetics, or psychology major
EXS 308 Kinesiology	3	ATR 165 or BIO 222 or EXS 190
EXS 309 Physiology of Exercise	3	ATR 165 or BIO 222 or EXS 190
EXS 474 Sport Nutr./Substance Abuse	3	EXS 309
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
PSYC 101 General Psychology I	3	None
HS 360 Research in Health Sciences	3	MATH 208; ATR 165 or EXS 309 or DIET 320
SMG 404 Psych. Of Sport and Coaching	3	ATR 165
	75 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

*CONHS program student handbooks with additional policies pertaining to the program may be accessed as a Catalog addendum.

Courses and Descriptions

See Course Descriptions section of catalog

Dietetics Program
Mission

The Ashland University didactic program in Nutrition and Dietetics (AU DP) mission is to provide the foundation knowledge, skills, and experiences necessary to encourage the development of ethical behavior, intellectual growth, critical thought, communication, and problem solving skills, in preparation for entry into post-baccalaureate dietetics internships, eligibility for the CDR credentialing exam to become a registered dietitian nutritionist, professional employment, and/or graduate school, as well as developing students to become contributing members of the scientific/professional community.

Accreditation

The AU DP is fully accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-0040, extension 5400, http://www.eatright.org

Program Description

The didactic program in Dietetics (DP) is designed for students who wish to become Registered Dietitians (R.D.) and practitioners in clinical, community, food industry, and foodservice areas of nutrition. Registered dietitians are employed by hospitals, community agencies, and various government or private organizations. Completion of degree requirements will result in the student being awarded a Verification Statement of completion of the AU didactic program in Dietetics. Following completion of the program, the completion of an accredited dietetic internship program is required before students are eligible to take the registration examination and obtain the Registered Dietitian (R.D.) credential.

Goals and Outcomes

To assess and guide the AU DP, several goals and outcomes have been developed. These include the following three program goals and outcomes:

Program Goal 1:

The AU DP will prepare, assist, and encourage program graduates to seek admittance into an ACEND accredited internship program, professional employment, or graduate school.

- 1.1 Over a five-year period, at least 60% of AU DP graduates will apply for admission to a supervised practice program prior to or within 12 months of graduation.
- 1.2 Over a 5-year period, at least 50% of DP graduates will be admitted to a supervised practice program within 12 months of graduation
- 1.3 Over a 5-year period, 50% or more of program graduates who complete a supervised internship will be employed in dietetics within 12 months.
- 1.4 Over a 5-year period, at least 50% of AU DP graduates not going into an internship, employed or seeking employment, will report pursuing an advanced degree.
- 1.5 Over a 5-year period, the pass rate for AU DP graduates taking the DTR examination will be greater than or equal to 80%

Program Goal 2:

The AU DP will prepare graduates to become contributing members of the scientific/professional community who can function as competent entry-level dietitians in a variety of settings.

- 2.1 Over a 5-year period, the AU DP one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian/nutritionists is at least 80%.
- 2.2 At least 80% of AU DP graduates will receive satisfactory or higher ratings from supervised practice program director or employers in at least 75% of the areas surveyed.

Program Goal 3:

The AU DP will assist graduates in completing the program of study, as well as prepare and encourage graduates to serve the community through volunteerism, educational, and professional involvement.

- 3.1 At least 80% of students enrolled in the AU DP, after completing the course DIET 210 Introduction to Dietetics, will complete the program/degree requirements within 3 years, 150% of the program length.
- 3.2 At least 75% of AU DP graduates will have been a member of a pre-professional or related professional organization (such as AU Student Dietetic Association, Ohio Academy of Nutrition and Dietetics, or the Academy of Nutrition and Dietetics) prior to program completion.
- 3.3 At least 75% of AU DP graduates will have completed >20 hours of volunteer or philanthropic activities prior to program completion.

Post-Graduation: Admission to a Dietetic Internship Program

Acceptance into an accredited dietetic internship program is extremely competitive. Currently, there is a significant shortage of available internship positions for the number of students applying for acceptance into an internship program. Acceptance into an internship program cannot be guaranteed. Because of this shortage, it is vitally important to excel academically and gain work-related experiences to improve your chances of being accepted.

Degree Requirements (Dietetics)
Bachelor of Science with a comprehensive major in Dietetics

Course Number and Title	Hrs.	Prerequisites
DIET 130 Principles of Food & Meal Preparation	3	Admission
DIET 210 Introduction to Dietetics	2	Admission
DIET 213 Society's Infl. On Body Image/Eating	3	Soph.Status
DIET 230 Food Science and App.	3	Admission
DIET 320 Human Nutrition	3	CHEM 103 or 251 or 253
DIET 330 Nutrition Counseling Skills	3	DIET 320
DIET 360 Lifecycle Nutrition	3	Admission
DIET 370 Community Nutrition	3	DIET 320
DIET 385 Advanced Human Nutrition	3	DIET 320, CHEM 307
DIET 395 Vitamins and Minerals	3	DIET 320, CHEM 104
DIET 400 Nutrition & Disease I	3	DIET 320, CHEM 104
DIET 425 Nutrition & Disease II	3	DIET 400
BIO 201 Molec. & Cellular Basis of Life	4	H.S. Bio and Chem or Equiv.
BIO 222-223 Anat. & Physiology I&II	4/4	222 for 223
BIO 340 Microbiology	4	BIO 201

CHEM 103-104 Gen. Chemistry	4/4	H.S. Chem, 3 yrs. H.S. Math
CHEM 307/307L Org. Chemistry I	4	CHEM 104
CHEM 429 Biochemsitry	3	CHEM 307
Choose one:	3	
EXS 309 Physiology of Exercise	(3)	BIO 222 or EXS 190
EXS 474 Sports Nutrition	(3)	DIET 320 or EXS 309
HS 360 Research in Health Science	3	DIET 320, MATH 208
HSM 250 Food/Beverage Op. Mgt.	3	HSM 135 & 235; MGT 240; HSM 335 (or concurrent)
HSM 335 Environmental Mgmt.	3	Soph. Status
HSM 336 Food Preparation I	3	HSM 335
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
MGT 240 Introduction to Mgmt	3	Soph. Status
PSYC 101 General Psychology I	3	None
	90 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

*CONHS program student handbooks with additional policies pertaining to the program may be accessed as a Catalog addendum.

Courses and Descriptions

See Course Descriptions section of catalog

Exercise Science Program
Mission

Exercise is vital to human health and well-being. Through accurate methods of fitness evaluation and the safe and effective implementation of the fitness prescription, potential benefits are afforded to all stakeholders, including individuals, communities, and the greater society. The program in exercise science enables students to develop their potential through the acquisition of knowledge, skills, and dispositions that facilitate opportunities to successfully pursue careers within the rapidly growing domain of exercise science.

Student Learning Outcomes

The exercise science program is a comprehensive major that provides opportunities for students to develop requisite proficiencies in preparation for careers in the exercise sciences and for admission to graduate profession schools (physical therapy, medicine, etc.). The coursework reflects standards established by the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). Students completing the exercise science major will:

1. understand the physiology of the human body at rest and during times of physical stress, with the goal of improving human performance;
2. assess the fitness level of apparently healthy individuals and those with known pathology; and
3. prescribe and develop appropriate exercise and lifestyle modification programs to assist clients in achieving their fitness and/or rehabilitation goals.

Degree Requirements
Bachelor of Science with a comprehensive major in Exercise Science

Course Number and Title	Hrs.	Prerequisites
EXS 101 Introduction to Exercise Science	3	Admission
EXS 190 Anatomy & Physiology for ES	4	Admission
EXS 210 EX. Mgmt. of Cardioresp. Path	2	EXS 190 or BIO 222
EXS 258 Pharmacology for Exercise Sciences	3	Admission
EXS 261 Medical Terminology	3	Admission
EXS 308 Kinesiology	3	EXS 190 or BIO 222
EXS 309 Physiology of Exercise	3	BIO 222 or EXS 190
EXS 310 Adv. Physiology of Exercise	3	EXS 309
EXS 312 Fitness Assess. And Exercise Prescrip. I	2	EXS 309
EXS 313 Fitness Assess. And Exercise Prescrip. II	3	EXS 312
EXS 314 Group Exercise Leadership	3	EXS 312
EXS 319 Health Behavior Management	3	EXS 309
EXS 420 Strength Training Physiology	3	EXS 309
EXS 430 Exercise Science for Persons with Chronic Diseases	3	EXS 309
EXS 474 Sport Nutrition/Subst. Abuse	3	EXS 309
EXS 493 Internship (2 hrs. must be in geriatric science)	6	EXS 309, 312
ATR 166 CPR/AED for the Prof Rescuer	1	Admission
BIO 201 Molec. & Cellular Basis of Life	4	H.S. Bio. & Chem. Recomm.
CHEM 103 General Chemistry I	4	H.S. Chem, 3 yrs. H.S. Math
DIET 320 Human Nutrition	3	CHEM 103 or 251 or 253
HS 116 Consumer Health	3	None
HS 360 Research in Health Science	3	DIET 320, MATH 208, AT 165, or ES 309
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
PSYC 101 General Psychology I	3	None
	74 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

*CONHS program student handbooks with additional policies pertaining to the program may be accessed as a Catalog addendum.

Elective Concentration:

Preprofessional Tracks (requires advanced degree). May vary depending on which school you apply to.
*Courses required for Exercise Science major.

PT/CHIR Track Prerequisites:

ATR 170	PHYSICS 201/202
CHEM 103*/104	PSYCH 101*
BIO 201*/202	PSYCH 209
BIO 325/326	PSYCH 417
HS 360*	

OT Track Prerequisites:

BIO 201*	PHIL 215
BIO 325/326	PSYCH MINOR
CHEM 103*	PSYCH 209
EXS 261*	PSYCH 412
MATH 208*	PSYCH 414
Pathology	SOC 111

PA Track Prerequisites:

BIO 201*/202	CHEM 103*/104
BIO 303	CHEM 307
BIO 325/326	CHEM 429
BIO 340	MATH 205

Medical School Track Prerequisites:

BIO 201*/202	CHEM 307/308
BIO 325/326	MATH 205
BIO Elective	PHYSICS 201/202
CHEM 103*/104	

Accelerated Nursing Program Prerequisites:

BIO 201*/202	DIET 320*
BIO 325/326	MATH 208*
BIO 340	PSYCH 209
CHEM 103*/104	

Public Health Program

This major in Public Health is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Mission

The mission of the public health program is to prepare future health professionals with integrity to advance population health and wellness and respond efficiently to disease, illness, injury, and disasters at the local, state, national, and global levels while embracing the College's I-CARE values. Values: Integrity, Caring, Accountability, Respect, and Excellence Vision: Prepare prominent leaders, practitioners, and educators to be at the forefront of public health with the purpose to protect and advance the health of individuals and populations

Student Learning Outcomes

Success in public health requires competencies in the five core areas which include: Biostatistics, Epidemiology, Environmental Health Sciences, Health Services Administration, and Social and Behavioral Sciences. Students graduating with a degree in public health will demonstrate the following outcomes which are based on CEPH Accreditation Criteria for Public Health Programs (October 2016):

1. Communicate public health information, in both oral & written forms, through a variety of media and to diverse audiences
2. Synthesize public health information
3. Describe basic concepts of public health-specific communication, including technical and professional writing and use of mass media & electronic technology.
4. Describe the history and philosophy of public health including its core values, concepts, and functions across the globe and throughout society
5. Apply the basic concepts, methods, and tools of public health data so as to collect, analyze, and utilize data grounded in evidence-based practice and why evidence-based approaches are essential for public health practice
6. Distinguish population health, the basic processes, and the ability to address health-related needs of populations and utilize interventions that address needs of populations
7. Describe human health and disease including the prevention of disease and illness and how to promote and protect health across human life
8. Analyze the cumulative factors that affect health and contribute to health disparities including socioeconomic, behavioral, biological, and environmental
9. Explain the U.S. healthcare system, its organizational structures, and differences between healthcare systems throughout the world
10. Explain public health care policy including legal, ethical, regulatory, and economic factors and the roles, influences, and responsibilities of different branches of government and governmental agencies
11. Evaluate the role of community engagement and collaborations in promoting population health
12. Apply the fundamental concepts of project implementation including planning, assessment, and evaluation
13. Incorporate professional standards within the field of public health.
14. Value integrity, caring, accountability, respect, and excellence in public health.

Degree Requirements (Public Health)
Bachelor of Science with a comprehensive major in Public Health

Course Number and Title	Hrs.	Prerequisites
PUBH 210 Introduction to Public Health	3	Admission
Choose One:	4	
BIO 201 Molecular & Cellular Basis of Life	(4)	None
BIO 202 Organisms, Adaptation & Diversity	(4)	None
Choose One:	3-4	
CHEM 103 General Chemistry	(4)	H.S. Chem, 3 yrs. H.S. Math
CHEM 251 Molecular Architecture	(3)	None
CHEM 252 Chemistry of Crime Scene Investigation	(3)	H.S. Chem
CHEM 253 Chemical Perspectives on Life	(4)	None
CHEM 350 Science as a Cultural Force	(3)	BIO 201 or BIO 202
PUBH 260 Environmental Health	3	BIO 201 or BIO 202; CHEM 103, CHEM 251, CHEM 252, CHEM 253, or CHEM 350
PUBH 330 Social & Behavioral Theory in Public Health	3	PUBH 210
PUBH 345 Public Health Policy & Health Care Systems	3	PUBH 210
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
MATH 341 Applied Regression Analysis	3	MATH 208 or MATH 318
HS 360 Research in Health Science	3	MATH 208, PUBH 260
PUBH 355 Applied Epidemiology	3	HS 360; MATH 341
PUBH 410 Public Health Promotion & Education	3	PUBH 330, PUBH 345, PUBH 355
PUBH 430 Public Health Program Planning & Evaluation	3	PUBH 330, PUBH 345, PUBH 355

PUBH 465 Capstone Seminar	3	PUBH 260, PUBH 345, PUBH 410, PUBH 430, senior status
HS 201 Impact of Chronic Illness	3	Admission
HS 320 Educational Strategies for Healthcare Providers	4	Admission
NUR/HS 425 Trends & Issues in Global Health	3	PUBH 330, 345, 355, & HS 360 & 320 for HS students
EXS 190 Anatomy & Physiology	4	None
PSYC 101 General Psychology I	3	None
PSYC 330 Health Psychology	3	PSYC 101
COM 120 Foundations of Health Communication	3	None
COM 320 Health Communication	3	COM 101 or 120
COM 370 Informatics in Health Communication	3	COM 101 or 120
COM 425 Risk & Crisis Communication	3	COM 101 or 120; junior status
Choose one:	3	
ECON 232 Principles of Microeconomics	(3)	None
ECON 233 Principles of Macroeconomics	(3)	None
MGT 240 Introduction to Management	3	None
PHIL 280D Bioethics	3	None
Choose one:	3	
SOC 111 Principles of Sociology	(3)	None
SOC 301 Race, Ethnic, & Minority Issues	(3)	None
SOC 340 Marriage & Family Relationships	(3)	None
POLSC 101 Understanding Politics	(3)	None
	84-85 hrs.	

Gerontology Minor

Undergraduate students may declare a minor in gerontology by speaking with their faculty advisor and/or professional academic advisor in their respective College. This advisor will assist the student in developing a curriculum plan incorporating the required coursework for minor completion.

Minor Required Courses:

Course Number and Title	Hrs.	Prerequisites
SOCWK 323 Later Adulthood in Family	3	None
PSYC 224 Psychology of Aging	3	None
SOC 223 Sociology of Aging	3	None
SOCWK 324 Working with Older Adults	3	None
SOCWK 350 Death and Dying	3	None
EXS/DIET 343 Active Aging and Wellness	(3)	None
OR		
HS 322 Physical Aging	(3)	None
	18 hrs.	

Nursing Programs

Mission

The mission of the Nursing Department is to educate individuals to become nurse leaders committed to evidence- based practice and service in a diverse and global society. Our innovative nursing programs embrace the college's ICARE values (integrity, caring, accountability, respect, and excellence), interprofessional collaboration, scholarship, and lifelong learning.

Accreditation and Approval

The baccalaureate degree program in nursing and Doctor of Nursing Practice program is accredited by the Commission on Collegiate Nursing Education http://www.ccneaccreditation.org and the pre-licensure nursing program is approved by the Ohio Board of Nursing (OBN), 17 South High Street, Suite 660, Columbus, OH 43215, http://www.nursing.ohio.gov.

Student Learning Outcomes

Upon completion of the program, the student will be able to:

1. Synthesize knowledge from nursing and a liberal education as the basis for clinical judgment, reflective practice, and decision making.
2. Incorporate professional standards in the practice of nursing.
3. Value integrity, caring, accountability, respect and excellence in nursing practice.
4. Collaborate with patients and health professionals to develop and implement culturally appropriate health promotion, disease prevention, and illness care methods.
5. Select current theory and evidenced-based knowledge to guide and teach individuals, families, and populations regarding health promotion, and illness prevention
6. Employ patient care technologies, information systems, and communication devices that support safe nursing practice and development of nursing knowledge.
7. Demonstrate knowledge of healthcare policy, finance, and regulatory environments that impact patient care.
8. Incorporate effective communication and collaboration skills to form partnerships to provide care and to promote positive outcomes to a diverse society in a global context.
9. Apply leadership concepts, principles of advocacy and decision making in the provision of quality patient care, healthcare team coordination and accountability for care delivery in a variety of settings.
10. Collaborate with healthcare professionals to enhance quality improvement and safety initiatives at individual and systems levels of care.
11. Investigate health-related social justice concerns within legal, ethical, and political contexts.
12. Value lifelong learning for personal and professional growth to support excellence in nursing practice.

Nursing Programs Description

The Bachelor of Science in nursing degree prepares students to practice the art and science of professional nursing. Nursing majors are introduced to the profession’s theoretical knowledge base, research for evidence-based practice, focus on international perspectives in healthcare, apply the nursing process to families and aggregates in the community setting, explore the role of nurse as leader and manager, investigate the role of nurses in legal, ethical, and political settings, and learn the highly technical and clinical skills needed for working with patients and their families in a variety of settings. This degree also provides the foundation for graduate education in nursing.

Four programs leading to a Bachelor of Science in Nursing are offered. Each student's previous education and experience are evaluated to determine placement in the appropriate program within the College.

Admission to Nursing Programs

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

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

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

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

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

Admission Requirements:
Traditional 4-year Pre-licensure Program

The Traditional Four-Year program is designed for the student who has completed high school level education. Students in this program complete Ashland University core coursework in the first two academic years and begin clinical nursing coursework in their junior year.

Students who meet the criteria below will be directly admitted to AU and the CONHS for their freshman year.

Academic Requirements:

1. Graduated from an accredited high school or equivalent
2. Cumulative high school GPA of 3.0/4.0 (or GED with achievement at a minimum of the 55th percentile in each of the sub core areas)
3. ACT composite of 20 or a combined SAT score of 950 (CR/M)

Other Requirements:

1. Pass a criminal background check and drug screen.(done prior to entering clinical coursework)
2. Meet the health status criteria for mental and physical health.
3. Documentation of ability to perform the essential functions for clinical course work
4. Complete record of required immunizations

Students who do not meet the nursing criteria, but meet the requirements for admission to AU will be admitted to AU. They will be in a pre-nursing list for CONHS and evaluated at the end of the year for potential admission into the nursing program. To be considered, students must have achieved a 2.5 GPA in non-nursing required course work (10 credit hours).

Pre-nursing students will be encouraged to begin taking science and other courses that will apply toward their nursing degree. They should also begin taking courses that will satisfy their AU institutional degree requirements. These students should meet with Academic Advising to discuss their coursework plan while they are pre-nursing students.

Students enrolled in the traditional program must successfully complete all core courses prior to their last semester in the nursing program.

Clinical Locations

Clinical experiences prepare students for nursing practice in diverse settings. Clinical experiences occur in acute care facilities, community agencies, and long-term care agencies throughout Ohio. Students participating in clinical experiences are responsible for providing their own transportation to and from the clinical site.

Degree Requirements:

To earn a BSN degree from Ashland University, 64 hours of nursing credit hours must be earned through Ashland University, or approved in transfer by the Nursing department.

Traditional 4-year Program Required Nursing Courses:

Course Number and Title	Hrs.	Prerequisites
NUR 105 Nsg. Concepts & Values	1	Admission
NUR 225 Patho/Pharm. I	3	BIO 223, CHEM 253
NUR 226 Patho/Pharm II	3	NUR 225
NUR 301 Health Assessment	3	BIO 223, CHEM 253
NUR 304 Health Found. I	3	NUR 105, 225, 301 (or concurrent)
NUR 306 Health Found II	5	NUR 226 (or concurrent), NUR 301 NUR 304
NUR 310 Psychiatric/Mental Health	4	DIET 320, NUR 226, 306
NUR 311 Adult Health Concepts: Regulation & Transport	5	DIET 320, NUR 226, 306
NUR 312 Adult Health Concepts: Prot., Sensation & Mobility	5	DIET 320, NUR 226, 306
NUR 336 Genetics in Nursing and Health Care	3	Admission
NUR 410 Complex Health Alt.	5	NUR 311, 312
NUR 420 Community/Global Health	4	NUR 310, 410, 438, 440, 460
NUR 425 Trends and Issues in Global Health	3	NUR 310, 410, 438, 440, 460
NUR 428 Leadership, Mgt. of Health Organizations	3	NUR 310, 410, 438, 440, 460
NUR 430 Advanced Simulation	1	NUR 310, 410, 438, 440, 460
NUR 435 Capstone Preceptorship	2	NUR 310, 410, 438, 440, 460
NUR 438 Maternal/Newborn Health	4	NUR 311, 312
NUR 440 Pediatric Health	4	NUR 311, 312
NUR 460 Theoretical Foundations in Health Research	3	MATH 208, NUR 311, 312
	64 hrs.	

Required Non-Nursing Courses:

BIO 222 Health Sciences Anat. & Phys. I	4	Enrollment in nursing, athletic training, dietetics, or psychology major
BIO 223 Health Sciences Anat. & Phys. II	4	BIO 222
BIO 240 Microbiology	4	Nursing Major
CHEM 251 Molecular Arch.	3	None
CHEM 253 Chem. Perspectives	4	None
MATH 208 Elem. Stats	3	MATH 100 or ACT 18 or SAT 480
PSYC 209 Dev. Psychology	3	None
DIET 320 Human Nutrition	3	CHEM 103 or CHEM 251 or 253
PHIL 215 Ethics	3	None

Plus remaining Institutional Baccalaureate Degree Requirements.

*CONHS program student handbooks with additional policies pertaining to the program may be accessed as a Catalog addendum.

Course and Descriptions

See Course Descriptions section of catalog

Admission Requirements:
Advanced Entry Pre-licensure Program

The Advanced Entry program is designed for students who have college transfer credits and/or college credit plus. Students meeting advanced-entry required coursework and all requirements listed below may be enrolled in this program. During the fall semester, students complete freshman, sophomore, and first semester junior level coursework in a fast paced format. After completion of the first semester of nursing coursework, students will have three additional semesters including the summer semester.

Admission to the Advanced Entry Program is extremely competitive as spaces are limited. Prospective students are highly encouraged to begin the application process early.

Application review will occur as the application is completed and required documents are received. Only applicants who complete the necessary application requirements listed below on or before the application deadline will be considered for admission.

Requirements:

1. Attended an accredited college or university.
2. At least a 2.9/4.0 cumulative grade point average in college coursework.
3. Science prerequisite coursework accumulative grade point average must be a 2.5 GPA on a 4.0 GPS scale prior to the start of the advanced entry program.
4. Completion of the following prerequisite courses from an accredited college or university. All prerequisite courses must be completed with a minimum letter grade of "C" in order for that credit to be count as meeting the prerequisite requirement. Science prerequisite coursework must have been completed within 10 years prior to the program start date.

The following courses must be completed before the program start date:

Developmental Psychology

Nutrition

Microbiology-must include a laboratory

Organic/Inorganic/Biochemistry*

Human Anatomy and Physiology I & II*

Ethics

Statistics (does not have to be equivalent to Ashland University's Statistics course)

English Composition I and II

*denotes that the course must include a laboratory

5. Successful completion of all required core courses prior to the start of the Advanced Entry program.
6. Submission of application.
7. Meet all other requirements of the Traditional 4-year program:
   - Pass a criminal background check and drug screen.(done prior to entering clinical coursework)
   - Meet the health status criteria for mental and physical health.
   - Documentation of ability to perform the essential functions for clinical course work
   - Complete record of required immunizations

Clinical Locations

Clinical experiences prepare students for nursing practice in diverse settings. Clinical experiences occur in acute care facilities, community agencies, and long-term care agencies throughout Ohio. Students participating in clinical experiences are responsible for providing their own transportation to and from the clinical site.

Degree Requirements:

To earn a BSN degree from Ashland University, 64 hours of nursing credit hours must be earned through Ashland University, or approved in transfer by the Nursing department.

Advanced Entry Program Required Nursing Courses:

Course Number and Title	Hrs.	Prerequisites
NUR 105 Nsg. Concepts & Values	1	Admission
NUR 225 Patho/Pharm. I	3	BIO 223, CHEM 253
NUR 226 Patho/Pharm II	3	NUR 225
NUR 301 Health Assessment	3	BIO 223, CHEM 253
NUR 304 Health Found. I	3	NUR 105, 225, 301 (or concurrent)
NUR 306 Health Found II	5	NUR 226 (or concurrent), NUR 301 NUR 304
NUR 310 Psychiatric/Mental Health	4	DIET 320, NUR 226, 306
NUR 311 Adult Health Concepts: Regulation & Transport	5	DIET 320, NUR 226, 306
NUR 312 Adult Health Concepts: Prot., Sensation & Mobility	5	DIET 320, NUR 226, 306
NUR 336 Genetics in Nursing and Health Care	3	Admission
NUR 410 Complex Health Alt.	5	NUR 311, 312
NUR 420 Community/Global Health	4	NUR 310, 410, 438, 440, 460
NUR 425 Trends and Issues in Global Health	3	NUR 310, 410, 438, 440, 460
NUR 428 Leadership, Mgt. of Health Organizations	3	NUR 310, 410, 438, 440, 460
NUR 430 Advanced Simulation	1	NUR 310, 410, 438, 440, 460
NUR 435 Capstone Preceptorship	2	NUR 310, 410, 438, 440, 460
NUR 438 Maternal/Newborn Health	4	NUR 311, 312
NUR 440 Pediatric Health	4	NUR 311, 312

NUR 460 Theoretical Foundations in Health Research	3	MATH 208, NUR 311, 312
	64 hrs.	
Required Non-Nursing Courses:		
BIO 222 Health Sciences Anat. & Phys. I	4	Enrollment in nursing, athletic training, dietetics, or psychology major
BIO 223 A Health Sciences Anat. & Phys. II	4	BIO 222
BIO 240 Microbiology	4	Nursing Major
CHEM 251 Molecular Arch.	3	None
CHEM 253 Chem. Perspectives	4	None
MATH 208 Elem. Stats	3	MATH 100 or ACT 18 or SAT 480
PSYC 209 Dev. Psychology	3	None
DIET 320 Human Nutrition	3	CHEM 103 or 251 or 253
PHIL 215 Ethics	3	None

Plus remaining Institutional Baccalaureate Degree Requirements.

Course and Descriptions

See Course Descriptions section of catalog

*CONHS program student handbooks with additional policies pertaining to the program may be accessed as a Catalog addendum.

Admission Requirements:
Accelerated Pre-licensure Program

The Accelerated program is designed for students who have already earned a college degree and who have life experiences in a field other than nursing. Students in the Accelerated program are recognized as having completed core education requirements in their past degree. Unlike the Traditional Four-year program, students in this program complete coursework at an accelerated rate, completing the BSN in 15 months.

Admission to the accelerated program is extremely competitive as spaces are limited. Prospective students are highly encouraged to begin the application process early. Application review will occur as the application is completed and required documents are received.

The requirements of admission have been established to ensure that prospective students have a strong science background necessary to be successful in the program and in the profession of nursing.

Requirements:

1. Earned a baccalaureate degree from an accredited college or university prior to beginning course work.
2. At least a 2.9 on a 4.0 scale cumulative grade point average in college coursework.
3. Science prerequisite coursework cumulative grade point average must be a 2.5 GPA on a 4.0 GPA scale.
4. Completion of the following prerequisite courses from an accredited college or university. All prerequisite courses must be completed with a minimum letter grade of "C" in order for that credit to count as meeting the prerequisite requirement. Science prerequisite coursework must have been completed within 10 years prior to the program start date.

The following courses must be completed before the program start date. Students may be admitted provisionally for one eight-week term, however students are blocked from registering for additional terms until their official transcripts are received. Students who fail to submit the necessary transcript(s) will be dismissed from the university until official transcripts showing completion of requirements are submitted to the Registrar's Office. Students who are dismissed from the university must follow the readmission process to be admitted back into the program.

- Developmental Psychology
- Microbiology – must include a laboratory
- Nutrition
- Chemistry: two courses, both with laboratory components (6-8 total credit hours); content appropriate for pre-nursing should include coverage of topics from general chemistry, organic chemistry, and biochemistry (e.g. similar to AU CHEM 251 and CHEM 253). Other science coursework that covers significant chemistry topics will be reviewed on a case-by-case basis.
- Human Anatomy and Physiology I & II must include a laboratory
- Statistics (does not have to be equivalent to Ashland University's Statistics course)

Admission Process:

1. Submission of application.
2. Meet all essential functions of clinical coursework listed in the Nursing Program Student Handbook.
3. Meet the health status criteria for mental and physical health.
4. Upon meeting all acceptance requirements of the program the student must complete a federal and Ohio state criminal background check and a drug-screening test. The results of these tests will determine final acceptance of the student.
5. Applicants who request transfer credit from a prior nursing program must be in good academic standing as evidenced by a letter from the dean of that prior nursing program. Applicants who request transfer credit for prior nursing coursework must follow the process for Credit for Transfer Nursing Coursework.

Clinical Locations

Clinical experiences prepare students for nursing practice in diverse settings. Clinical experiences occur in acute care facilities, community agencies, and long-term care throughout Ohio. Students participating in clinical experiences are responsible for providing their own transportation to and from the clinical site.

Degree Requirements:

To earn a BSN degree from Ashland University, 64 hours of nursing credit hours must be earned through Ashland University, or approved in transfer by the Nursing department.

Accelerated Program Required Nursing Courses:

Course Number and Title	Hrs.	Prerequisites
NUR 105 Nsg. Concepts & Values	1	Admission
NUR 225 Patho/Pharm. I	3	BIO 223, CHEM 253
NUR 226 Patho/Pharm II	3	NUR 225
NUR 301 Health Assessment	3	BIO 223, CHEM 253
NUR 304 Health Found. I	3	NUR 105, 225, 301 (or concurrent)
NUR 306 Health Found II	5	NUR 226 (or concurrent), NUR 301 NUR 304
NUR 310 Psychiatric/Mental Health	4	DIET 320, NUR 226, 306

NUR 311 Adult Health Concepts: Regulation & Transport	5	DIET 320, NUR 226, 306
NUR 312 Adult Health Concepts: Prot., Sensation & Mobility	5	DIET 320, NUR 226, 306
NUR 336 Genetics in Nursing and Health Care	3	Admission
NUR 410 Complex Health Alt.	5	NUR 311, 312
NUR 420 Community/Global Health	4	NUR 310, 410, 438, 440, 460
NUR 425 Trends and Issues in Global Health	3	NUR 310, 410, 438, 440, 460
NUR 428 Leadership, Mgt. of Health Organizations	3	NUR 310, 410, 438, 440, 460
NUR 430 Advanced Simulation	1	NUR 310, 410, 438, 440, 460
NUR 435 Capstone Preceptorship	2	NUR 310, 410, 438, 440, 460
NUR 438 Maternal/Newborn Health	4	NUR 311, 312
NUR 440 Pediatric Health	4	NUR 311, 312
NUR 460 Theoretical Foundations in Health Research	3	MATH 208, NUR 311, 312
	64 hrs.	

Course and Descriptions

See Course Descriptions section of catalog

*CONHS program student handbooks with additional policies pertaining to the program may be accessed as a Catalog addendum.

Transfers Applying to the Traditional 4-year Program without Nursing Transfer Credit

Students applying to transfer must file an AU transfer application.

Requirements:

1. Attended an accredited college or university. Students who have completed less than 30 semester hours of coursework from an accredited high school or equivalent must provide acceptable ACT and high school transcripts for acceptance.
2. Achieved at least a 3.0/4.0 cumulative grade point average in college coursework.
3. Meet all other program requirements listed in the 4-year program:
   - Pass a criminal background check and drug screen.(done prior to entering clinical coursework)
   - Meet the health status criteria for mental and physical health.
   - Documentation of ability to perform the essential functions for clinical course work
   - Complete record of required immunizations

Transfer credit for required non-nursing coursework, including science coursework, will only be applied toward the nursing degree if the grade is “C” or better. Courses with a grade of "C-" can be transferred and applied toward Ashland University's institutional degree requirements, but will not apply toward the nursing program major requirements.

Transfers Applying to the Traditional 4-year Program Seeking Nursing Transfer Credit

Students applying to transfer must file an AU transfer application and submit official transcripts through the admissions office.

The Nursing Department Admission and Progression Committee will determine if a student transferring from another accredited nursing program will be admitted to the AU nursing program. Only coursework from accredited nursing programs will be considered for transfer credit. Students who are admitted to the nursing program are subject to the degree and graduation requirements in the AU catalog and nursing student handbook at the time of admission.

Admission Requirements:

1. The Transfer Admission Coordinator will refer all students with completed nursing coursework to the College of Nursing and Health Sciences Chair of the Admission and Progression Committee for an additional decision to the Dwight Schar College of Nursing and Health Sciences nursing program.
2. Applicant must be in good academic standing in their current nursing program as evidenced by a letter from the Dean of that program.
3. Achieved at least a 3.0/4.0 cumulative grade point average in college coursework.
4. Meet all other program requirements listed in the 4-year program:
   - Pass a criminal background check and drug screen.(done prior to entering clinical coursework)
   - Meet the health status criteria for mental and physical health.
   - Documentation of ability to perform the essential functions for clinical course work
   - Complete record of required immunizations

Credit for Transfer Nursing Coursework:

1. Nursing course credits from an accredited program may be granted transfer credits. The Department Chair, Program Director, and/or Nursing Department Admission and Progression Committee review transcripts for clarification of course related content and assessment of transfer credit.
2. Transfer nursing coursework accepted to meet degree requirements for AU’s nursing program must have met the nursing degree requirements of the institution where the course credit was completed.
3. Clinical orientation, auditing of nursing courses, or retaking of nursing courses may be required in the admission process.
4. Students may be required to demonstrate safe practice in medication administration and other skills to progress even if transfer credit is granted.

Current AU Students Who Want to Change Majors to Nursing

Students who wish to change majors will be accepted to the program pending space availability. Existing AU students who have already taken the required science coursework and received a "C-" or below, will be required to retake these courses in order to gain admission to the CONHS. Exceptions to this may be granted for those who have taken subsequent (higher level) science courses and received grades of "C" or above.

Readmission to Traditional, Advanced Entry, and Accelerated Nursing Programs

The Nursing Department Admission and Progression Committee will determine if a student will be readmitted to the nursing program. Students may be readmitted to the nursing program no more than one time.

Students with two nursing (NUR) course failures prior to the 400 level courses will not be readmitted to the nursing program. Students with two non-nursing required science course failures (BIO222, BIO223, BIO240, CHEM251, and CHEM 253) will not be considered for readmission to the nursing program.

If a student continues to take classes at AU while not enrolled in the nursing program, they will be subject to the core requirements of their original AU catalog. However, they will be subject to the nursing program requirements and policies in the AU catalog and student handbook at the time of readmission to the nursing program.

Readmission Process:

1. Contact the Registrar's Office to notify the college of potential readmission at least 3 months prior to the semester the student is applying.
2. Submit a letter of intent to the Registrar's Office stating the desire for readmission, including additional education that has occurred since applicant's last classes at AU.
3. The Nursing Department Admission and Progression Committee will review the student's letter of intent, transcripts and any other written material or letters submitted by the student in the readmission decision.
4. The readmission decision will include requirements to determine appropriate course placement including but not limited to skills testing, ATI testing, and/or medication calculation practicums. Course placement will be determined by the committee in conjunction with the program director.
5. Final course recommendations will be sent to the Registrar's Office. The Registrar's Office will enroll the student in the required courses the student's first readmitted semester in the nursing program.

Readmission Criteria:

The Nursing Department Admission and Progression Committee will use the following in rendering a decision regarding readmission to the nursing programs:

1. Applicant's stated reason for requesting readmission.
2. Past academic performance and any work completed while absence is evaluated to determine potential for success and/or placement.
3. Applicant's ability to complete the program within the 6-year requirement.
4. Space availability in the appropriate courses.
5. The following items will be considered prior to readmission for students who have a second course failure during the 400 level coursework:
    a. Successful completion of Head to Toe assessment practicum.
    b. Successful completion of at least one Medication Calculation Practicum dependent upon the student's placement in the program;
    c. Successful completion of the intra-muscular or subcutaneous injection practicum dependent upon the student's placement in the program;
    d. Successful completion of the indwelling urinary catheter sterile skill practicum dependent upon the student's placement in the program; and
    e. Completion of the following:
        i. ATI practice tests and achieve at least a 90%;
        ii. ATI Targeted Medical-Surgical Body System quizzes and achieve at least a 90%; and
        iii. ATI proctored examinations achieving minimally a Level 1 (Level II is preferred).
        iv. ATI practice and proctored tests include RN Pharmacology, RN Fundamentals, RN Mental Health, RN Adult Medical-Surgical, RN Nursing Care of Children, RN Maternal Newborn, RN Community Health, and RN Leadership.

Based on the outcomes of these assessments, the student may be readmitted, may be denied readmission, or may be required to audit or retake for credit select courses dependent on the student's placement in the program.

Readmission Progression Requirements:

1. The admission decision applies to the upcoming semester and cannot be deferred.
2. Applicants must repeat or audit courses (even if passed) when the Nursing Department Admission and Progression Committee deems necessary.
3. Readmitted students must follow the progression grade requirements.
4. Readmitted students will enter on probation and be assessed at the end of the first term.

Withdrawals from Traditional, Advanced Entry, Accelerated Nursing Programs

Students who do not register for nursing coursework within two academic terms (fall/spring) will be administratively withdrawn from the nursing program so that another student may be placed in that spot. They must wait one calendar year before reapplying to the nursing program and must follow the readmission process.

The student may also be tested for safety in a clinical setting before being readmitted. Students are free to continue taking courses to satisfy their AU degree requirements while awaiting readmission to the nursing program.

Students who voluntarily withdraw from the nursing program may reapply for admission without waiting one full calendar year and will be considered on a case by case basis. Readmission to the nursing program is possible with the following guidelines:

- Students can continue to take AU core requirements while they await readmission.
- A withdrawal of up to two semesters is available for students who need to leave the nursing program for personal reasons but intend to return to the nursing program (i.e. medical or family problem); however, permission for this must be granted by the CONHS Admission and Progression Committee.

International Student Admission to the Traditional, Advanced Entry, Accelerated Nursing Programs

In addition to the nursing program admission requirements, international students will also need to meet the following English proficiency requirements:

- TOEFL iBT score of 84 (Speaking subscore of 26), PBT score of 563, or IELTS 7.0 (Speaking subscore of 7.0), or PETA score of 59.

Admission Requirements:
RN to BSN Post-licensure Program

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

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

Admission requirements:

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

Clinical Locations

RN to BSN student clinical experiences are designed to be meaningful and supportive, contributing to the student learning and work setting. All clinical experiences for NUR 405 clinical projects will utilize a clinical affiliation agreement. Students are permitted to complete projects at their place of employment with a clinical affiliation agreement in place. Students will work with their supervisors to determine a clinical project that can be completed at the student's place of employment to meet course learning outcomes. Unemployed students will be placed in an appropriate clinical agency to complete clinical projects, also with a clinical affiliation agreement. Clinical projects will be approved through a course contract with faculty approval. The student must provide evidence that all clinical requirements listed in the Nursing Student Handbook are completed 30 days before the first day of NUR 405. Failure to upload completed clinical requirements into the electronic tracking system (Typhon) by this deadline can result in loss of clinical placement and withdrawal from the course.

Readmission to RN to BSN Nursing Program

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

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

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

Readmission Criteria:

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

International Student Admission to the RN to BSN Program

In addition to the nursing program admission requirements, international students will also need to meet the following requirement:

- Applicants will need to have passed the NCLEX examination and be licensed to practice nursing in the United States

Degree Requirements:

Nursing and non-nursing degree requirements are used toward the 30 required semester hours of Ashland University credit. RN to BSN program proficiency credit may be earned for a maximum of two nursing courses. The last 12 semester hours earned before graduation must be earned from AU.

RN to BSN Program Required Courses: (Offered Online)

Course Number and Title	Hrs.	Prerequisites
NUR 302 Theoretical Bases	3	Admission
NUR 303 Individual Health	3	RN license or Approval
NUR 309 International/Transcultural Perspectives	3	Admission
NUR 325 Intro to Informatics in Healthcare	3	RN license or approval
NUR 336 Genetics in Nursing and Health Care	3	Admission
NUR 362 Research & Evidence Based Practice	3	Admission
NUR 405 Health Care Systems	3	MATH 208, NUR 302, 303, 309, 362
NUR 408 Legal, Ethical, Political Persp.	3	MATH 208, NUR 302, 303, 309, 362
NUR 414 Community & Public Health	3	NUR 302, 309
	27 hrs.	
Required Non-Nursing Courses		
BIO 125 Anatomy & Physiology I	3	None
BIO 126 Anatomy & Physiology II	3	BIO 125
Choose one from:	4	
BIO 240 Microbiology for Nursing	(4)	Nursing Major
BIO 340 Microbiology	(4)	BIO 201, CHEM 104, or permission
Math 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
Choose one from:	3	
Philosophy Course from Dept. PHIL	(3)	
OR		
REL 220 Taking Human Life	(3)	
Choose one from:	3	
PSYC 101 Gen. Psych.	(3)	None
PSYC 209 Dev. Psych	(3)	None
	19 hrs.	

Plus remaining Institutional Baccalaureate Degree Requirements. Also, see Transfer Policy

Course and Descriptions:

See Course Descriptions section of catalog

*CONHS program student handbooks with additional policies pertaining to the program may be accessed as a Catalog addendum.

Elective Concentration:

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

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

Philosophy

Department of Philosophy
The College of Arts and Sciences

Chair
Louis A. Mancha, Associate Professor of Philosophy

Faculty
William Vaughan, Professor of Philosophy

Mark Hamilton, Associate Professor of Philosophy

Degree Offered
Bachelor of Arts

Mission
Unlike any other discipline, the intrinsic mission of the Department of Philosophy is to transform ordinary students into flourishing adults. When students are instructed in Philosophy, they learn not only how to make a living, but how to live well. While other departments focus on specific topics and work-related skills, we provide students with the tools to be educated and productive members of the world, *regardless of their profession or vocation*. It is the duty of the Philosophy Dept. to teach students the love of learning itself, to seek purpose in their lives, and to make informed, objective, and consistent judgments. Hence, our program provides majors, minors, and other students a basic liberal arts understanding of the history of philosophy, with an emphasis on *critical thinking*, *reading*, and *writing*. We train students in the *first principles* of logic, ethics, science, politics, and theology. A Philosophy degree emphasizes academic and professional *integrity*, and the importance of defending one's beliefs—as well as assessing the beliefs of others—in order to educe marketable, responsible, and free citizens. We believe this is consistent with the historic purpose of Ashland University itself.

Student Learning Objectives
The student who is successful in the study of philosophy learns how to support his or her own claims with logical arguments, learns how to organize and analyze moral perspectives in a coherent and philosophically informed manner, and can locate his or her intellectual parameters and engage deeply in critical consultation with major texts in the history of philosophy.

For centuries, philosophical participation has been an essential component of self-realization. It generates human beings with greater democratic dispositions, greater tolerance of difference, more sensitivity to reciprocity, better able to engage in rational and moral discourse, and more prone to examine their own preferences–all qualities conducive to success in any field and living a more complete human life.

Student Learning Outcomes
The Philosophy Department student learning outcomes focus primarily on critical thinking and analytical reasoning skills. As a result of philosophical studies, students should be able to:

1. Clarify Philosophical concepts and modes of inquiry
2. Organize and express thinking into arguments
3. Evaluate arguments and objections
4. Formulate original ideas as measured against the philosophical traditions

Facilities and Opportunities
- Philosophy bibliographic databases
- Access to Ashland Theological Seminary holdings and foreign languages
- Research internships
- Participation in Ohio Philosophical Association
- International Philosophy Honor Society (*Phi Sigma Tau*)
- Participation in Philosophy Club

Student Honor Society
Phi Sigma Tau, Ohio Mu Chapter, honors students who have demonstrated academic excellence in philosophy.

Membership is by invitation, selected from students who have completed at least 9 semester hours of philosophy with a GPA of at least 3.2 in two of those classes, and have a cumulative GPA of 3.0 or higher.

Description of Major
Philosophy is unique both in its methods and in the nature and breadth of its subject matter. It pursues questions in every dimension of human life, and its techniques apply in any field of study or endeavor. No brief definition expresses the richness and variety of philosophy. It is a reasoned pursuit of fundamental truths, a quest for understanding, and a study of principles of meaning and conduct. It seeks variously to establish and to set into question standards of evidence, to provide rational methods of resolving conflicts, and to create techniques for evaluating ideas and arguments. Philosophy is both a group of activities and a body of knowledge, and our department teaches from original texts in ways that enable students to acquire the relevant skills so that they can think for themselves.

Degree Requirements
Assessment-All philosophy majors and minors are required to participate in the department assessment process throughout their academic career. The assessment process seeks to measure the department's stated learning outcomes, and involves the completion of a systematic exit exam designed to evaluate student learning in three core areas: *logic and reasoning*, *ethics*, and the *history of philosophy*.

Bachelor of Arts with a Major in Philosophy

Course Number and Title	Hrs.	Prerequisites
1 intro course (PHIL 104, 205, 208 or 217)	3	None
1 ethics course (PHIL 210, 215, or 280)	3	None
1 logic course (PHIL 220 or 320)	3	None
2 hist. courses (PHIL 311, 312, 313, or 314)	6	PHIL 104, 205, 208, 210, or 215 recommended
3 PHIL electives (300 level or above)	9	
	24 hrs.	

Plus Institutional Baccalaureate Degree Requirements

Note: At least 15 hours of coursework must be taken at the 300 level or above.

Minor in Philosophy

Course Number and Title	Hrs.	Prerequisites
1 intro course (PHIL 104, 205, 208 or 217)	3	None
1 ethics course (PHIL 210, 215, or 280)	3	None
1 logic course (PHIL 220 or 320)	3	None
1 hist. course (PHIL 311, 312, 313, or 314)	3	PHIL 104, 205, 208, 210, or 215 recommended
1 PHIL elective (300 level or above)	3	
	15 hrs.	

Minor in Ethics

Note: Religion and Philosophy majors may count one of the ethics courses from that major toward the ethics minor requirement in that department.

Course Number and Title	Hrs.	Prerequisites
Philosophy ethics courses (choose 2):	6	
PHIL 210 Phil. Of Human Nature	(3)	None
PHIL 215 Ethics	(3)	None
PHIL 280 Applied Ethics	(3)	None
Religion ethics courses (choose 2):	6	
REL 109 Exp. Christian Ethics	(3)	None
REL 220 Taking Human Life	(3)	None
REL 308 Faith and Society	(3)	Core religion course
REL 401 Seminar/Christian Ethics	(3)	REL 106 or 109
Any approved ethics course*	3	
	15 hrs.	

*Courses will be approved by the Ethics Minor Committee. See either department chair for the list.

Philosophy Courses and Descriptions

See Course Descriptions section of catalog.

Physics

Department of Chemistry/Geology/Physics
The College of Arts and Sciences

Chair
Rebecca W. Corbin, Professor of Chemistry

Faculty
Rodney A. Michael, Associate Professor of Physics

Degrees Offered
Bachelor of Science

Bachelor of Science in Education

Mission and Goals
The physics program prepares students to approach scientific problems in a logical, succinct fashion; to ascertain the relationship of physics to the other sciences and the nature of the world in which they live; and to develop skills needed to be successful in graduate study or professional careers in science, education, or technology.

Student Learning Outcomes
Students in physics and related programs will:

1. Describe and apply the major concepts, experimental findings, and theories of physics;
2. Effectively use the laboratory techniques and methods of physics;
3. Follow proper safety procedures and regulations for use of chemicals and laboratory equipment;
4. Design appropriate investigations, interpret the results, and make decisions within the context of physics.
5. Communicate scientific information both orally and in writing; and
6. Practice ethical and professional behavior within the context of the discipline.

Facilities and Equipment
The physics program uses two multi-purpose laboratories and a dark room. Equipment available for every student's use includes Tektronix oscilloscopes, function generators, multi- meters, and a variety of illustrative introductory laboratory equipment. One laboratory room includes interfacing electronics to allow for computer collection and analysis of data. Advanced students also have access to equipment for reproducing several famous 20th century experiments, and a small Unix sub-network is available to upper level students for use in computation and modeling.

Description of Major
Physics is the study of matter, energy, space, and time. The study of physics is foundational to the scientific disciplines of biology, chemistry, and geology. Physicists study the fundamental particles of matter (quarks and leptons), the four fundamental forces, and the properties of energy in all of its varied forms, seeking to understand the underlying laws or patterns that govern the behavior of matter. Fundamental advances in physics undergird modern technology. Ashland provides its majors in physics with a broad training in physics that challenges students to learn to think as physicists, along with having the opportunity to conduct independent research as part of their major.

Degree Requirements
Assessment – The assessment of student learning outcomes for physics majors includes both internal and external assessments in selected courses, typically culminating in the PHYS 497 Laboratory and Field Research course or the PHYS 493 Internship course.

Bachelor of Science with a comprehensive major in Physics
This major in Physics is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

This program is designed for those students who wish to pursue a career in science, with heavy emphasis on physics.

Course Number and Title	Hrs.	Prerequisites
PHYS 205-206 Univ. Physics	10	MATH 206
3 courses from:	9	
PHYS 301 Elect. & Mag. I	(3)	PHYS 206, MATH 305
PHYS 302 Elect. & Mag. II	(3)	PHYS 301
PHYS 303 Mechanics I	(3)	PHYS 206, MATH 305
PHYS 304 Mechanics II	(3)	PHYS 303
PHYS 305 Modern Physics	4	PHYS 206, MATH 305
PHYS 306 Heat	3	PHYS 206, MATH 206
PHYS 403 Quantum Mechanics	3	PHYS 305, MATH 313
PHYS electives (300 or 400 level)	6	
MATH 205-206 Calculus	5/5	MATH 111 or Equiv.; Math 205 for 206
MATH 305 Calculus III	4	MATH 206
MATH 313 El Differential Equations	3	MATH 305
CHEM 103-104 Gen. Chemistry	4/4	H.S. Chem; 3 yrs. H.S. Math; CHEM 103 for 104
Electives from biology, chemistry, computer science, geology	6	
	66 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Science in Education with a comprehensive major in Integrated Science (Grades 7-12)
See listing in Chemistry area.

Bachelor of Science in Education with a comprehensive major in Physical Science (Grades 7-12)

This major in Education with a comprehensive major in Physical Science is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Assessment-Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

Course Number and Title	Hrs.	Prerequisites
CHEM 103 General Chemistry I	4	3 yrs. H.S. Math
CHEM 104 General Chemistry II	4	CHEM 103
CHEM 307/307L Organic Chemistry	4	CHEM 104
CHEM 320 Quant. Analysis	4	CHEM 104
CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force	3	Any natural science core course
CHEM 411 Physical Chemistry	4	PHYS 206, MATH 206
CHEM 412 Physical Chemistry II	4	CHEM 411
MATH 205 Calculus I	5	MATH 111 or Equiv.;
MATH 206 Calculus II	5	Math 205
PHYS 205 Univ. Physics I	5	MATH 206
PHYS 206 Univ. Physics II	5	PHYS 205
PHYS 303 Mechanics I	3	PHYS 206
PHYS 305 Modern Physics	4	PHYS 206, MATH 206
BIO 201 Molec. & Cellular Basis of Life	4	H.S. Bio & Chem
Choose from one:	4	
GEOL 101 Physical Geology	(4)	None
GEOL 102 Historical Geology	(4)	None
Education Requirements:		
EDFN 130 Intro. to Teaching	3	None
EDFN 202 Teaching and Learn. Process	3	EDFN 130
EDIS 250 Intro. Educational Intervention	3	None
EDCI 392 Content Area Reading	3	None
PSYC 218 Psyc. Of Adolescence	3	None
EDCI 232 Instructional Design & Educational Tech for Teaming	3	EDFN 130, EDFN 202
EDCI 230SEC AYA (7-12) Field Exp.	1	EDFN 130, 202 Concurrent with EDCI 232
EDCI 318 Tch. 21st Cent. Adol. Science	3	EDCI 230SEC or 236; concurrent with EDCI 330
EDCI 330SEC AYA (7-12) Field Exp. II	3	EDCI 230SEC, 232; PSYC 218; concurrent with EDCI 318
EDFN 402 Social and Prof. Issues	2	Sr. Status; concurrent with EDCI 461
EDCI 461 Student Internship Gr. 7-12	10	All student internship req; concurrent with EDFN 402.
	102 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

Minor in Physics

This minor in Physics is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Course Number and Title	Hrs.	Prerequisites
PHYS 205 Univ. Physics I	5	MATH 206
PHYS 206 Univ. Physics II	5	PHYS 205
PHYS 301 Elect. & Mag. I	4	PHYS 206, MATH 305
PHYS electives (300 or 400 level)	6	
MATH 205-206 Calculus	5/5	MATH 111 or Equiv.; Math 205 for 206
MATH 305 Calculus III	4	MATH 206
	34 hrs.	

Physics Courses and Descriptions

See Course Descriptions section of catalog.

Political Science

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

Chair
John E. Moser, Professor of History

Director, Ashbrook Center
Jeffrey Sikkenga, Professor of Political Science

Director, Political Economy
Robert Wyllie, Assistant Professor of Political Science

Faculty
David Foster, Professor of Political Science
Christopher Burkett, Associate Professor of Political Science
Gregory McBrayer, Associate Professor of Political Science
Rene Paddags, Associate Professor of Political Science
Jason Stevens, Visiting Assistant Professor of Political Science
Robert Wyllie, Assistant Professor of Political Science

Degrees Offered
Bachelor of Arts
Bachelor of Science in Education

Mission
The political science program studies the great political thinkers, the institutions and practices of government, and selected statesmen with the intention of helping students think more clearly about politics, American government, and international relations. The program does not aim to train specialists in a particular skill, but to enliven students with the capacity to think seriously about themselves as human beings and to consider prudently the important social and political questions they will face as citizens. We believe that the study of politics is an important part of a liberal education, and that it contributes to learning how to read carefully, follow arguments closely, write clearly, and speak thoughtfully.

Student Learning Outcomes
Students who successfully complete the major in political science will be able to:

1. Identify, compare, and evaluate concepts, texts, and persons in political philosophy
2. Identify, compare, and evaluate concepts, texts, persons, and events in American government
3. Identify, compare, and evaluate concepts, texts, persons, and events in International politics
4. Discuss, interpret, and analyze political problems

Student Honor Society
Pi Sigma Alpha, Rho Omega chapter, is the national political science honor society. Membership is open to students who have completed a minimum of 15 credit hours in political science and have a cumulative GPA of 3.3.

Ashbrook Center for Public Affairs
The Ashbrook Center for Public Affairs is an academic forum for the study, research, and discussion of the principles and practices of American constitutional government and politics. The Ashbrook Center sponsors the Ashbrook Scholar program, hosts a series of campus lectures and conferences, and provides internship opportunities for students interested in careers related to public affairs.

Description of Major
Political science is the study of how and why human beings live together in society. This study is centered on the great questions animating political life: What is justice? Who should rule? What is the best kind of society?

As history shows, there are different kinds of political societies with distinct characters or regimes. For example, modern societies have democratic institutions and a way of life based on ideas of equality and freedom. The difference between political societies naturally leads to the comparative question of which one is best. This question–What is the best regime?–is the highest theme of political science; for it is only with knowledge of the best society that we can understand and adequately evaluate the variety of actual societies and ways of life. To pursue that question, we must identify and describe the forces, needs, and desires which bring human beings together and then explain how these things account for all the various regimes and forms of political life such as the city, the nation-state, or the empire. One fundamental way is to study the works of the greatest political thinkers like Plato, Aristotle, Locke, or *The Federalist*.

At the same time, we also must study the world of political action: laws, governing institutions, relations between countries, and the words and deeds of statesmen who practice political art at its highest, like George Washington, Abraham Lincoln, or Winston Churchill. This combined study of political philosophy, political institutions, and statesmanship makes up political science in all aspects.

Degree Requirements
Assessment – As part of the department's assessment process, majors in political science and international political studies will be asked to complete a test during their freshman year and again during their senior year.

Bachelor of Arts with a major in Political Science
This program is a traditional major in political science designed for students who wish to prepare themselves for careers that build on a background in political science or who seek knowledge of political life as part of a liberal education.

The program offers courses in the following fields:

(A) American Politics (POLSC 236,305, 310, 312, 336, 337, 352, 370, 375)

(B) Political Thought (POLSC 320, 321, 343, 344, 345, 346, 380, 385)

(C) Comparative and International Politics (POLSC 205, 231, 355, 360, 390)

Course Number and Title	Hrs.	Prerequisites
POLSC 101 Understanding Politics	3	None
POLSC 102 Democracy in Am.	3	None
POLSC 343 West. Polit. Thought I	3	POLSC 101
POLSC 345 West. Polit. Thought III	3	POLSC 101
POLSC 431 Human Being and Citizen	3	Sr. Status; Dept. Major
Choose one:	3	
POLSC 205 Comparative Politics	(3)	
POLSC 231 International Politics	(3)	
Electives from political science	18	
Majors are required to demonstrate either:	0-12	

Proficiency in a modern or ancient language through the intermediate level	(0-12)
OR	
Proficiency in a modern or ancient language through the elementary level and completion of a study or internship abroad	(0-12)
	36-48 hrs.

*Students should consult their academic advisor or the Department Chair for definitions of "elementary" and Intermediate" and for how to demonstrate proficiency in a language not learned at Ashland University. For this major, study or internship abroad must involve at least four weeks of travel outside of the United States, and may be completed through an AU study abroad/away, an independent study course (498), or an elective internship (293, 393, or 493).

Note: No more than 24 hours of required or elective courses may count toward both the IPS and the POLSC majors.

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Arts with a major in International Political Studies

Course Number and Title	Hrs.	Prerequisites
POLSC 101 Understanding Politics	3	None
POLSC 102 Democracy in Am.	3	None
POLSC 205 Comparative Politics	3	None
POLSC 231 Int. Relations	3	None
HIST 236/POLSC 236 Am. Foreign Pol.	3	None
POLSC 343 West. Polit. Thought I	3	POLSC 101
POLSC 345 West. Polit. Thought III	3	POLSC 101
POLSC 431 Human Being and Citizen	3	Sr. Status; Dept. Major
Choose three:	9	
HIST 271/POLSC 360B 20th Cnt. Eu.	(3)	None
HIST 327/POLSC 360C Africa	(3)	None
HIST 329/POLSC 360D Latin Amer.	(3)	None
HIST 341/POLSC 341 Mod. Mid E	(3)	None
HIST 343/POLSC 360F Mod. E Asia	(3)	None
REL 107 Exploring World Religions	(3)	None
Choose two:	6	
HIST 321 Warfare: Ancient/Modern	(3)	None
HIST 364 World War II	(3)	None
POLSC 355 International Organization	(3)	None
POLSC 360 Regional Studies	(3)	None
POLSC 390 Tpcs-comp/Intern. Pol.	(3)	None
Choose two:	6	
ECON 232 Princ. of Microecon.	(3)	None
ECON 233 Princ. of Macroecon.	(3)	None
ECON 342 International Economics	(3)	ECON 232 or 233
Majors are required to demonstrate either:	0-12	
Proficiency in a modern or ancient language through the intermediate level	(0-12)	
OR		
Proficiency in a modern or ancient language through the elementary level and completion of a study or internship abroad	(0-12)	
	45-57 hrs.	

*Students should consult their academic advisor or the Department Chair for definitions of "elementary" and Intermediate" and for how to demonstrate proficiency in a language not learned at Ashland University. For this major, study or internship abroad must involve at least four weeks of travel outside of the United States, and may be completed through an AU study abroad/away, an independent study course (498), or an elective internship (293, 393, or 493).

Notes: Each individual POLSC 360 course may only count in one place. Study abroad is highly recommended (see advisor).

No more than 24 hours of required or elective courses may count toward both the IPS and POLSC majors.

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Arts with a major in Political Economy

Course Number and Title	Hrs.	Prerequisites
POLSC 101 Understanding Politics	3	None
POLSC 102 Democracy in Am.	3	None
POLEC 200 Foun. of Political Economy	3	None
ECON 232 Princ. Of Microecon.	3	None
ECON 233 Princ. Of Macroecon.	3	None
POLSC 345 West. Polit. Thought III	3	POLSC 101
POLEC 310 The Political Economy of a Free Society	3	None
POLEC 320 Late Modern Political Economy	3	None
Choose two:	6	
POLEC 410 American Political Economy I	(3)	None
POLEC 420 American Political Economy II	(3)	None
POLEC 430 International Political Economy/Globalization	(3)	None
POLEC 440 Topics in Political Economy	(3)	None
Choose two:	6	
ECON 301 Game Theory	(3)	Core Math/Logic
ECON 321 Public Finance	(3)	ECON 232
ECON 331 Comparative Cultural Economic Studies	(3)	Any ECON
ECON 332 Intermediate Microecon.	(3)	ECON 232
ECON 333 Intermediate Macroecon.	(3)	ECON 233
ECON 334 Money and Banking	(3)	ECON 233
ECON 342 Global Economics	(3)	ECON 232 or 233
Majors are required to demonstrate either:	0-12	
Proficiency in a modern or ancient language through the intermediate level	(0-12)	
OR		
Proficiency in a modern or ancient language through the elementary level and completion of a study or internship abroad	(0-12)	
	36-48 hrs.	

*Students should consult their academic advisor or the Department Chair for definitions of "elementary" and Intermediate" and for how to demonstrate proficiency in a language not learned at Ashland University. For this major, study or internship abroad must involve at least four weeks of travel outside of the United States, and may be completed through an AU study abroad/away, an independent study course (498), or an elective internship (293, 393, or 493).

Minor in Political Science

Course Number and Title	Hrs.	Prerequisites
POLSC 101 Understanding Politics	3	None
POLSC 102 Democracy in Am.	3	None
1 of the following:	3	
POLSC 343 West. Polit. Thought I	(3)	POLSC 101
POLSC 345 West. Polit. Thought III	(3)	POLSC 101
POLSC 346 West Polit. Thought IV	(3)	POLSC 101
Electives from political science	9	
	18 hrs.	

Note: Electives in this minor may not be used to fulfill requirements of the International Political Studies major.

Minor in Political Economy

Course Number and Title	Hrs.	Prerequisites
POLSC 101 Understanding Politics	3	None
POLEC 200 Foun. of Political Economy	3	None
ECON 232 Princ. Of Microecon.	3	None
ECON 233 Princ. Of Macroecon.	3	None
POLSC 345 West. Polit. Thought III	3	POLSC 101
POLEC 310 The Political Economy of a Free Society	3	None
POLEC 320 Late Modern Political Economy	3	None
Choose one:	3	
POLEC 410 American Political Economy I	(3)	None
POLEC 420 American Political Economy II	(3)	None
POLEC 440 Topics in Political Economy	(3)	Requires approval of Department Chair
Choose one:	3	
ECON 301 Game Theory	(3)	Core Math/Logic
ECON 331 Comparative Cultural Economic Studies	(3)	Any ECON
ECON 332 Intermediate Microecon.	(3)	ECON 232
ECON 333 Intermediate Macroecon.	(3)	ECON 233
ECON 342 Global Economics	(3)	ECON 232 or 233
POLEC 430 International Political Economy/Globalization	(3)	None
POLEC 440 Topics in Political Economy	(3)	Requires approval of Department Chair
	27 hrs.	

Minor in Classical Civilization

See listing in History Department.

Political Science Courses and Descriptions

See Course Descriptions section of catalog.

Psychology

Department of Psychology
The College of Arts and Sciences

Chair
Mitchell Metzger, Professor of Psychology

Faculty
Diane Bonfiglio, Associate Professor of Psychology
Christopher Chartier, Associate Professor of Psychology
Curt Ickes, Associate Professor of Psychology
Peter Mallik, Assistant Professor of Psychology

Degrees Offered
Bachelor of Arts
Bachelor of Science

Mission
The Department of Psychology provides a balanced education in psychology, presenting a thorough foundation in the scientific study of behavior and mental processes, while emphasizing ethical applications of psychology as a discipline to individuals and to society. The department maintains a current curriculum and provides students with opportunities to become proficient in fundamental intellectual and social skills that are essential for achievement in the work world.

Student Learning Outcomes
Students majoring in psychology will be expected to:

* Describe key concepts, principles, and overarching themes in psychology.
* Interpret, design, and/or conduct basic psychological research.
* Apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.
* Effectively communicate psychological concepts and research in the style of the American Psychological Association.

Opportunities
Internships and individual research projects are encouraged. There are opportunities to assist professors with research and to present research at regional conferences in places such as Chicago, Boston, and Philadelphia.

The Psychology Club offers the opportunity for social interaction with other students interested in psychology.

Student Honor Society
The Psi Chi International Honor Society is for majors or minors in psychology. Undergraduates who are elected to Psi Chi must rank in the upper 35% of their class, have completed at least 9 semester hours of psychology courses, and have earned a minimum 3.0 in psychology courses.

Description of Majors
The psychology major is built upon a strong liberal arts base as provided by the University's core curriculum. The coursework is designed to acquaint the student with basic content areas of the science of psychology. Scientific methodology, thought, and the ethical application of knowledge outside of the classroom is emphasized.

Psychology students become proficient in fundamental intellectual and social skills essential for a career in psychology and required for achievement in the world of work. The department assists students with professional aspirations in pursuing graduate education and provides a broad psychology background for those with other career plans. Students pick a B.A. or B.S. degree based on their areas of academic strength and their career plans. Individual research projects and internships are encouraged for all psychology majors.

Degree Requirements
Assessment - All psychology majors with sophomore or higher status are required to develop an experimental research project or complete an internship or independent study.

Bachelor of Arts with a major in Psychology

Course Number and Title	Hrs.	Prerequisites
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
PSYC 101 General Psychology I	3	None
PSYC 210 Research Methods	3	PSYC 101
PSYC 310 Advanced Research	3	PSYC 101, 210, MATH 208
OR		
PSYC 393/493 Elective Internship	(3)	Permission of Department
OR		
PSYC 498 Independent Study	(3)	Permission of Department
OR		
Thesis through other dept. (e.g. Honors, Ashbrook)	(3)	Permission of Department
PSYC 495 Senior Seminar in Psychology	3	PSYC 210 and 6 hours of 300+ level PSYC courses
Select one course from each content area	12	
Clinical area:		
PSYC 307 Personality	(3)	PSYC 101
PSYC 417 Abnormal Psychology	(3)	PSYC 101
Biological area:		
PSYC 412 Physiological Psychology	(3)	PSYC 101
PSYC 414 Neuropsychology	(3)	PSYC 101
Developmental/Social area:		
PSYC 209 Developmental Psychology	(3)	None
PSYC 305 Social Psychology	(3)	PSYC 101
Cognitive/Learning area:		
PSYC 320 Cognitive Psychology	(3)	PSYC 101

PSYC 324 Theor./Princ. of Learning	(3)	PSYC 101
Psychology electives*	15	
	42 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

*Students will consult with their advisors to help choose electives in line with stated career goals. Courses chosen to fulfill the requirement of the different areas above do not count for the psychology electives requirement. At least 6 credit hours must be at the 300 level or above.

Bachelor of Science with a comprehensive major in Psychology

Course Number and Title	Hrs.	Prerequisites
BIO 222-223 Anatomy & Physiol. I & II	4/4	Enrollment in nursing, athletic training, dietetics, or psychology major
OR		
BIO 325-326 Anat. & Physiology	(4/4)	BIO 201; 325 for 326
BIO 201 Molec. & Cellular Basis of Life	4	None
BIO 303 Genetics (w/lab)	4	BIO 201 & 6 BIO hrs
CHEM 103 General Chemistry	4	H.S. Chem, 3 yrs. H.S. Math
OR		
CHEM 251 Molecular Arch.	(3)	None
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
Elective from BIO, CHEM, MATH or CS	3	Course Dependent
PSYC 101 General Psychology I	3	None
PSYC 210 Research Methods	3	PSYC 101
PSYC 310 Advanced Research	3	PSYC 101, 210, MATH 208
OR		
PSYC 393/493 Elective Internship	(3)	Permission of Department
OR		
PSYC 498 Independent Study	(3)	Permission of Department
OR		
Thesis through other dept. (e.g. Honors, Ashbrook)	(3)	Permission of Department
PSYC 495 Senior Seminar in Psychology	3	PSYC 210 and 6 hours of 300+ level PSYC courses
Select one course from each content area	12	
Clinical area:		
PSYC 307 Personality	(3)	PSYC 101
PSYC 417 Abnormal Psychology	(3)	PSYC 101
Biological area:		
PSYC 412 Physiological Psychology	(3)	PSYC 101
PSYC 414 Neuropsychology	(3)	PSYC 101
Developmental/Social area:		
PSYC 209 Developmental Psychology	(3)	None
PSYC 305 Social Psychology	(3)	PSYC 101
Cognitive/Learning area:		
PSYC 320 Cognitive Psychology	(3)	PSYC 101
PSYC 324 Theory/Princ. of Learning	(3)	PSYC 101
Psychology electives*	15	
	62-65 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

*Students will consult with their advisors to help choose electives in line with stated career goals. Courses chosen to fulfill the requirement of the different areas above do not count for the psychology electives requirement. At least 6 credit hours must be at the 300 level or above.

Minor in Psychology

Course Number and Title	Hrs.	Prerequisites
PSYC 101 General Psychology I	3	None
Electives in psychology	15	
	18 hrs.	

Psychology Courses and Descriptions

See Course Descriptions section of catalog.

Religion

Department of Religion
The College of Arts and Sciences

Chair
David C. Aune, Associate Professor of Religion

Faculty
Sue Dickson, Associate Professor of Religion

Craig Hovey, Professor of Religion

Peter Slade, Professor of Religion

Degree Offered
Bachelor of Arts

Mission
The Department of Religion furnishes a basic Biblical understanding and appreciation of Christian thought for all graduating students. It seeks to help students become aware of how religious commitments and values continue to shape our worldviews and affect our ethics. It also seeks to be a learning environment for intensive and advanced work in religious explorations as a means of preparing students for graduate study and professional careers in churches and ministry.

Objectives of the Religion Department
1. To furnish a basic Biblical understanding and appreciation of Christian thought for all graduating students;
2. To provide preliminary studies for students wishing to do graduate work inreligion;
3. To prepare students to enter seminary training, religious vocations and related social professions;
4. To provide courses of study for students who wish to teach religion in primary and secondary schools; and
5. To provide courses of study for students who have interests in Christian involvement in community and church.

Student Learning Outcomes
1. Identify the main events and themes in the Bible.
2. Analyze the Biblical text and secondary Biblical studies writings.
3. Examine the history of Christian thought and practice.
4. Identify major themes in Christian theology and ethics.
5. Evaluate primary works in Christian theology and ethics
6. Identify beliefs and practices in major world religious traditions.
7. Integrate religious studies into life and vocation.

Clinical Experience in Religion
Majors in religion may elect an internship in a congregation or other ministry setting for up to nine credit hours (typically three credit hours at a time) under the supervision of a leader approved by a Religion Department faculty member. Students must comply with all Independent Study Program requirements and guidelines developed by the Career Services Center.

Study Abroad options include visiting Israel, “exploring the legacy of Peter and Paul in Italy”, and participating in mission trips coordinated through the Office of Christian Ministry in conjunction with a course on short term missions.

Pre-Seminary Group and Accelerated BA/MACM
One important objective of the department is to prepare students to enter seminary training, and explore religious vocations. The pre-seminary group helps students who wish to explore the possibility of entering seminary after graduation and/or who wish to pursue a vocation in Christian ministry. Participants in the group will:

1. Major or minor in Religion (Required);
2. Be paired with one of the religion professors who will serve as a pre-seminary mentor;
3. Participate in the Clinical Experience in Religion (Recommended).

In their junior year, pre-seminary students will be encouraged to take advantage of the close relationship between the department and Ashland Theological Seminary by applying to enter the accelerated Bachelor of Arts/ Master of Arts in Christian Ministry (BA/MACM). This acceleration consists of a combination of classes taken for the religion major counting as courses with advanced standing with credit in the MACM, graduate classes from the seminary counting as undergraduate general electives, and summer internships with churches. For students planning on going into the ministry, the accelerated BA/MACM will enhance the undergraduate major in religion and significantly reduce the time and cost of a seminary degree. For additional information, contact Dr. Peter Slade (419-289-5237; pslade@ashland.edu).

Description of Major
Religion majors become a part of a learning community that is both academically rigorous and sensitive to issues of faith development and spiritual formation. Students take courses in the areas of Biblical studies, theology and ethics, Christian history, world religions, and practical theology. The religion major not only prepares those who are called to a life of ministry in the church or academy but also helps those who are planning a career in other fields to apply a Biblical and theological worldview to their respective disciplines.

Degree Requirements
As part of the 30- hour degree requirement, majors must successfully fulfill all requirements of the REL 497 Religion Thesis Seminar course in their junior or senior year, resulting in the completion of the Religion Thesis. Before graduation, majors must complete and submit the Senior Assessment Survey.

Bachelor of Arts with a major in Religion

Course Number and Title	Hrs.	Prerequisites
REL 106 Exploring the Bible	3	None
REL 107 Exploring World Religions	3	None
REL 208 Explor. Christian Theology	3	None
REL 497 Rel. Thesis Seminar	3	Core religion course
Biblical Studies (choose one):	3	
REL 213 Life and Letters of Paul	(3)	None
REL 304 Adv. Old Test.	(3)	REL 106
REL 305 Adv. New Test.	(3)	REL 106
Christian History (choose one):	3	
REL 231 Hist. of Christ. To Reform.	(3)	REL 106
REL 232 Hist. Mod. Christ.	(3)	REL 106
REL 233 Hist. Religions in America	(3)	REL 106
REL 234 Hist. of Christian Worship	(3)	None
Seminar (choose one):	3	
REL 400 Christian Literature	(3)	REL 106
REL 401 Seminar/Christian Ethics	(3)	REL 106 or 109
REL 404 Sem./Christian Theology	(3)	REL 106, 208
Religion Electives (choose three)	9	
	30 hrs.	

Plus Institutional Baccalaureate Degree Requirements.

NOTE: Religion majors may only count one religion course toward their Humanities area of the Core.

Minor in Religion

Course Number and Title	Hrs.	Prerequisites
Biblical Studies		
REL 106 Exploring the Bible	3	None
Christian Thought (choose one)	3	
REL 109 Exploring Christian Ethics	(3)	None
REL 208 Explor. Christian Theology	(3)	None
REL 214 Christ. Form. & Life Calling	(3)	None
REL 220 Taking Human Life	(3)	None
REL 231 Hist. of Christ. To Reform.	(3)	REL 106
REL 232 Hist. Mod. Christ.	(3)	REL 106
REL 233 Hist. Religions in America	(3)	REL 106
REL 234 Hist. of Christian Worship	(3)	None
REL 308 Faith and Society	(3)	Core religion course
REL 341 World Christianity Mission	(3)	None
REL 400 Christian Literature	(3)	REL 106
REL 401 Seminar/Christian Ethics	(3)	REL 106 or 109
REL 404 Sem./Christian Theology	(3)	REL 106, 208
Electives from religion dept.	6	
	12 hrs.	

Minor in Ethics

Note: Religion and Philosophy majors may count one of the ethics courses from that major toward the ethics minor requirement in that department.

Course Number and Title	Hrs.	Prerequisites
Philosophy ethics courses (choose 2):	6	
PHIL 210 Phil. Of Human Nature	(3)	None
PHIL 215 Ethics	(3)	None
PHIL 280 Applied Ethics	(3)	None
Religion ethics courses (choose 2):	6	
REL 109 Exploring Christian Ethics	(3)	None
REL 220 Taking Human Life	(3)	None
REL 308 Faith and Society	(3)	Core religion course
REL 401 Seminar/Christian Ethics	(3)	REL 106 or 109
Any approved ethics course*	3	
	15 hrs.	

*Courses will be approved by the Ethics Minor Committee. See ashland.edu/ethics for the list.

Religion Courses and Descriptions

See Course Descriptions section of catalog.

Social Work

Department of Social Work
The College of Arts and Sciences

Chair
Mitchell Metzger, Professor of Psychology

Faculty
Kathleen Terry, Field Director, Assistant Professor of Social Work

Michael Vimont, Program Director, Associate Professor of Social Work

Degree Offered
Bachelor of Science in Social Work

Mission and Goals
The Department of Social Work prepares beginning generalist social work practitioners for leadership in service to those people who are at risk and oppressed. It provides students with an academic program, founded in the liberal arts, that develops social work knowledge, values and skills. It also incorporates an appreciation of diversity, a commitment to social justice and an understanding of the need for continuing professional development in the ever changing local, national and global contexts of social work practice.

Student Program Goals
Program goal #1: Prepare students for competent professional generalist social work practice with diverse individuals, families, small groups, organizations, and communities in local, national, and global contexts.

Program goal #2: Prepare students for critical thinking through an educational process combining the liberal arts core curriculum with professional social work education.

Program goal #3: Prepare students to incorporate the values and ethics of the social work profession into their professional practice.

Program goal #4: Prepare students to advocate for change in policies, programs, and resource allocations that seek to advance human well-being, promote social and economic justice, empower clients, and respect diversity.

Program goal #5: Prepare students with a foundation for lifelong learning, continuing professional development, and advanced study.

Student Learning Outcomes:
A student graduating with a degree in Social Work will be able to:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research-informed practice
5. Engage in policy practice
6. Engage with individual, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

Accreditation
The program is accredited by the Council on Social Work Education (CSWE) at the baccalaureate level.

Graduates are eligible to take the standardized national licensing examination required for licensure in the State of Ohio.

Field Experience in Social Work
Field experience is integrated into every social work course. Students complete an agency observation, interview persons who work in agencies, interview individuals and families for specific assignments, visit a nursing home resident for a semester, and attend support groups. In addition, social work majors have the option of adding one credit of service learning to each practice class.

Seniors complete a 500-hour agency placement in their final semester. They must meet field entrance requirements before being admitted to SOCWK 418 Field Instruction.

Students are advised that licensure in social work requires a criminal background check. In addition, many internship agencies require background checks and drug screening to be admitted as a student intern.

Admission Requirements
Students may provisionally declare a social work major early in their academic careers at Ashland University. However, in accordance with requirements set forth by the Council on Social Work Education, the Social Work Program conducts an admission-to-the-major process which must be successfully completed before the student is permitted to proceed with taking SOCWK 310 and any other subsequent practice related courses. In order for a student to be considered for admission to the major, the following requirements must be met:

1. A course grade of C or better in SOCWK 221 (Introduction to Social Work) or an equivalent transfer course approved by the Social Work Program;
2. A cumulative GPA of 2.50. However, a student may be accepted on a provisional status with a cumulative GPA that is between 2.25 and 2.50. The student must achieve a cumulative GPA of 2.50 after one semester of being on a provisional status in order to continue on in the program;
3. Completion of an application packet that contains the following:
   a) signed Application for Admission to the Major;
   b) signed Student Agreement;
   c) current transcript; and
   d) autobiographical summary completed according to program guidelines;
4. Three written references;
5. Completion of an interview conducted by social work faculty (Note: a student who transfers to Ashland University as a junior or who changes his or her major to social work during their sophomore year may take SOCWK 221 during the same semester that SOCWK 310 is taken with the program's permission, and may be admitted on a conditional basis.)

Student Honor Society

Epsilon Tau chapter of the Phi Alpha National Social Work Honor Society honors senior social work majors who have attained excellence of scholarship and distinction of achievement as students of social work. Requirements include an overall GPA of 3.25 with a 3.4 GPA in required social work courses.

Description of Major

Social work is an action-oriented, value-based profession that assists people in society who are facing a variety of social problems. The social work major is designed to give students an understanding of human functioning in contemporary society, the challenges and problems people face, and the social policies and services designed to help them. The program's faculty creatively engages and challenges students in an educational process which prepares them for professional practice, graduate education, and for leadership roles in the social work profession. Students develop an awareness of the interaction of biological, psychological, and social influences on human behavior within the social environment, an understanding of the impact of prejudice, discrimination, and oppression on at-risk groups within society, and an appreciation of and dedication to working for social, political, and economic justice. They learn practice skills such as interviewing, assessment, planning, intervention, evaluation, and termination. Social workers serve people of all ages in a variety of settings including mental health centers, schools, hospitals, social service agencies, correctional facilities, and programs serving older adults.

Degree Requirements

Assessment – All social work majors with graduating senior status are required to participate at year's end in the department's Montana Social Work Competence Exam and the Field Instructor's Evaluation, which are elements of the assessment process. In compliance with the Council on Social Work Education guidelines, the Ashland University Social Work Program does not grant academic credit for life experience or previous work experience.

Bachelor of Science in Social Work

This degree is built upon a strong liberal arts base that includes courses from several disciplines.

Because the credit hours for the core curriculum and the prerequisites total more than 60 hours, social work is considered a comprehensive major. No minor is required, but some students cluster their electives in a discipline that supports their area of interest in social work practice.

The required social work major courses must be taken in the specified sequence. To assure completion of the program in four years, a student interested in the social work major should meet with a social work faculty advisor in the spring of his or her freshman year.

Course Number and Title	Hrs.	Prerequisites
SOCWK 221 Intro. to Social Work	3	SOC 111 or PSYC 101
SOCWK 230 Global Human Rights	3	None
SOCWK 250 Found. Of Social Welfare	3	None
SOCWK 304 Human Behavior Across Lifespan	3	SOCWK 221 or soph. status
SOCWK 306 Social Environment & Human Behavior	3	SOC 301 or co-requisite
SOCWK 310 Social Work Practice I	3	SOCWK 221 or Dept. Perm.
SOCWK 312 Social Work Practice II	3	SOCWK 304, 310
SOCWK 360 Res. Meth. In Soc. Sci.	3	MATH 208 or co-req, SOC 111
SOCWK 408 Soc. Policy Devel./Anal.	3	SOCWK 221, 250
SOCWK 412 Soc. Work Com. Practice	3	SOCWK 306, 312, SOC 225
SOCWK 417 Pre-Practicum Seminar	1	SOCWK 306, 312; 408 & 412 pre or co-requisites
SOCWK 418 Field Instruction	12	All SOCWK Academic Courses; 419 co-requisites
SOCWK 419 Field Seminar	3	SOCWK 419, 418 co-req.
BIO 100 Human Biology	4	None
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
PSYC 101 General Psychology I	3	None
SOC 111 Principles of Sociology	3	None
SOC 225 Contemp. Social Problems	3	SOC 111
SOC 301 Race, Ethnic, & Minority Issues	3	None
Electives (choose 3 courses below):*	9	
SOCWK 265 Parent-Child Relationships	(3)	None
SOCWK 305 Family Violence	(3)	None
SOCWK 320 Topics (may be repeated for credit as topics vary)	(3)	None
SOCWK 323 Later Adulthood in the Family Context	(3)	None
SOCWK 324 Working with Older Adults	(3)	None
SOCWK 330 International Perspectives on Women	(3)	None
SOCWK 350 Death and Dying	(3)	None
	74 hrs.	

*Other options exist for elective credit. See your advisor

Plus Institutional Baccalaureate Degree requirements.

Child and Family Studies Minor

Course Number and Title	Hrs.	Prerequisites
SOCWK 265 Parent-Child Relationships	3	None
SOCWK 304 Human Behavior Across Lifespan	3	SOCWK 221 or soph. status
SOC 340 Marriage & Family	3	None
Choose 6 hours from the following:	6	
SOCWK 305 Family Violence	(3)	None
SOCWK 323 Later Adulthood in the Family Context	(3)	None
SOCWK 350 Death and Dying	(3)	None
PSYC 218 Adolescent Psychology	(3)	None
PSYC 264 Child Development	(3)	None
SOC 355 Human Sexuality	(3)	None
	15 hrs.	

Social Work Minor

Course Number and Title	Hrs.	Prerequisites
SOC 111 Principles of Sociology	3	None
Or		
PSYC 101 Introduction to Psychology	(3)	None
SOCWK 221 Introduction to Social Work	3	SOC 111 or PSYC 101
SOCWK 250 Found. Of Social Welfare	3	None
*SOCWK 230 Global Human Rights	3	None
Or		

*SOCWK 330 International Perspectives on Women	(3)	None
SOCWK 304 Human Behavior Across Lifespan	3	SOCWK 221 or soph. status
Or		
SOCWK 306 Social Environment & Human Behavior	(3)	SOC 301 or co-requisite
Elective: (Choose one of the following)	3	None
*SOCWK 230 Global Human Rights	(3)	None
SOCWK 265 Parent-Child Relationships	(3)	None
SOCWK 305 Family Violence	(3)	None
SOCWK 320 Topics in Social Work (may be repeated for credit as topics vary)	(3)	None
SOCWK 323 Later Adulthood in the Family Context	(3)	None
SOCWK 324 Working with Older Adults	(3)	None
*SOCWK 330 International Perspectives on Women	(3)	None
SOCWK 350 Death and Dying	(3)	None
	18 hrs.	

*Note: Student may choose to take both courses, one of which counts toward the elective requirement

Social Work Courses and Descriptions

See Course Descriptions section of catalog.

Theatre

Department of Theatre
The College of Arts and Sciences

Chair
Thomas Reed, Professor of Music

Faculty
Teresa Durbin-Ames, Associate Professor of Theatre; Artistic Director

Degrees Offered
Bachelor of Arts

Mission
The Department of Theatre educates and prepares undergraduate students for careers in professional theatre. We are committed to providing students with a solid general theatre foundation which includes courses in acting, dance, design, directing, dramatic literature, history, stagecraft, and theory. In these foundation courses, the fundamental skills and tools are provided which enable students to work in theatre. As a department in the College of Arts and Sciences, we also provide general education courses designed to foster an aesthetic sensibility and appreciation of theatre as an art as well as an understanding of the relationship between the theatre and culture and society in which it is created and performed. We are committed to providing opportunities for students to develop and practice skills learned in the classroom in the laboratory setting of our production program enabling them to develop as performers, directors, technicians, and designers. We prepare students who are effective written, oral, and visual communicators as evidenced in research papers and class assignments, presentations and performances, and set, costume and lighting designs. We are committed to instilling in students a sense of professionalism, discipline, and accountability expected of theatre artists.

Student Learning Outcomes
Students graduating with a major in theatre will be able to:

1. Identify the history and terminology related to theatre performance, design, technology, and dramaturgy;
2. Evaluate appropriate primary and secondary resources and research tools for theatre;
3. Defend the effectiveness and cohesiveness of theatrical performances and designs;
4. Analyze a script for theatrical production;
5. Create performances, designs, and research projects they are able to discuss critically, creatively and objectively;
6. Apply theatre history and terminology to theatre performance, design, technology and dramaturgy;
7. Demonstrate the skills, practice and mindset necessary to thrive as a collaborative theatre professional;
8. Develop and articulate a personal, value-based, artistic vision

Theatre Facilities and Equipment
The theatre program is the primary resident of the Hugo Young Theatre, a 730-seat proscenium house. The Studio Theatre is a 75-seat thrust playing space. Storage facilities adjacent to Hugo Young house stock in costumes, scenery and lighting equipment. A fully equipped scene shop is immediately adjacent to the Hugo Young stage. A costume shop and additional scenery storage are located within a short distance of the scene shop.

Student Honor Society
Alpha Psi Omega, a national honor society in theatre, honors students who have excelled in acting, directing, design, and production. Membership by application and review.

Description of Majors
Theatre majors take foundation courses in all areas including performance, design, and theatre history in an effort to create graduates who are "whole theatre artists." In addition to the foundation courses, majors select either the Theatre Studies Track or the Musical Theatre Track. Elective courses allow additional focus in design/tech, or acting/directing. All majors are encouraged to develop skills in more than one area and to hone those skills through our production program, the laboratory component of our curriculum, as well as with summer internships at professional theatres. Actors have the opportunity to stitch costumes, hang lights, and paint scenery, while designers may build sets or act. Graduates are prepared for graduate school or professional work in regional theatre.

Degree Requirements
Assessment – Assignments from theatre classes are used to assess Student Learning Outcomes for all theatre majors each year. Theatre majors also participate in Assessment Auditions and Interviews each Spring.

Majors: Theatre majors are required to successfully complete eight (8) semesters of TH 100 Theatre Practicum and six (6) semesters of TH 150 Theatre Production Laboratory.

Minors: Theatre minors are required to successfully complete four (4) semesters of TH 100 Theatre Practicum and three (3) semesters of TH 150 Theatre Production Laboratory.

Bachelor of Arts with a major in Theatre
This major in Theatre is being discontinued by Ashland University. This major will not be available for students entering in fall 2021-2022 and beyond. New incoming students which start in Fall 2020 will have this complete academic major program and its courses delivered to them so that the student may complete the degree with this major. Elective courses in the major may be reduced during this period of teaching out the major. Other students who are subject to the standards and requirements of this 2020-2021 Catalog may only change their major to this major which is being discontinued until the last day of the Fall 2020 semester.

Theatre Studies Track (minor required)

Course Number and Title	Hrs.	Prerequisites
TH 100 Theatre Practicum (8 sem)	0	None
TH 150 Theatre Production lab	1/1/1/1/1/1	None
TH 204 Script Analysis	3	None
TH 207 Visual Art of Theatre	3	None
TH 211 Basic Acting Technique	3	Theatre major or minor
TH 212 Building Acting Technique	3	TH 211

TH 241 Intro Technical Theatre I	3	None
TH 242 Intro Technical Theatre II	3	TH 241
TH 308 Voice/Movement for the Performer	3	None
TH 404 Modern Dramatic Styles	3	TH 204; 418 or 419
TH 411 Directing	3	TH 211
TH 418 History of the Theatre I	3	TH 204
TH 419 History of the Theatre II	3	TH 204
TH 499 Senior Project	3	Sr. Status, Permission
Electives:	9	
TH 109 Dance I: Intro to Dance	(1)	None
TH 209 Dance II: Ballet	(1)	TH 109
TH 210 Dance III: Tap	(1)	TH 109
TH 309 Dance IV: Jazz	(1)	TH 109
TH 303 American Musical Theatre	(3)	None
TH 305 Topics in Performance	(3)	None
TH 306 Topics in Theatre Design/Tech	(3)	None
TH 313 Acting Styles	(3)	TH 211, 212
TH 321 Arts Management	(3)	None
TH 326 Stage Management	(3)	None
TH 341 Production Design I	(3)	TH 207, 241, 242
TH 342 Production Design II	(3)	TH 207, 241, 242
TH 405 Musical Theatre Performance	(3)	TH 211, MUSIC 211, 2 sem MUSIC 140 or 340
	51 hrs.	

Plus Institutional Baccalaureate Degree requirements

Musical Theatre Track

Note: The minor taken with this track of the major must be the Applied Music Minor (see Music).

Course Number and Title	Hrs.	Prerequisites
TH 100 Theatre Practicum (8 sem)	0	None
TH 150 Theatre Production lab	1/1/1/1/1/1	None
TH 109 Dance I: Intro to Dance	1	None
2 of the following:	2	
TH 209 Dance II: Ballet	(1)	TH 109
TH 210 Dance III: Tap	(1)	TH 109
TH 309 Dance IV: Jazz	(1)	TH 109
TH 204 Script Analysis	3	None
TH 207 Visual Art of Theatre	3	None
TH 211 Basic Acting Technique	3	Theatre major or minor
TH 212 Building Acting Technique	3	TH 211
TH 241 Intro Technical Theatre I	3	None
TH 242 Intro Technical Theatre II	3	TH 241
TH 303 American Musical Theatre	3	None
TH 308 Voice/Movement for Performer	3	None
TH 404 Modern Dramatic Styles	3	TH 204; 418 or 419
TH 405 Musical Theatre Performance	3	TH 211, MUSIC 211, 2 sem MUSIC 140 or 340
TH 411 Directing	3	TH 211
TH 418 History of the Theatre I	3	TH 204
TH 419 History of the Theatre II	3	TH 204
TH 499 Senior Project	3	Sr. Status, Permission
	51 hrs.	

Music courses (meets Applied Music minor)

MUSIC 022 University Choir (4 semesters)	1/1/1/1	Audition
MUSIC 140 or 340 Applied Voice (5 semesters)	1/1/1/1/1	Music minor
MUSIC 211 Class Piano I	1	Diagnostic exam
MUSIC 212 Class Piano II	1	MUSIC 211
MUSIC 227 Aural Skills I	1	Diagnostic exam
MUSIC 259 Music Theory I	3	Diagnostic exam
MUSIC electives (not 130, 150, or 225)	3	
	18 hrs	

Plus Institutional Baccalaureate Degree requirements

Minor in Theatre

Course Number and Title	Hrs.	Prerequisites
TH 100 Theatre Practicum (4 sem)	0	None
TH 150 Theatre Production lab	1/1/1	None
TH 204 Script Analysis	3	None
TH 207 Visual Art of Theatre	3	None
TH 211 Basic Acting Technique	3	Theatre major or minor
TH electives (not TH 499)	9	
	21 hrs.	

Theatre Courses and Descriptions

See Course Descriptions section of catalog

Graduate School Programs

Master of Business Administration

Dauch College of Business and Economics

Dauch College of Business and Economics

Ashland University offers a Master of Business Administration degree through the Dauch College of Business and Economics. The MBA program, initiated in 1978, is designed to provide mid-level professionals with a top-management perspective on organizational effectiveness by equipping them with the conceptual frameworks necessary to operate a business or business segment. It also helps them to develop their ability to lead people and manage resources by developing key managerial competencies. Finally, it guides 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.

Dean

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

Associate Dean

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

Administrators

Ronald Mickler, Jr., Executive Director MBA Program

Jennifer Homan, Recruiter/Advisor

Jacob Moss, Recruiter/Advisor

Katherine M. Rivera, Administrative Assistant

Mission

The Dauch College of Business and Economics educates students in a comprehensive, innovative, and engaging learning environment, through a competency-based curriculum led by teacher-scholars.

We achieve our mission by:

- Providing an innovative, engaging and transformational learning experience through a competency-based curriculum diverse in experiential and applied learning experiences.
- Engaging current and potential employers and other key stakeholders to enable our students to discover and apply real world industry standards, gain practical experience, and learn skills necessary to succeed in the global business community.
- Monitoring and assessing student learning to ensure that our students develop competence in communication, problem-solving, decision-making, leadership, and other key skill areas.
- Promoting character development, moral integrity, self-discipline, social responsibility, and respect for the diversity of values and faith found in the global business community.
- Recruiting and retaining faculty who are engaged teacher-scholars, proficient in pedagogy, informed through industry engagement, and actively engaged in impactful applied, teaching and learning, and discipline-based scholarship.
- Embracing an innovative culture to enable continuous improvement in key performance areas and ensure that our students and faculty have a positive impact on the stakeholders we serve.

Membership

Ashland University is a member of AACSB International, and is officially engaged in the accreditation process. The Initial Accreditation Committee of AACSB approved our initial Self Evaluation Report in February 2019, and we are working to achieve accreditation.

Admission Procedures
Master of Business Administration Program

An applicant possessing a bachelor’s degree from an accredited institution, with a cumulative undergraduate grade point average of at least 2.75 on a 4.00 scale, and a minimum of two years full-time work experience may be accepted for admission to Ashland University’s MBA program on an unconditional basis.

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

An applicant without these requirements may be admitted on a conditional basis, depending on his or her situation. Students with a GPA less than 2.25 may be considered for conditional admission after the additional review and approval by the Chair of the MBA program. In such cases, the number of courses taken will be limited to two per semester, and a grade point average of 3.0 must be achieved at the conclusion of 12 semester hours of course work. In the event a minimum cumulative GPA of 3.0 is not achieved after 12 semester hours, the student may be dismissed from the program.

Please see the Graduate Admission Policy earlier in this section of the catalog for more information concerning GPA requirements. If the applicant’s baccalaureate history fails to reflect sufficient course work in business to assure an understanding of the concepts contained in the Phase II courses, the applicant may be admitted, but be required to enroll in MBA Foundations course work.

How to Apply

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

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

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

Ashland University
Attn: Enrollment Services
401 College Avenue
Ashland, OH 44805
Official Electronic transcripts should be submitted to:
enroll-grad@ashland.edu

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 three program centers across the state. Classes meet in the evenings, on Saturdays, or in a hybrid online model, and virtual (synchronous online) options are often an alternative to classroom attendance. These options enable students to learn without interrupting their normal working schedules and to choose the format that best fits their individual learning styles. By completing two courses each semester, students may earn their degree after two years of study.

Ashland University also offers a totally online MBA program. Our online courses are designed according to the Quality Matters TM Program standards and delivered via the Blackboard Learn learning management system (LMS), ensuring high quality.

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

Accreditation of MBA Program

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

Degree Completion Timeline

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. 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 status 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.

Distinguished Graduate Student Awards

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

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

Schedule Changes

Registration materials are available to students well in advance of each semester. Course schedules include registration dates and semester meeting dates; tentative offerings for two semesters are also included with each schedule.

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

Students wishing to add a course to their registration should immediately contact the MBA Programs 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 request must then be submitted by email to the MBA Programs Office: mba@ashland.edu.

Students wishing to drop a course from their registration may be able to accomplish this online via WebAdvisor if done early enough in the semester. Otherwise, students must e-mail (mba@ashland.edu), a note to the Master of Business Administration office stating:

1. the course to be dropped(course number, name, and section);
2. a brief but complete reason for withdrawal from the course;
3. future plans, if any, for reenrolling in the same course. Upon receipt of this notification by the Master of Business Administration Programs Office and approval of the request by the Director of the MBA program, a registration change will be completed and the course instructor will be notified.

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

Transfer of Credits

Ashland University will accept up to 9 hours of graduate transfer credit into the Master of Business Administration Program. Several factors should be noted when transferring credit:

- A student must have earned the credit hours no longer than six years prior to acceptance into the master's program.
- Credit hours transferred cannot have been used for another degree.
- A student must have earned the credit hours at an accredited institution.
- The credit hours must be graduate-level credit hours from a course in which the student received at least a B.
- Quarter hours transferred into the University will be converted into semester hours.

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

To transfer credit, a student should ask the Registrar's Office 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:

Ashland University
Attn: Enrollment Services
401 College Avenue
Ashland, OH 44805
Official Electronic transcripts should be submitted to:
enroll-grad@ashland.edu

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.

Instructional Facilities

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

- Cleveland MBA Center
  6393 Oak Tree Boulevard
  Independence, OH 44131
- Columbus Center
  1900 E. Dublin-Granville Rd.
  Columbus, OH 43229

Academic Advisor

The MBA Programs Office has two recruiter/advisors, one of whom 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 for 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.

Hours of MBA Course Work Completed	GPA Range for Student to Be Placed on Academic Probation	GPA Range for Student to be Dismissed, Eligible for Conditional Reinstatement
0-8	2.00-2.99	<2.00
9-14	2.33-2.99	<2.33
15-23	2.67-2.99	<2.67
24-30	2.91-2.99	<2.91

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

Students who are dismissed from the program should carefully consider their options, as there is no guarantee that they will be able to successfully complete the program, even if permitted to continue. If a dismissed student would like to continue in the MBA program, he or she must make a written request for permission for conditional reinstatement in the program from the MBA academic probation committee. If permitted to continue, the student must retake one or more courses in which he or she received a grade of "B-" 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 Standards 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 Standards 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 30 credit hours, excluding Foundation courses that may be required for students without sufficient coursework in business at the undergraduate level.

Master of Business Administration

Course of Study

Course Number and Title	Hrs.
Phase I: Foundations Program (if required)	(0-12)
Phase II: MBA CORE	15
MBA 501 Org. Design, Dev., & Change Mgt.	
MBA 503 Operations Management	
MBA 505 Financial Management	
MBA 507 Marketing Management	
MBA 511 Managerial Accounting	
Phase III: Electives/Specializations	12
(various courses, see following sections)	
Phase IV: Capstone	3
MBA 517 Strategic Planning and Policy Analysis	

Foundations Program

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

The MBA Foundation courses include accounting, economics, finance, and marketing. Students earn graduate credit for each MBA Foundation course. However, this credit does not apply toward the 30 semester hours of credit necessary to earn the MBA degree. Performance in these courses is evaluated by a letter grade, and all students enrolled in MBA Foundation courses must meet the academic standards of the MBA program (see “Academic Probation/Dismissal” section of catalog).

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

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

MBA Curriculum

Students must complete a minimum of 30 credit hours above the MBAF 500 level to meet their curriculum requirements. Five required courses (15 credit hours) make up the Master of Business Administration core, or "Phase II" of the program. These courses are also available in both face-to-face and online formats. A minimum of 12 additional credit hours must be comprised of elective courses, including special topics/specialization courses, or an independent research project. Complete information and guidelines for these options are found under “Phase III” and “Independent Research Project Option” below. A "Phase IV" capstone course (MBA 517) is also required. Most of our special topics/specialization courses are also available online allowing for a fully online program, if desired.

Master of Business Administration Foundation Courses Phase I (0-21 Hours)

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

Course Number and Title

MBAF 500B Accounting
MBAF 500C Economics
MBAF 500E Marketing
MBAF 500F Finance
MBAF 500I Professional Internship

Master of Business Administration Core Courses

Phase II: Business Core (15 Hours)

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

Course Number and Title

MBA 501 Org, Design, Dev & Change Management
MBA 503 Operations Management
MBA 505 Financial Management
MBA 507 Marketing Management
MBA 511 Managerial Accounting

Master of Business Administration Elective Courses

Phase III: Electives with Optional Specializations (12 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 12 hours of elective courses. Elective offerings include MBA special topics courses, Specialization courses, and an Independent Research Project. Electives may be taken in any order, once prerequisites have been satisfied.

Course Number and Title

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

Master of Business Administration Specializations

As part of their elective courses, students may select courses from a designated list to earn a specialization in one or more of the following areas: Accounting, Business Analytics, Entrepreneurship, Financial Management, Global Management, Health Care Management and Leadership, Human Resource Management, Management Information Systems, Project Management, Sport Management, and Supply Chain Management.

Customized Specializations

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

1 Year International MBA Program:

Students with an interest in earning an MBA within a one-year time frame while traveling the world on two international study tours are encouraged to apply to the 1 Year International MBA Program. The first study tour is designed to be an introduction to the global business environment. The second study tour focuses on applying the knowledge and concepts learned in the classroom to real-world businesses.

Courses are administered at the Cleveland MBA Center or Columbus MBA Center. Classes are held on Saturdays only to accommodate students who work during the week. The Cleveland MBA Center offers a Supply Chain Management specialization while the Columbus MBA Center offers a Finance specialization. The 1 Year International MBA Program has an all-inclusive tuition & financial aid is available. For more information, please contact the MBA Programs Office.

1 Year MBA Options:

Students with an interest in earning an MBA within a one year time frame who need the flexibility of an online program are encouraged to apply to the 1 Year Online MBA Program. The curriculum is structured into a series of 30 credit hours, delivered over 6 sessions. This program is 100% online and students are able to study anywhere and anytime with the Verizon® MiFi Hotspot, included in tuition.

Students can choose to specialize in Project Management or Sport Management:

Students specializing in Project Management will experience a pre-paid Project Management Professional (PMP®) exam fee. For those students specializing in Sport Management, they may choose an international study tour or internship for their fourth elective and the tour is included with tuition. The 1 Year Online MBA Program is an all-inclusive tuition & financial aid is available. For more information, please contact the MBA Programs Office.

Summary of MBA Specializations

Accounting (Available Hybrid)

Required Undergraduate Course Prerequisites:

Intermediate Accounting I and II, and Cost Accounting

Required Core Prerequisite: MBA 511 (Managerial Accounting)

Choose three of the following:

- ACCT 514 Accounting Special Topics
- ACCT 535 Fund and Non-Profit Accounting
- ACCT 540 Advanced Accounting

Business Analytics (Available Online)

- MBA 545 Business Intelligence and Data Analytics
- MBA 546 Business Analytics 1
- MBA 548 Analytical Modeling for Decision-Making

Entrepreneurship (Available Online)

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 544 Small Business Management

Financial Management (Available Online)

Recommended prerequisite:

- MBA 505 Financial Management

Required Course:

- MBA 560 Investments

Choose two from the following:

- MBA 561 Emerging Financial Markets
- MBA 562 Global Finance
- MBA 564 MBA Financial Markets Tour

Global Management (Available Online)

Recommended prerequisite:

- MBA 509 International Business Management

Required Course:

- MBA 567 Multinational Management

Choose two from the following:

- MBA 561 Emerging Financial Markets
- MBA 562 Global Finance
- MBA 568 International Business Study Tour

Health Care Management and Leadership (Available Virtual)

- MBA 575 The Health Care Organization
- MBA 577 Managing the Health Care Organization
- MBA 579 Improving the Health Care Organization

Human Resource Management (Available Online)

Recommended prerequisite:

- MBA 510 Organizational Behavior

Required Course:

- MBA 550 Fundamentals of Human Resource Mgmt.

Choose two from the following:

- MBA 551 Labor Relations and Collective Bargaining
- MBA 552 Training and Development
- MBA 553 Compensation and Benefits

Management Information Systems (Available Online)

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

Project Management (Available Online)

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

Sport Management (Available Online)

- SMG 572 Sport Management
- SMG 574 Social & Ethical Issues in Sport
- SMG 580 Sport Marketing & Promotion

Supply Chain Management (Available Online)

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

Master of Business Administration Capstone Course

Phase IV: Capstone (3 Hours)

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

Master of Business Administration

Optional Independent Research Project (MBA 601/602)

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

Eligibility

The Independent Research Project (IRP) is chosen by the candidate and approved by the IRP project review committee with the consent of the primary and secondary faculty advisors 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 Programs 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 advisors 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 advisors, 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 Programs Office submits the text for binding. A student should submit at least three copies to be bound for himself or herself, the MBA Programs Office, and the Ashland University Library. The student pays only for his or her personal copies; however, the student's first bound book is available at no charge, and the additional student copies are available at $11.00 each.

Student Honor Society

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

Additional Information

For additional information regarding the Master of Business Administration Program, please contact:

Ronald J. Mickler, Jr., Executive Director MBA Program
Call: 419.289.5214
Write: MBA Office
Ashland University
401 College Ave.
Ashland, OH 44805
E-mail: mba@ashland.edu
https://www.ashland.edu/graduate-admissions/mba-programs

Online Master of Arts in Corporate and Strategic Communication

Department of Communication Studies
The College of Arts and Sciences

The Master of Arts in Corporate and Strategic Communication (MACSC) is delivered 100% online in an asynchronous format allowing for flexible schedules. Students can study at their convenience, minimizing the sacrifice of time dedicated to job and family. The program is designed to be completed by working professionals in 16-20 months. The MACSC will prepare students with theory, data, and skills that will be applicable to a wide range of cultures and people. The role of communication within organizations and on behalf of organizations to formulate message strategies, to communicate strategically, and to analyze communication practices are core principles of the program. These principles can be applied to internal and external communication efforts, training and development opportunities, risk and crisis situations, and public relations campaigns.

Mission Statement

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

Student Learning Outcomes

1. Clearly describe the growing fields of Corporate and Strategic Communication.
2. Describe the complexity of human communication as an ongoing transaction between communicators and various audiences.
3. Analyze and develop communicative messages that utilize the power and influence of human communication.
4. Plan, develop, and create corporate and strategic messages using professional oral and written communication skills.
5. Demonstrate social scientific research skills by synthesizing research to create written and oral projects.
6. Adhere to the accepted social, legal, ethical, and justice seeking responsibilities of communication professionals.
7. Analyze and create effective communication plans predicated on evidence-based data and theory for various organizational structures.

Dean

Dawn Weber, Dean, College of Arts and Sciences

Faculty

Ashland University Graduate Faculty

Gwen Hullman, Chair, Associate Professor of Communication Studies

Master of Arts in Corporate and Strategic Communication Admission Procedures

An applicant possessing a bachelor's degree from an accredited institution, with a cumulative undergraduate grade point average of at least 2.75 on a 4.00 scale may be accepted for admission to the Master of Arts in Corporate and Strategic Communication on an unconditional basis. Students with a GPA higher than 2.25, but lower than 2.75 are eligible for conditional admission to the Master of Arts in Corporate and Strategic Communication. Students with a GPA less than 2.25 may be considered for conditional admission after submission of all transcripts from all postsecondary institutions, submission of a letter of explanation, and review by the Graduate Program Director.

How to Apply

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

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

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

Ashland University
Attn: Enrollment Services
401 College Avenue
Ashland, OH 44805
Official Electronic transcripts should be submitted to:
enroll-grad@ashland.edu

Curricular Structure

Each course in the program is offered in a 7-week format for three (3) semester credit hours, with the exception of the exit options, which are offered for 1-3 credits each. Courses are offered in an online format only. The program is delivered in an asynchronous format. The degree requires a total of 30 semester credit hours and may be completed in as little as 16-20 months.

Transfer of Credits

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

1. The course work should have been completed within six years prior to application at Ashland University.
2. Course work must be comparable with the Ashland University program course work. Comparability of transfer credit is determined by the program director.
3. The final grades in the courses to be transferred must be “B” or higher.
4. Transfer credit does not affect the cumulative grade point average established with Ashland University.
5. Quarter hours transferred into the university will be converted to semester hours.

Program Time Limits

The minimum length to complete the Master of Arts in Corporate and Strategic Communication is 18 months. The maximum length to complete the program is five years. Once the maximum allotted time has passed, students must reapply for admission. Any credits earned prior to readmission cannot be used toward the fulfillment of the degree.

Exit Option

Students will be required to complete 3 credits of exit option (capstone, academic research, or internship) to be eligible for graduation from the Master of Arts in Corporate and Strategic Communication program. Credits from the three options may be combined for a total of at least three credits to graduate.

Grade and Course Repeat Policy

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

All students take 18 hours of required courses. The remaining 12 credits are elective credit.

Course of Study

Course Number and Title	Hrs.	Prerequisites
COM 510 Introduction to Graduate Studies in Communication	3	None
COM 520 Data Informed Decision-Making	3	None
COM 620 Strategic Communication	3	COM 510, 520
COM 640 Organizational Communication	3	COM 510, 520
COM 650 Risk and Crisis Communication	3	COM 510, 520
3 credits of any combination of:	3	
COM 775 Academic Research in Corporate & Strategic Comm	(1-3)	21 credits completed toward MACSC
COM 780 Capstone in Communication Studies	(1-3)	21 credits completed toward MACSC
COM 798 Internship in Communication	(1-3)	21 credits completed toward MACSC
Elective Courses (12 credits):	12	
COM 540 Health Communication	(3)	COM 510, 520
COM 590 Public Relations	(3)	COM 510, 520
COM 630 Interpersonal Communication	(3)	COM 510, 520
COM 680 Seminar in Social Media	(3)	COM 510, 520
COM 690 Public Relations Campaigns	(3)	COM 510, 520
COM 750 Seminar in Health & Risk	(3)	COM 510, 520
COM 770 Special Topics in Corporate & Strategic Comm	(3)	COM 510, 520
	30 hrs.	

Courses and Descriptions

See Course Descriptions section of catalog.

Master of Fine Arts in Creative Writing

Department of English
The College of Arts and Sciences

The Master of Fine Arts degree in Creative Writing is a low-residency program in poetry, creative nonfiction, and fiction, with intensive 12-day summer residencies and course delivery via the Internet during fall and spring semesters.

Mission Statement

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

Student Learning Outcomes

Student will:

1. Compose poems, creative nonfiction, and/or fiction which displays a mastery of literary techniques and approaches.
2. Revise their own work and critique the work of others.
3. Analyze and critique contemporary literature in their genre.
4. Compose, edit, and compile a thesis-length manuscript.
5. Identify and evaluate the characteristics of their own creative work, especially their thesis, and the process by which that work came into being.

Dean

Dawn Weber, Dean, College of Arts and Sciences

Administrators

Christian Kiefer, Director of MFA Program

Master of Fine Arts in Creative Writing Program Admission Procedures

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

1. All required Graduate School application materials
2. Writing sample (10–15 pages of poetry, 20–25 pages of creative nonfiction, or 20-25 pages of fiction),
3. Two letters of recommendation

Admission is based on the following:

- Acceptance into the Graduate School
- A writing sample 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.

Curricular Structure

Each non-residential course load during fall and spring semesters is 3-9 credit hours. Each summer residency is 3-4 credit hours. The program is designed to begin and end with a summer residency. Students must complete three summer residencies and four semesters of non-residential course work to complete the degree.

Degree Completion Timeline

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

Transfer of Credits

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

Academic Policies-Thesis Guidelines

Faculty mentors for English 701 will serve as thesis advisors through to the completion of their advisees' degrees. Thesis advisors will recommend for a thesis defense only those manuscripts that realize fully or largely the character of a volume informed by unifying aesthetic traits.

A thesis will be ready for a defense when it is clearly defined by one or more of the following:

- common controlling ideas or interaction between ideas;
- specific aesthetic effects that provide a sense of balance, order, or unity;
- distinct relationships of one poem to another, one essay to another, one story or narrative segment to another, in the body of the thesis as a whole.

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

Submitting the Thesis

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

- Final draft of thesis, approximately 50-60 pages of poetry or 125 pages or more of prose. Students who complete a semester of cross-genre study may petition to submit a multi-genre manuscript.
- List of 50 texts (most of which are books) that have informed the student's growth as a writer. List texts alphabetically by author. It is not necessary to include more than title and author. Texts are not limited to assigned readings within the coursework or duration of the program.
- Five-pages (double-spaced) introduction in which the student defines ways a smaller (5-10) select group of texts informed the process of developing the thesis. Each student should think of this essay as the act of defining a literary genealogy, in the form of 5-10 texts, from which the thesis descends. Students should define in this paper specific effects or techniques that they have learned through the experience of reading particular authors and particular texts.

Non-Residential Courses

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

Summer Residencies

During 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.

Course of Study

Course Number and Title	Hrs.	Prerequisites
English 501: Residency I	3	
English 631: Mentorship I (non-residential semester)	9	
English 632: Mentorship II (non-residential semester)	9	ENG 631
English 633: Mentorship III (non-residential semester)	9	ENG 632, 502
OR		
English 633: Mentorship III (non-residential semester)	(6)	ENG 632, 502
English 651: Composition/Rhetoric	(3)	12 semester hours of English at the 400-level
English 502: Residency II	3	ENG 501, 631
English 701: MFA Thesis (non-residential semester)	9	ENG 633
English 503: Residency III	3	ENG 701
English 504: The Craft Talk	1	ENG 633
OR		
English 652: Supervised Teaching	(1)	ENG 651
Total Hours:	46	

Courses and Descriptions

See Course Descriptions section of catalog.

Master of Arts in American History and Government

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

The Master of Arts in American History and Government (MAHG) integrates the study of American history with the study of the philosophy and structure of American government. Designed with the content needs of secondary school social studies teachers in mind, the program is open to teachers, community college faculty, history and civic education curriculum professionals, social studies professional development coordinators, library and museum personnel, and others with a personal, scholarly, or professional interest in American history and government. Each course in the program is built around the reading and discussion of original historical documents. With a combination of summer and online study, motivated students can complete the degree in two years.

Mission Statement

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

Student Learning Outcomes

1. Students will evaluate important original texts and documents in light of their sources, the reasons they were produced, and important historical and political facts relevant to where, when and why they were produced.
2. Students will analyze texts through identification of arguments, assumptions and relevant facts, through appraisal of the validity of inferences and deductions, and through comparison and contrast of arguments in two or more sources.
3. Students will interpret texts by articulating the meaning of the sources in their historical and political context and the effect and importance of the sources in history.

Dean

Dawn Weber, Dean, College of Arts and Sciences

Ashland University Graduate Faculty

John Moser, Professor of History

David Foster, Professor of Political Science

Jeffrey Sikkenga, Professor of Political Science

Christopher Burkett, Associate Professor of Political Science

Gregory McBrayer, Associate Professor of Political Science

Cara Rogers, Assistant Professor of History

David Hadley, Visiting Assistant Professor of History

Jason Stevens, Visiting Assistant Professor of Political Science

Administrators

John Moser, Chair

Christian A. Pascarella, Director

Sarah Morgan Smith, Director of Faculty

Jason Stevens, Thesis/Capstone Coordinator

Allison Brosky, Program Coordinator

Admission Procedures

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

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

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

Ashland University
Attn: Enrollment Services
401 College Avenue
Ashland, OH 44805
Official Electronic transcripts should be submitted to:
enroll-grad@ashland.edu

Structure

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

The degree requires a total of 32 semester credit hours.

Students may choose from either a thesis, capstone project, or a qualifying examination track.

Students may complete the degree in as little as 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.

The Qualifying Examination, Capstone Project, and the Thesis Tracks

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

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.

Qualifying Examination Track

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

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

Capstone Project Track

Students who choose this option must earn 12 hours of core course credit, 16 hours of elective credit, and successfully complete HIST/POLSC 692.

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

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

Students will work individually with the program's faculty to plan their capstone project proposal. The capstone project proposal requires the approval of the student’s capstone project committee, which will review proposals to make sure they meet substantive and methodological requirements of a master's program. Once the proposal is approved by the committee, the student may begin work on the project. Each student will have a capstone advisor, who also heads the capstone project committee, to help him or her complete the capstone project.

Thesis Track

Students who choose this option must earn 12 hours of core course credits, 16 hours of elective credit, and successfully complete HIST/POLSC 691.

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

Students will work individually with the program's faculty to plan their thesis proposal. The thesis proposal requires the approval of the student’s thesis committee, which will review proposals to make sure they meet substantive and methodological requirements of a master's program. Once the proposal is approved by the committee, the student may begin work on the thesis. Each student will have a thesis advisor, who also heads the thesis committee, to help him or her complete the thesis.

Program Time Limits

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

Course Delivery

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

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

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

Grade and Course Repeat Policy

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

Dismissal Policy

Any student who, in the opinion of the chair, is not making satisfactory progress toward the degree is subject to dismissal from the program. Signals of unsatisfactory progress may include, but are not limited to:

- A program GPA of below 3.00 at any time.
- Two grades below B-, either in the same semester or in the different semesters.
- For students on the examination track, failure to pass the qualifying examination in two attempts.
- For students on the thesis or capstone track, failure to complete a satisfactory product within two years of the date of the approval of the student’s proposal.
- Excessive instances in which the student has withdrawn or failed to complete a course on time.

Transfer of Credits

Up to six (6) semester credit hours may be transferred from other institutions to satisfy degree requirements in the master’s program. The maximum number of transfer credits accepted toward degree requirements may be reduced depending upon the number of semester credit hours the student earns in online courses.

To transfer credit hours, the following conditions must apply:

- Credit hours transferred cannot have been used for another degree.
- A student must have earned the credit hours no longer than six years prior to acceptance into the master’s program.
- A student must have earned the credit hours at a regionally-accredited institution.
- The credit hours must be graduate-level credit hours from a course in which the student received at least a B.

- Quarter hours transferred into the university will be converted into semester hours, and all conversions will be rounded down to the nearest semester hour.

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

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

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

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

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

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

Course of Study

Course Number and Title	Hrs.	Prerequisites
HIST/POLSC 501: The American Revolution	2	None
HIST/POLSC 502: The American Founding	2	None
HIST/POLSC 503: Sectionalism and Civil War	2	None
HIST/POLSC 505: The Progressive Era	2	None
HIST/POLSC 506: The Rise of Modern America	2	None
HIST/POLSC 510: Great American Texts	2	None
HIST/POLSC 500-600 level electives	20	
Total	32	

Elective Courses:

All students must earn 20 semester hours of elective credit. Students on the Thesis or Capstone Project tracks must complete 8 elective courses (16 semester hours), and either HIST/POLSC 691 or HIST/POLSC 692 (4 semester hours) Students on the Qualifying Examination track must complete 10 elective courses (20 semester hours) and HIST/POLSC 693 (0 semester hours).

Course Number and Title	Hrs.	Prerequisites
HIST/POLSC 601 Sources of the American Regime	2	None
HIST/POLSC 602 European Discovery & Settlement	2	None
HIST/POLSC 603 Colonial America	2	None
HIST/POLSC 604 The Early Republic	2	None
HIST/POLSC 605 The Age of Enterprise	2	None
HIST/POLSC 606 America Between World Wars	2	None
HIST/POLSC 607 America During the Cold War	2	None
HIST/POLSC 608 Civil War and Reconstruction	2	None
HIST/POLSC 609 World War II	2	None
HIST/POLSC 610 American Foreign Policy	2	None
HIST/POLSC 611 The American Way of War	2	None
HIST/POLSC 613 Postwar America, 1945 to 1973	2	None
HIST/POLSC 614 Contemporary America, 1973 to the present	2	None
HIST/POLSC 620 The Reform Tradition in America	2	None
HIST/POLSC 621 Race & Equality in America	2	None
HIST/POLSC 622 Religion in American History and Politics	2	None
HIST/POLSC 623 Gender & Equality in America	2	None
HIST/POLSC 624 American Society and Culture	2	None
HIST/POLSC 630 American Statesmen	2	None
HIST/POLSC 631 American Political Rhetoric	2	None
HIST/POLSC 632 Amer. Presidency I, Washington to Lincoln	2	None
HIST/POLSC 633 Amer. Pres. II, Johnson to the Present	2	None
HIST/POLSC 641 The Supreme Court	2	None
HIST/POLSC 642 Political Parties	2	None
HIST/POLSC 643 Constitutional Rights and Powers	2	None
HIST/POLSC 644 The Congress	2	None
HIST/POLSC 660 Topics in Am. Hist. & Gov.	2	None
HIST/POLSC 670 Directed Study	2	Permission of Chair
HIST/POLSC 691 Thesis	4	Permission
HIST/POLSC 692 Capstone Project	4	Permission
HIST/POLSC 693 Qualifying Examination	0	Completion of all required coursework

Courses and Descriptions

See Course Descriptions section of catalog.

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.

Student Learning Outcomes

1. Students will evaluate important original texts and documents in light of their sources, the reasons they were produced, and important historical and political facts relevant to where, when and why they were produced.
2. Students will analyze texts through identification of arguments, assumptions and relevant facts, through appraisal of the validity of inferences and deductions, and through comparison and contrast of arguments in two or more sources.
3. Students will interpret texts by articulating the meaning of the sources in their historical and political context and the effect and importance of the sources in history.

Dean

Dawn Weber, Dean, College of Arts & Sciences

Faculty

Ashland University Graduate Faculty

John Moser, Professor of History

David Foster, Professor of Political Science

Jeffrey Sikkenga, Professor of Political Science

Christopher Burkett, Associate Professor of Political Science

Gregory McBrayer, Assistant Professor of Political Science

Cara Rogers, Assistant Professor of History

David Hadley, Visiting Assistant Professor of History

Jason Stevens, Visiting Assistant Professor of Political Science

Admission Procedures

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

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

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

Ashland University
Attn: Enrollment Services
401 College Avenue
Ashland, OH 44805
Official Electronic transcripts should be submitted to:
enroll-grad@ashland.edu

Structure

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

Program Time Limits

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

Course Delivery

No more than 9 semester credit hours may be transferred into the program from other universities.

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

Grade and Course Repeat Policy

No credit toward degree requirements will be awarded for courses in which the student has earned a grade below C+.

Any student receiving a B- or lower grade in a course may choose to retake that same course in an attempt to raise their grade point average. Both grades appear on the student's transcript. However, upon request of the student, only the second grade will be used in calculating the GPA.

Dismissal Policy

Any student who, in the opinion of the chair, is not making satisfactory progress toward the degree is subject to dismissal from the program. Signals of unsatisfactory progress may include, but are not limited to:

- A program GPA of below 3.00 at any time.
- Two grades below B-, either in the same semester or in the different semesters.
- For students on the examination track, failure to pass the qualifying examination in two attempts.
- For students on the thesis or capstone track, failure to complete a satisfactory product within two years of the date of the approval of the student's proposal.
- Excessive instances in which the student has withdrawn or failed to complete a course on time.

Transfer of Credits

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

- Credit hours transferred cannot have been used for another degree.
- A student must have earned the credit hours no longer than six years prior to acceptance into the master's program.
- A student must have earned the credit hours at a regionally-accredited institution.
- The credit hours must be graduate-level credit hours from a course in which the student received at least a B.
- Quarter hours transferred into the university will be converted into semester hours, and all conversions will be rounded down to the nearest semester hour.

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

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

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

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

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

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

Qualifying Exam

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

At the time the student registers for his or her final semester, the student should contact the program director to schedule and prepare for the qualifying examination.

Course of Study

A total of 33 semester hours of credit are required for the degree.

Course Number and Title	Hrs.	Prerequisites
The Education Core		
Curriculum Foundations (choose one):	3	
EDFN 521 Theory and Practice of Curriculum Development	(3)	None
EDCI 522 Teaching and Learning in the 21st Century	(3)	None
EDCI 523 Literacy Theory and Curriculum	(3)	None
Inquiry (choose one):	3	
EDFN 504 Action Research for Educational Improvement	(3)	None
EDFN 506 Qualitative Research	(3)	None
EDFN 507 Understanding Statistical Research for Classroom Professionals	(3)	None
Diversity (choose one):	3	
EDFN 510 The World in Your Classroom: Multicultural and Global Education	(3)	None
EDFN 533 Culturally and Linguistically Diverse Learners	(3)	None
EDIS 550 Social and Educational Perspectives of Disability	(3)	None
The American History and Government Core:		
HIST/POLSC 501 American Revolution	2	None
HIST/POLSC 502 The American Founding	2	None

HIST/POLSC 503 Sectionalism & Civil War	2	None
HIST/POLSC 505 The Progressive Era	2	None
HIST/POLSC 506 The Rise of Modern America, 1914-1945	2	
HIST/POLSC 510 Great American Texts	2	None
HIST/POLSC 693 Qualifying Examination	0	Permission
Elective Courses:	12	
HIST/POLSC 601 Sources of the American Regime	(2)	None
HIST/POLSC 602 European Discovery and Settlement	(2)	None
HIST/POLSC 603 Colonia America	(2)	None
HIST/POLSC 604 The Early Republic	(2)	None
HIST/POLSC 605 The Age of Enterprise	(2)	None
HIST/POLSC 606 America Between World Wars	(2)	None
HIST/POLSC 607 America during the Cold War	(2)	None
HIST/POLSC 608 Civil War and Reconstruction	(2)	None
HIST/POLSC 609 World War II	(2)	None
HIST/POLSC 610 American Foreign Policy	(2)	None
HIST/POLSC 611 The American Way of War	(2)	None
HIST/POLSC 613 Postwar America, 1945 to 1973	(2)	None
HIST/POLSC 614 Contemporary America, 1973 to the present	(2)	None
HIST/POLSC 620 The Reform Tradition in America	(2)	None
HIST/POLSC 621 Race and Equality in America	(2)	
HIST/POLSC 622 Religion in American	(2)	
History and Politics		
HIST/POLSC 623 Gender and Equality in America	(2)	None
HIST/POLSC 624 American Society and Culture	(2)	None
HIST/POLSC 630 American Statesmen	(2)	None
HIST/POLSC 631 American Political Rhetoric	(2)	None
HIST/POLSC 632 The American Presidency I, Washington to Lincoln	(2)	None
HIST/POLSC 633 The American Presidency II, Johnson to the President	(2)	None
HIST/POLSC 641 The Supreme Court	(2)	None
HIST/POLSC 642 Political Parties	(2)	None
HIST/POLSC 643 Constitutional Rights and Powers	(2)	None
HIST/POLSC 644 The Congress	(2)	None
HIST/POLSC 660 Topics in American History and Government	(2)	None
HIST/POLSC 670 Directed Study	(2)	Permission
	33 hrs.	

Courses and Descriptions

See Course Descriptions section of catalog.

Online Master of Science in Applied Exercise Science

College of Nursing and Health Sciences

Program Director

Randall Gearhart, Ph.D., CSCS, FACSM

Admission Requirements

An applicant possessing a bachelor's degree from an accredited institution, with a cumulative undergraduate grade point average of at least 2.75 on a 4.00 scale may be accepted for admission to the Master of Science Applied Exercise Science program on an unconditional basis.

How to Apply

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

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

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

Ashland University
Attn: Enrollment Services
401 College Avenue
Ashland, OH 44805
Official Electronic transcripts should be submitted to:
enroll-grad@ashland.edu

Master of Science with a Specialization in Applied Exercise Science

The Master of Science with a Specialization in Applied Exercise Science prepares students for professional practice in the health sciences. The program emphasizes the Strength and Conditioning areas of fitness. Teaching is based on the scientific and physiological basis for sport and exercise, fitness assessment and exercise prescription, and principles of strength and conditioning. Students are encouraged to complete the program within 5 years of their start date to assure that content knowledge is relevant when they enter practice. Upon completion of the program, students will be prepared to attain National Strength and Conditioning Specialist or American College of Sports Medicine Certified Health Physiologist certification.

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

MS Applied Exercise Science

Course Number and Title	Hrs.	Prerequisites
NUHS 509 Quantitative Data Analysis	3	Admission
NUHS 510 Ethics & Professional Responsibility	3	Admission
NUHS 558 Research Foundations & Methods in Health Sciences	3	Admission
AEXS 671 The Scientific Basis of Sport	3	Admission
AEXS 675 Scientific Foundations of Nutrition in Sport	3	Admission
AEXS 677 The Physiological Basis of Exercise and Sport Exercise Prescription	3	Admission
AEXS 678 Fitness Assessment and Exercise Prescription	3	Admission
AEXS 679 Principles of Strength Training and Conditioning	3	Admission
Elective*	**3-6**	
AEXS 598: Independent Study	(3)	Admission
AEXS 670: Sport Medicine Principles for Sport Professionals	(3)	Admission
AEXS 673 Analysis of Sport Instruction	(3)	Admission
SMG 572 Sport Management	(3)	
ED Masters' level course	(3)	
Discipline Specific elective	(3)	Admission
Capstone Experience (choose one)	3-6	
Upon completion of 21 credit hours.		
NUHS 747 Internship	(3)	CORE and 21 semester hours
NUHS 778 Practicum	(3)	CORE and 21 semester hours
NUHS 781 Thesis	(6)	CORE and 21 semester hours
	33 hrs.	

*Three elective hours are required for the Thesis Capstone Experience. Six elective hours are required for the Internship or Practicum Experience.

Courses and Descriptions

See Course Descriptions section of catalog.

Online Doctor of Nursing Practice

College of Nursing and Health Sciences

Dean

Carrie Keib

Doctor of Nursing Practice

Interim Program Director

Julie Lehrer, DNP, APRN, FNP

Family Nurse Practitioner Track Director

Julie Lehrer, DNP, APRN, FNP

Health Systems Leadership Track Director

Valerie Burris, DNP, APRN, WHNP-BC

Doctor of Nursing Practice Program

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

The DNP program offers 2 tracks of study: Family Nurse Practitioner (FNP) and Health Systems Leadership (HSL).

Admission Requirements

- Bachelor of Science or Master of Science in Nursing Degree Minimum 3.0 GPA
- Valid RN license
- One year of clinical practice experience
- Undergraduate or graduate level statistics course
- Interview

BS/BSN-DNP

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

MS/MSN-DNP

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

How to Apply

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

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

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

Ashland University
Attn: Enrollment Services
401 College Avenue
Ashland, OH 44805
Official Electronic transcripts should be submitted to:
enroll-grad@ashland.edu

Curriculum Transition for DNP Program

The online format of the program allows for flexibility, although each cohort will be required to participate in residency requirements throughout the program. The DNP Project is an integral part of the total program of study as well as the culminating activity. The project represents an original application of knowledge in the area of student specialization. The target benefits of the intervention or innovation designed by the student would be beyond the individual patient or family and focus more on institutions, patient populations, or communities.

DNP Family Nurse Practitioner Program Student Learning Outcomes

Upon completion of the FNP graduate program, the student will be able to:

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

DNP Health Systems Leadership Program Student Learning Outcomes

Upon completion of the HSL graduate program, the student will be able to:

1. Implement best practice to improve health care and health systems using analytical methods.
2. Assume leadership positions at the systems level, integrating nursing science with organizational leadership and ethics.
3. Design, implement and evaluate quality improvement projects in health care systems to promote safe, effective and efficient patient centered care.
4. Evaluate health care policy and systems that provide care for individuals, communities and populations.
5. Engage in interprofessional collaboration to promote health, reduce risk and improve outcomes in varied health care delivery systems.
6. Enhance the culture of safety in health systems through the application of information technologies.
7. Improve patient outcomes locally, nationally, and globally through research and health policy.
8. Practice-professional values and ethical behavior in nursing leadership.
9. Design culturally competent equitable health services for vulnerable populations.

Program Progression/Completion

A BSN to DNP student is required to satisfy the DNP degree requirements within 5 years from the semester in which the student completes the first course in their specialty track (i.e. (NUR 9210 and NUR 9575). An MSN to DNP student is required to satisfy the DNP degree requirements within 5 years from the semester in which the student completes the first course for the degree. All students are expected to follow the approved program plan. Students are required to be continuously registered for credit each semester from admission through graduation. If a student is unable to register for a class for a semester, an official leave of absence must be requested and approved by the DNP Program Director in order to maintain a place in the program.

Transfer of Credits

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

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

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

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

Doctor of Nursing Practice Core Courses

Course Number and Title	Hrs.	Prerequisites
NUR 9110 DNP Role and Interprofessionalism	3	Admission
NUR 9240 Scientific Basis for Advanced Nursing Practice (BSN-DNP only)	3	NUR 9110
NUR 9520 Epidemiology and Biostatistics	3	NUR 9110
NUR 9530 Research Methods and Evidence Based Practice	3	NUR 9240; NUR 9520
NUR 9540 Healthcare Informatics	3	NUR 9110
NUR 9550 Healthcare Delivery, Quality, and Safety	3	NUR 9110
NUR 9560 Health Policy and Advocacy	3	NUR 9110
NUR 9570 Principles of Practice Management (not HSL)	2	NUR 9110
NUR 9580 Interprofessional Seminar	2	NUR 9110
NUR 9810 Scholarly Project I	2	NUR 9530; NUR 9540
NUR 9820 Scholarly Project II	2	NUR 9810
NUR 9830 Residency I (BSN-DNP only)	4	NUR 9210
NUR 9840 Residency II (BSN-DNP only)	4	NUR 9830
NUR 9831 MSN-DNP Residency	1-4	NUR 9530; NUR 9540; NUR 9550; NUR 9560; NUR 9570

BSN/MSN-DNP Family Nurse Practitioner Track

Course Number and Title	Hrs.	Prerequisites
NUR 9210 Advanced Pathophysiology I	3	NUR 9110
NUR 9211 Advanced Pathophysiology II	3	NUR 9110; NUR 9210
NUR 9220 Advanced Pharmacology I	3	NUR 9210
NUR 9221 Advanced Pharmacology II	3	NUR 9220
NUR 9230 Advanced Health Assessment I	3	NUR 9210
NUR 9231 Advanced Health Assessment II	3	NUR 9230
NUR 9240 Scientific Basis for Advanced Nursing Practice	3	NUR 9110
NUR 9310 Primary Care I	5	NUR 9220; NUR 9230
NUR 9321 Primary Care II	5	NUR 9310
NUR 9330 Primary Care III	6	NUR 9321
NUR 9341 Primary Care IV	6	NUR 9330

BSN/MSN DNP Health Systems Leadership Track

NUR 9575 The Healthcare Organization	3	NUR 9240, NUR 9550
NUR 9576 The Healthcare Organization – Clinical	3	NUR 9240; NUR 9550; NUR 9575 or concurrent
NUR 9577 Managing the Healthcare Organization The Financial Perspective	3	NUR 9575
NUR 9578 Managing the Healthcare Organization The Financial Perspective –Clinical	2	NUR 9577
NUR 9579 Improving the Healthcare Organization	3	NUR 9577
NUR 9581 Healthcare Organization: Leadership, Management and Communication	5	NUR 9579
NUR 9582 Improving the Healthcare Organization – Clinical	3	NUR 9579 or concurrent

Courses and Descriptions

See Course Descriptions section of catalog.

* CONHS program student handbooks with additional policies pertaining to the program may be accessed as a Catalog addendum.

Online School Nurse Certificate Program

College of Nursing and Health Sciences

Program Director

Kimberly Stanislo, DNP, APRN-CNP, CPNP-PC, LSN

School Nurse Certificate Program (SNC)

The completion of the program requirements meets the ODE requirement for the Professional Pupil Services License as a School Nurse. Following successful approval by ODE, the student may then attain the title of School Nurse (LSN).

The School Nurse Certificate was developed in alignment with the Ashland University mission, the purpose of the Ashland University Graduate School, the Ohio Department of Higher Education standards for school nurse preparation, and the National Association of School Nurse Standards of Practice.

Admission to the program is on a rolling basis. Students may apply and begin coursework during any semester. The flexible curriculum allows for students to complete the program on his/her own time schedule. Most students complete the program in 9-18 months (3-5 semesters). A curriculum guide will be completed for each student based upon the needs and timeframe that best fits the student's schedule.

Admission Requirements

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

How to Apply

Applications can be submitted online at https://www.ashland.edu/admissions/apply-now.

1. Completed Ashland University Application
2. Submit a $30 application fee
3. Submit official academic transcript(s) from accredited institutions of higher education documenting all undergraduate and graduate degrees awarded.
4. Cumulative GPA of 3.00 or above
5. Submit a copy of active RN Licensure

Ashland University
Attn: Enrollment Services
401 College Avenue
Ashland, OH 44805
Official Electronic transcripts should be submitted to:
school-nurse@ashland.edu.

For further information, contact a Graduate Admission Representative at 419.521.6849 or 419.289.5738 or email: grad-admissions@ashland.edu.

Program Completion Timelines

The student must complete all requirements for the School Nurse Certificate Program (SNC) within five years. The time limit normally is from the beginning date of the formal admission to the SNC to the last hours applied toward the program. Special consideration will be given for leaves of absence for adequate cause. The student who fails to take courses or otherwise continue to pursue the program for a period of three consecutive semesters will be terminated from the program's active file and will be required to reapply for readmission. Upon readmission, there is no loss of credit, though the five-year limit will be observed. The School Nursing Program Director will reevaluate the student's courses and recommend any course work for audit.

Course Number and Title	Hrs.	Prerequisites
SNP 518 Health Determinants and Academic Indicators	3	Admission
SNP 520 Educational Strategies for Healthcare Providers	2-3*	Admission
SNP 525 Health Care of the School Community	3	Admission
SNP 528 Interprofessional Collaboration: The School Nurse and School Support Services	3	Admission
SNP 680 School Nurse Internship	2-4**	SNP 518: SNP 520; SNP 525; SNP 528
*Students may select variable credit to meet student needs. **The amount of Internship credit required is determined by verification of the type of previous experience as a nurse in a school setting.		
	13-16 Hrs.	

School Nurse Certificate Program Student Learning Outcomes

Upon completion of the SNC program, the student will be able to:

1. Utilize the nursing process to deliver age appropriate and culturally competent care in the school setting.
2. Demonstrate safe nursing practices in communication and information management.
3. Utilize professional behavior skills to provide leadership in the practice of school nursing.
4. Integrate evidence and research nursing to contribute to quality school nursing practice.
5. Evaluate his/her own nursing practice in relation to professional practice standards and guidelines of School Nursing.
6. Promote a healthy, safe, collaborative practice environment.

Courses and Descriptions

See Course Descriptions section of catalog

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Online Nurse Educator Certificate

College of Nursing and Health Sciences

Program Director

T. Jody Hostetler, DNP, MEd, RN

Nurse Educator Certificate Program

This certificate prepares students for the roles and responsibilities of nurse educators in any setting that provides healthcare. Course content will provide the scope of practice for nurse educators specific to the academic environment that includes alignment of academic philosophy and mission, policies, quality improvement, curriculum development and implementation, learning theories, evidence based teaching/learning strategies and assessments to meet learner outcomes. A 48 hour practicum/project with a highly qualified nursing education faculty member is included in the Nurse Educator Certificate Program.

Admission Requirements

Current valid RN license. Bachelor of Science in Nursing Degree or Master of Science in Nursing Degree, or Doctoral Degree in Nursing with a minimum 3.0 GPA

How to Apply

Applications can be submitted online at https://www.ashland.edu/graduate-admissions/online-nurse-educator-certificate-program

1. Completed Ashland University Application
2. Submit a $30 application fee
3. Submit official academic transcript(s) from accredited institutions of higher education documenting all undergraduate and graduate degrees awarded.
4. Cumulative GPA of 3.00 or above
5. Submit a copy of active RN Licensure

Ashland University
Attn: Enrollment Services
401 College Avenue
Ashland, OH 44805
Official Electronic transcripts should be submitted to:
enroll-grad@ashland.edu

For further information, contact a Graduate Admission Representative at 419.521.6849 or 419.289.5738 or email: grad-admissions@ashland.edu.

Degree Completion Timelines

The student must complete all requirements for the Nurse Educator Certificate program within four years. The time limit normally is from the beginning date of the formal admission to the last hours applied toward the program. Special consideration will be given for leaves of absence for adequate cause. The student who fails to take courses or otherwise continue to pursue the program for a period of three consecutive semesters will be terminated from the program's active file and will be required to reapply for reactivation of his or her records. There is no loss of credit, though the four-year limit will be observed.

Course Number and Title	Hrs.	Prerequisites
NUR 530 Nurse Educator Role	3	Admission
NUR 531 Nursing Curriculum Development and Design	3	NUR 530 or concurrent
NUR 532 Facilitating the Teaching and Learning Process	3	NUR 530 or concurrent
NUR 533 Principles and Practices of Assessment and Evaluation	3	NUR 532 or concurrent
(48 hour Practicum/Project with highly qualified faculty member)		
	12 hrs.	

Nurse Educator Certificate Program Student Learning Outcomes

Upon completion of the Nurse Educator Certificate program, the student will be able to:

1. Exhibit professional, ethical behaviors in the multidimensional role of Nurse Educator.
2. Facilitate learning using teaching strategies grounded in educational theory and evidenced-based teaching practices based upon the unique learning needs of all learners.
3. Engage learners, faculty colleagues, and clinical agency stakeholders in promoting safe, positive learning environments.
4. Implement a variety of evidence-based assessment and evaluation strategies to enhance the teaching-learning process.
5. Collaborate with colleagues to revise or create curriculum based on research, health care trends, learner needs, and program outcomes.
6. Provide leadership for organizational change in the various learning environments of the academic or practice community.
7. Participate in continuous quality improvement measures in teaching and learning.
8. Disseminate nursing and teaching knowledge to a wide-range of audiences through a variety of venues.
9. Advocate for nursing, nursing education, and learners through political and institutional learning environments.

Courses and Descriptions

See Course Descriptions section of catalog.

* CONHS program student handbooks with additional policies pertaining to the program may be accessed as a Catalog addendum.

Master of Education

The Dwight Schar College of Education

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. Contact the graduate advising office for information regarding a specific program. Note that the traditional Ed.D. program is offered only at the Ashland Center. The Executive Doctoral Ed.D. is only offered at the Columbus Center (see Ed.D. section for details regarding this program).

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

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

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.

History

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

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

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

Admission Procedures

Master of Education Program from the Bachelor's Plus Program

Bachelor's Plus students interested in the Master of Education Degree Program should contact their graduate advisor 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 the master's program. Some graduate courses may count as credit toward a Master of Education Degree.

Master of Education, Licensure, and Endorsement Programs

An applicant possessing a bachelor's degree from an accredited institution, with a cumulative undergraduate grade point average of at least 2.75 on a 4.00 scale may be accepted for admission to the College of Education, Certificate, Licensure, or Endorsement programs. Students with a GPA higher than 2.25 may be eligible for conditional admission to the College of Education, Certificate, Licensure, or Endorsement programs.

How to Apply

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

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

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

Ashland University
Attn: Enrollment Services
401 College Avenue
Ashland, OH 44805
Official Electronic transcripts should be submitted to:
enroll-grad@ashland.edu

Transfer Credit

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

Course credit may be transferred providing:

5. 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.
6. For prior approval of credit to be transferred, the student must have the transfer approved by 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 department chair and 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's Office. Students are responsible for providing appropriate transcripts in a timely manner and confirming the transfer of credit with their respective academic advisor.
7. 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.
8. Twelve (12) semester credits may be transferred from other institutions under the following conditions:
   a. The student is in good standing at the other institution;
   b. The grades in graduate courses to be transferred are "B" or better or an "S";
   c. Course work accepted must be no older than five - seven years (depending upon course topic) from the date of admission into the M.Ed.;
   d. The student has been admitted to a Master of Education degree program;
   e. Exceptions to the above must be approved by the dean of the Dwight Schar College of Education;
   f. Quarter hours transferred into the University will be converted into semester hours.

Workshop Credit

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

Degree Completion Time Limits

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 three consecutive semesters will be terminated from the program's active file and will be required to apply for reactivation of his or her records to the current catalog year.

Curricula

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

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

Advanced Field Practicum

All advanced programs that lead candidates to work in pre-kindergarten through grade 12 educational settings require a field practicum. The practicum may be completed through a specific field practicum (for example, EDUC 710 or EDIS 710), internship (EDLS 721, EDLS 722, and 2 hours program-specific internship), or integrated into a professional course. See each program description for specific information.

Capstone Experiences

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

Option 1: 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 788 Capstone Inquiry Seminar

EDIS 788 Capstone Inquiry Seminar: Talent Development

Prerequisites: students should have completed the Core requirements and a total of approximately 21-24 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 2: 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 781 Thesis Capstone in Education

EDIS 781 Thesis Capstone in Talent Dev. Education

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

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

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

Option 3: Educational Leadership M.ED. students will complete the EDLS Administrative Internship Modules EDLS 721 and EDLS 722 The School Improvement Project.

Academic Policies and Regulations

Although most major program areas follow an orderly development, the student should understand that some modifications may become necessary because of state, institutional, or student expectations.

M.Ed. Core Courses

A common CORE of knowledge is needed by all who seek the Master of Education degree. To fulfill this objective one course within each of the following three strands is required of all students whose major program area is in pre-K-12 education. NOTE: No "Core" course may be taken by conference.

Core Courses:

Curriculum Foundations Strand

EDFN 521: The Theory and Practice of Curriculum Development

EDCI 522: Teaching and Learning in the 21st Century Classroom

EDCI 523: Literacy Theory and Curriculum

Inquiry Strand

EDFN 504: Action Research for Educational Improvement

EDFN 506: Qualitative Research

EDFN 507: Understanding Statistical Research for Classroom Professionals

Diversity Strand

EDFN 510: The World in Your Classroom: Multicultural and Global Education

EDFN 533: Culturally and Linguistically Diverse Learners: Social, Historical, and Legal Issues Related to the Education of English Language Learners

EDIS 550: Social and Educational Perspectives of Disability

ALSO:

EDFN 501: APA Seminar

M.Ed. Curriculum and Instruction: Teaching and Learning in the 21st Century (TL-21)

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

Course Number and Title	Hrs.	Prerequisites
Core courses:	9	None
Major Professional Courses:		
EDFN 646 Education Assessment	3	
EDFN 503 School & Society	3	None
EDCI 521 Technology for the 21st Century	1	None
Cognate Area	9-12	
Advanced Field Practicum:		
EDUC 710 Field Practicum in Education	2	21 hours w/ Core
Capstone (Choose One):	3	
EDUC 781 Thesis Capstone in Educ.	(3)	21 hours w/ Core
EDUC 788 Capstone Inquiry Seminar	(3)	24 hours w/ Core
	30-33 hrs.	

Possible cognates: Technology, Educational Administration, Talent Development (Gifted), Reading & Literacy, TESOL, Politics/School Law, Educating Adolescents, Educational Research, The Hard to Reach Child. **Possible cognates partnering with Ashland PDS**: School Treasurer, Culturally Relevant/Responsive Teaching, Learner Engagement, PBL, Assessment, Collaboration, Coaching/Mentoring, Career Readiness, Data. Design a cognate, which includes up to12 hours of acceptable transfer graduate Ashland University coursework that suit your professional needs and goals (Must have departmental approval). Up to 6 workshop hours, identified as components of the approved cognate, may be used in this program. Courses taken at Ashland must be less than 10 years old.

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

A program for currently licensed teachers seeking to teach in grades K-12 with mild/moderate educational needs in a variety of settings. Course work may be applied to licensure in this area. Program prerequisite courses for M.Ed. and Licensure (students with appropriate previous course work may waive these courses): EDEC 564 Math Methods (3 hrs.), 12 additional hours of reading, including three hours of phonics, and prerequisites must be taken prior to taking EDIS 535, 541, and 548.

Course Number and Title	Hrs.	Prerequisites
Prerequisite Courses		
Literacy-Ohio Reading Core	12	
EDEC 564 Curr. & Meth. Of EC Math	3	None
EDIS 546 Intro to Education Intervention	3	None
Core Courses	9	None
Major Professional Courses:		
EDIS 535 Curr/Meth Career/ Daily Living Skills	3	EDIS 546
EDIS 541 Creating Effective Learning Environments	3	EDIS 546
EDIS 542 Communication, Consultation and Teaming Skills	3	None
EDIS 548 Assessment and Teaching Children Mild/Moderate Educational Needs	3	EDIS 546
EDIS 507 Language and Communication Disorders Child & Intervention	3	EDIS 546
EDIS 579 Special Education Law, Policies & Procedures	3	None
Advanced Field Practicum: This requirement is met through course related activities.		
Capstone (Choose One):	3	
EDUC 788 Capstone Inquiry Seminar	(3)	24 hrs. w/M.Ed. Core
EDUC 781 Thesis Capstone in Education	(3)	21 hrs. w/M.Ed. Core
	30 hours	

Hours may vary due to selected core courses.

M.ED. Curriculum and Instruction: Talent Development Education

This program prepares teachers not only to teach gifted and talented K-12 students in Ohio, but also to coordinate gifted programs in Ohio. The Ashland University M.Ed. in Talent Development Education satisfies the Ohio Gifted Intervention Specialist endorsement requirements.

Course Number and Title	Hrs.	Prerequisites
Core Courses:	9	None
Major Professional Courses:		
EDCI 521 Technology for the 21st Century	1	None
EDIS 650 Nature/Needs Talented	3	None
EDIS 651 Curriculum Develop. for Education of the Talented	3	None
EDIS 652 Develop. and Supervision of Programs for the Talented	3	None
EDIS 653 Guidance/Counseling for the Talented	3	None
EDIS 654 Creativity for Teaching the Talented	3	None
Advanced Field Practicum:		
EDIS 710 Advanced Field Practicum	2	21 hrs. of coursework
Capstone choose one:	3	
EDIS 781 Thesis Capstone in Talent Development	(3)	21 hrs.w/M.Ed. Core
EDIS 788 Capstone Inquiry Seminar in Talent Development	(3)	24 hrs.w/M.Ed. Core
	30 hrs.	

Note: Passage of the Ohio Assessment for Educators test for Gifted Education (053) required prior to endorsement application.

M.ED. Curriculum and Instruction: Reading and Literacy

The Literacy program is designed to help classroom teachers at both the elementary and secondary levels become literacy professionals by deepening their understanding of literacy processes, purposes, and development and broadening their range of instructional, assessment, and intervention approaches to have the greatest possible impact on their students' learning. Candidates in the program will develop the confidence to make evidence based instructional/intervention decisions in their own classrooms or as reading/literacy professionals. They will also develop the literacy leadership skills to analyze and design curriculum and professional development across multiple tiers of instruction, and to advocate appropriate practice with parents, colleagues, the larger community, and policy makers. The Ashland University M.Ed. in Reading and Literacy provides the option of satisfying all requirements for the Ohio Reading Endorsement. There is a ten year limit on literacy coursework that can be transferred into this program.

Course Number and Title	Hrs.	Prerequisites
Core Courses:	6	None
*EDCI 523 Literacy Theory and Curriculum	3	None
Literacy Core:		
EDCI 561 Content Area Literacy**	3	None
*EDEC 567 Advanced Methods of Literacy	3	None
Major Professional Courses		
EDCI 580 Writing Instruction & Intervention Across the Curriculum	3	None
EDCI 594 The Psychology of Reading, Language Development, & Reading Difficulties	3	None
Literacy Intervention & Assessment (M.Ed. Choose One):	3	
*EDEC 663 Intervention & Assessment in Literacy for the Elementary Learner	(3)	12-hour Ohio Reading Core
*EDCI 664 Intervention & Assessment in Literacy for the Secondary Learner	(3)	12-hour Ohio Reading Core
Advanced Field Practicum:		
*EDCI 715 Graduate Literacy Internship	3	EDEC 663, EDCI 664
Capstone:		
EDUC 780 The Role of the Literary Professional	3	24 hours w/ M.Ed. Core
M.Ed. in Reading & Literacy Total Hours	30 hrs.	
M.Ed. in Reading & Literacy with Reading Endorsement Total Hours	33 hrs.	

*** Indicates Reading Endorsement Requirement with the pre-requisite of 12-hour Ohio Reading Core.**

M.ED. Curriculum and Instruction: Educational Technology

The Educational Technology 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:	9	None
Elective - Choose one from the following:	3	
EDFN 503 School and Society	(3)	None
EDFN 645 Educational Psychology and Human Development	(3)	None
EDIS 579 Special Education Law, Policies, and Procedures	(3)	None
EDAD 683 Educational Leadership	(3)	None
Major Professional Courses:		
EDCI 522 Teaching & Learning in the 21st Century Classroom	3	
EDCI 512 Networking and Technology Infrastructure for Schools	3	EDCI 522 or EDCI 505
EDCI 536 Instructional Design for Technology Integration	3	EDCI 522 or EDCI 505
EDCI 537 Social, Cultural, and Political Aspects to Technology Use in the Education of All Students	3	EDCI 522 or EDCI 505
EDCI 538 Designing and Implementing Professional Development for the Technology Leader	3	EDCI 522 or EDCI 505
EDCI 633 Organization and Transformational Change Through Technology	3	EDCI 522 or EDCI 505
Capstone (Choose One):	3	
EDUC 788 Capstone Inquiry Seminar	(3)	
EDUC 781 Thesis Capstone	(3)	
Advanced Field Practicum:		
This requirement is met through course-related activities.		
	30-33 hrs.	

Hours may vary due to selected core courses.

Students enrolled in these courses are required to perform one or more K-12 school-based field placements that may involve the collaboration or supervision of a classroom teacher currently serving a specific population of students. Students enrolled in these courses are expected to arrange those field placements without the coordination of the Dwight Schar College of Education. These field placements are embedded thematically into the Education Technology Professional courses.

M.Ed. Educational Leadership with Administrative License

The program, leading to a Master of Education Degree in Educational Leadership, with Administrative License, prepares leaders for school building and central office responsibilities. One-hour modules from this program may be applied toward a license issued by the Ohio Department of Education in one of two educational leadership areas: Building Principal, or Administrative Specialist in Curriculum, Instruction, and Professional Development.

Course Number and Title	Hrs.	Prerequisites
Core Courses:	9	None
EDFN 501 APA Seminar (Required)	0	
Program Courses:		
EDLS 501Vision & Goals for School Leaders	1	None
EDLS 502 Critical Concepts in Fiscal Resource Management	1	None
EDLS 503 Critical Concepts in Human Resource Management	1	None
EDLS 511 Theories of Instructional Leadership	1	None
EDLS 512 Issues Impacting Student Achievement	1	None
EDLS 513 Improving Instruction	1	None
EDLS 521 Organizational Behavior in Education	1	None
EDLS 522 Organizational Climate & Culture	1	None
EDLS 523 Organizational Management for Educational Leaders	1	None
EDLS 531 Legal Issues in Educational Leadership	1	None
EDLS 532 Ethical, Professional & Legal Dimensions of Educational Leadership	1	None
EDLS 533 Essential Concepts in School Safety & Crisis Management	1	None
EDLS 541 Professional Development in Education	1	None
EDLS 542 Political Dimensions of Educational Leadership	1	None
EDAD 683 Educational Leadership	3	None
Advanced Field Internship:		
EDLS 721 Administrative Internship 1	1	21 hours w/M.Ed. Core
EDLS 722 Administrative Internship II	1	
AND choose: EDLS 723/724 OR EDLS 725/726	2	
EDLS 723 Admin. Internship III Building Principal Admin. Activities	(1)	
EDLS 724 Admin. Internship IV Building Principal Professional Practice	(1)	
OR		
EDLS 725 Admin. Internship III CIPD Admin. Activities	(1)	Program Course & MED Core
EDLS 726 Admin. Internship IV CIPD Professional Practice	(1)	
	30 hrs.	

Administrative License Requirements

Course Number and Title	Hrs.	Prerequisites
License Requirements:	**6**	
EDLS 601 The Visionary School Leader	(1)	EDLS 501
EDLS 602 Managing Fiscal Resources	(1)	EDLS 502
EDLS 603 Managing Human Resources	(1)	EDLS 503
EDLS 622 Transforming Organizational Climate & Culture	(1)	EDLS 522
EDLS 633 Safety & Crisis Management for Educational Leaders	(1)	EDLS 533
EDLS 641 Professional Development in Action	(1)	EDLS 541
	36 hrs.	

The Doctor of Education in Leadership Studies

The Dwight Schar College of Education

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

The Doctor of Education in Leadership studies is offered in both a Traditional and Executive format.

The Traditional Ed.D in Leadership Studies combines theory and practice with individual mentoring and applied research to train a new generation of reflective, ethical, and effective leaders in PK-12 schools, higher education, government, industry, and human service organizations. The Traditional Ed.D. Program is offered on Ashland University campus in Ashland. Class meetings are usually held on Wednesday evenings only.

The Executive Ed.D. in Leadership Studies is an interdisciplinary doctoral degree for working professionals and practitioners who would like to complete their doctorate within a condensed timeframe. Through an executive delivery format, students can complete their doctorate within 2 years. The Executive Ed.D. Program is designed to meet the needs of mid- to senior-level professionals who wish to extend their knowledge and expand their career opportunities. The Executive Ed.D. Program is offered at the Columbus Center. Courses are offered two weekends per month for the face-to-face component.

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

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

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

Application Options

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

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

Admission Requirements

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

- Possess a master's degree from an accredited institution;
- Have a cumulative post-baccalaureate grade point average of at least 3.3 on a 4.0 scale;
- Submit an online application containing the admissions portfolio items and application fee to the Graduate School.

The admissions portfolio for each candidate consists of six items:

1. Two letters of recommendation, one from a person familiar with the applicant's academic ability and one which will describe professional performance citing specific examples of leadership ability;
2. An approximately two-to-three page personal statement describing your past successful administrative experience and/or documented evidence of educational leadership activities, your career goals and reasons for wishing to undertake a doctoral program of study. Some examples of leadership competencies include:
   - peer leadership roles/positions
   - leadership in writing curriculum
   - leadership – supervising instruction
   - specific administrative assignments/positions/ committees/chair role
   - leadership in professional organizations
   - grant writing
   - program administration and/or administration of extracurricular programs
3. A complete resume/CV which includes work experience, educational background, professional experience, professional activities, honors, professional publications or presentations, and other relevant information relating to the applicant's leadership background;
4. Official transcripts from all undergraduate and graduate study;
5. A sample of writing ability approximately five pages in length;
6. International Students must meet the following English Proficiency Entry Requirements:

IELTS	7.0
TOEFL iBT	84
TOEFL PBT	563
PTEA	59

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

1. A 30-minute online interview with the Leadership Studies doctoral program faculty.
2. A timed writing sample wherein applicants are given one hour to compose a response, in writing, to a brief, general prompt related to leadership.

Admission Decisions

Decisions regarding the applicant's admission to the doctoral program are usually made within a couple of weeks and on a rolling basis.

Schedule Changes

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 Director of the Doctoral Program in Leadership Studies.

GPA Requirement for Doctor of Education (Ed.D.) Program

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

Transfer of Credit

Upon admittance to the doctoral program, a student's transcripts are evaluated on an individual basis. Up to nine semester credits from a recognized accredited institution may be accepted for post-master's level courses not used toward another degree, but only in the cognate area and for courses taken within five years of admission to the program.

Mentorship (Traditional Program Only)

The doctoral mentorship experience is a logical step in Ashland University's commitment to enhance the relevance of leadership preparation programs by orienting the curriculum more explicitly toward problems of practice. Ashland's philosophy at all levels of the study of leadership and administration emphasizes organizing subject matter around programs rather than presenting information in unconnected course segments. Learning is focused on an actual problem the student faces as an organizational leader. The various facets and dimensions involved in coming to understand the problem, identifying appropriate alternatives, and discovering solutions, require students 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.

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

Mentorship Plan (Traditional Program Only)

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

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

The Leadership Examination (Traditional Program Only)

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

The Comprehensive Examination

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

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

Doctoral Candidacy Status

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

The Dissertation

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

Program of Study

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

Doctoral Program Coursework

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

Coursework:

*Organizational Leadership Core	18 hrs.
*Research Core	16 hrs.
*Cognate Area	15 hrs.
*Dissertation	10 hrs. min.

Organizational Leadership

The Organizational Leadership Core focuses on the role of a leader as a professional in the human organization. Emphasis is placed on the importance of organizational culture and the development of support for a shared institutional vision among professionals.

Research Core

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

Cognate Area

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

Previous cognates have included areas such as, but not limited to:

*Adult Education

*Business Management

*Communication

*Curriculum

*Gifted and Talented Education

*Higher Education Leadership/Administration

*Professional Development

*School Building Administration

*Superintendency

*Theology

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

Traditional Ed.D.

Coursework:

Course Number and Title	Hrs.	Prerequisites
Integrative Foundations Core (3 hours)		
EDLS 9800 Integrative Leadership	3 hours	
Organizational Leadership Core Coursework (9 hours):		
*EDLS 9889 Organizational Development	3 hours	
*EDLS 9881 Organizational Behavior	3 hours	
*EDLS 9880 Leadership Theory	3 hours	
Policy Analysis (6 hours):		
*EDLS 9887 Institutional Policy & Leadership	3 hours	
*EDLS 9888 Human Capital and Public Policy	3 hours	
Research Core Coursework:		
Research (16 hours):		
*EDLS 9819 Becoming a Researcher	3 hours	
*EDLS 9820 Quantitative Research Design	3 hours	
*EDLS 9821 Qualitative Inquiry	3 hours	
*EDLS 9823 Dissertation Proposal Development Seminar	3 hours	
*EDLS 9830 Mentorship Project	4 hours	
*EDLS 9899 Dissertation	10 hours min.	
Cognate	15 hours	
	59 hours	

Executive Ed.D.

Coursework:

Course Number and Title	Hrs.	Prerequisite
Organizational Leadership Core (18 hours):		
EDLS 9880 Leadership Theory	3 hours	
EDLS 9889 Organizational Development	3 hours	
EDLS 9881 Organizational Behavior	3 hours	
EDLS 9860 Institutional Effectiveness	3 hours	
EDLS 9847 Change Process & Professional Development	3 hours	
EDLS 9887 Institutional Policy & Leadership	3 hours	
Research Core Coursework (16 hours):		
EDLS 9819 Becoming a Researcher	3 hours	
EDLS 9821 Qualitative Inquiry	3 hours	
EDLS 9820 Quantitative Research Design	3 hours	

EDLS 9823 Dissertation Proposal Development Seminar	3 hours
EDLS 9825 Seminar in Leadership Research	1 hour
EDLS 9826 Seminar in Leadership Research	1 hour
EDLS 9827 Seminar in Leadership Research	1 hour
EDLS 9828 Seminar in Leadership Research	1 hour
EDLS 9899 Dissertation	10 hours min.
Cognate	15 hours
	59 hours

Degree Completion Time Limits

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

Bachelor's Plus, Graduate Licensure and Endorsement Program

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

Accreditation of the College

The teacher education programs have been approved by the Ohio Department of Higher Education. The Dwight Schar College of Education at Ashland University is accredited by the Council for the Accreditation of Educator Preparation (CAEP) 1140 19th Street, N.W. Suite 400, Washington, DC 20036. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. CAEP is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

These two agencies serve to (a) assure the public that Ashland University offers an educator preparation program that meets national standards of quality, (b) ensure that children and youth are served by well-prepared school personnel, and (c) advance the teaching profession through the improvement of teacher education programs. Licensure requirements are subject to the authority of the Ohio Department of Education, Ohio law and the Ohio Department of Higher Education. Course and field experiences may change, subject to requirements approved by the Ohio Department of Higher Education and/or Ohio law.

Title II, section 207, of the 1998 Amendments to the Higher Education Act of 1965, requires that institutions of higher education that conduct teacher preparation programs must report their licensure test pass rate to the public. The Ashland University and Ohio licensure test pass rate information is available at this website:

https://title2.ed.gov/Public/Report/StateHome.aspx.

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

The Bachelor's Plus Program is a post-baccalaureate program designed to provide initial teacher licensure to people who hold bachelor's degrees from accredited colleges or universities in fields other than education.

Bachelor's Plus courses which have undergraduate and graduate courses are generally taught in online, late afternoon, and evenings, 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.

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 in education, C or above for undergraduate content area e.g., Science and Music a grade of B or higher for graduate courses is required to be accepted for credit. No course work taken pass/fail will be accepted for credit.

The student who fails to take courses or otherwise continue to pursue the degree for a period of three consecutive semesters will be terminated from the program's active file and will be required to apply for reactivation of his or her records to the current catalog year.

Each Bachelors Plus program contains both graduate and undergraduate courses. Licensure may be at the following levels:

Early Childhood (PreK–5)

Intervention Specialist Dual (PreK-5)

Middle Grades (4–9)

Two Concentration Areas are required from:

Language Arts

Mathematics

Science

Social Studies

AYA Grades 7–12

Integrated Language Arts

Integrated Mathematics

Integrated Science

Integrated Social Studies

Chemistry

Earth Science

Life Science/Biology

Physical Science: Chemistry & Physics

Multi-Age PreK-12

Foreign Languages: French & Spanish

Music

Visual Arts

Intervention Specialist (K-12)

Intervention Specialist Mild/Moderate/Intensive

Admission to Teacher Education (Entrance and Licensure Testing Requirements):

Bachelor's Plus students are not officially admitted into the Teacher Education program, and may not take field or internship courses, until they have successfully: completed 12 credit hours of course work at Ashland University, achieved a 3.0 GPA for the first 12 credit hours of Ashland University courses, and submitted evidence of having achieved the College of Education Test Requirement. Students must maintain a 3.0 GPA for the remaining courses. Courses below a C must be repeated. Students not meeting these requirements will not be allowed to continue education course work until these requirements are achieved.

College of Education Test Requirement

To be officially admitted to the Teacher Education Bachelor's Plus program, students must satisfactorily complete one of the following College of Education Test Requirements.

- ACT minimum sub scores of: Math 18, Reading 20, English 19 (or Core Writing 162).
- SAT minimum sub-scores for tests taken prior to March 2016: Math 500, Critical Reading 490.
- SAT minimum sub-scores for tests taken after March 2016: Math 520, Critical Reading 530.

- Praxis Core Tests: Students not meeting the ACT/SAT sub-scores requirement must take the corresponding Praxis Core test and achieve the minimum COE Praxis Core test score: Math 152, Reading 156, Writing 162 (or ACT English 19). Students may retake any section(s) with scores below the minimum. Registration and preparation material for the Praxis Core tests are available at ets.org/praxis.
- ACT/SAT/Praxis Core test scores should be submitted directly to Ashland University or the student must provide an official copy of test scores to the appropriate office.

Field and Clinical Experience

All education students are required to complete the field experiences as determined by their licensure prior to their student teaching. The departments have established an excellent working relationship with area schools to provide these experiences.

1. Prior to any field experience students must Sign a "Good Moral Character" statement verifying his or her awareness of the law in order to become licensed in Ohio.
2. Students are required to have a baseline Ohio Bureau of Criminal Investigation (BCI) and FBI criminal background check prior to their first field experience at Ashland University. The BCI and FBI background checks must remain current for any additional field experiences.
3. Students enrolled in field experiences and student internship are responsible for providing their own transportation to and from the field site locations.
4. Education students are not permitted to request a school district in which he/she attended or the experience may be compromised by pre-existing relationships with other personnel or pupils (siblings, children, or relatives) who attend the school.
5. Student must meet dispositional guidelines as outlined by the College of Education.
6. Application for a field is through the Field Office. Application for a field is separate and different from registration or admission to fields.

Recommendation for Licensure

The Ohio Department of Higher Education has approved all of the Ashland University Bachelor's Plus licensure programs. This initial teaching license is the same license that is issued to the four-year teacher education undergraduate candidate.

To be recommended for licensure students must:

1. Complete the prescribed program (including student internship).
2. Receive passing scores on the Teacher Licensure Examination.
3. Apply for the teaching license within one year of licensure program completion. After one year, additional course work may be necessary.
4. BCI and background checks must be no older that one year at the time they are used for initial licensure.

Bachelor's Plus Program: Primary PK-5 (ECE) Licensure

Course Number and Title	Hrs.	Prerequisites
Required Education Coursework		
EDFN 586 Effective Instruction	3	Taken 1st semester
EDIS 546 Introduction to Educational Intervention	3	None
EDFN 512 Teaching & Learning Process	3	EDFN 586
EDEC 540 Phonics and the English Language**	3	None
EDEC 515 Foundations of Literacy K-9**	3	None
HIST 239 History of Ohio	3	None
EDEC 524 Language Arts & social Studies Methods	3	None
EDEC 525 Curriculum & Methods for Teaching Primary Math & Science	3	None
EDEC 526 Trade Books, Mentor Texts & Writing Methods	3	None
EDCI 505 Instructional Design & Educational Technology for Teaming	3	EDFN 586 & 512
EDEC 561 Differentiated Reading Assess. & Instruct Methods in the Literacy/Lang Arts Block** (block w/ EDEC 587)	3	EDFN 512
EDEC 587 Multicultural/Literacy Field Experience (block w/EDEC 561)	3	None
EDEC 593 Bio-Medical Issues for Childhood Professionals	3	None
EDEC 669 Assess. & Eval. Of Young Children w/ Special Ed. Needs	3	None
EDEC 603 Early Intervention & Integration for Young Children with Special Educational Needs (block w/EDEC 588)	3	None
EDEC 588 Assessment, Instruction, Evaluation & Intervention Field Experience in an Inclusionary setting (block w/ EDEC 603)	3	None
EDEC 638 Advanced Classroom and Individual Management	3	None
EDCI 566 Advanced. Studies of Literature for Young Children (Pk-5)**	3	None
EDFN 520 Social & Professional Issues	2	Current enrollment with EDEC 600
Internship:		
EDEC 600 Internship for Early Childhood	10	All coursework & fields
	66 hrs.	

**Meets Reading requirements for Ohio Standards

Primary PK-5 B+ ECE Content Course Prerequisites

Courses may be undergraduate or graduate. No time constraints and grade should be C- or above. Should a student not have the following requirements, an equivalent or substitution will need to be approved by the College of Education.

Category	B+ requirements
Language Arts	**2 composition courses**
	1 Literature course
Mathematics	**1 Mathematics course**
Science	**3 Natural Science courses** (Biology, Botany, Zoology, Ecology, Geology, Physics, Life science, Astronomy, chemistry, anatomy, etc.)
Social Studies	**3 courses** (History, Political Science, Geography, Government, Civics, Anthropology, Psychology, Sociology, Economics, etc.)

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

Course Number and Title	Hrs.	Prerequisites
Required Education Coursework		
EDFN 586 Effective Instruction	3	None
EDFN 512 Teaching & Learning Process	3	EDFN 586
EDIS 546 Intro. to Education Interventions	3	None
EDEC 540 Phonics and the English Language**	3	None
EDEC 515 Foundations of Literacy K-9**	3	None
EDCI 561 Content Area Literacy**	3	None
EDCI 564 Adv. Studies of Lit. for Adolescents (Grades 4-12)**	3	None
EDCI 597 Middle Grades Philosophy, Org., & Climate	3	None
EDCI 505 Instructional Design & Educational Tech for Teaming	3	EDFN 586 & 512
EDFN 587 Multicultural Field Experiences	3	EDFN 586 or concurrent
Select TWO content areas taken with EDFN 588	**6**	
EDCI 563 Advanced Studies in the Language Arts	(3)	None
EDCI 517 Teaching the 21st Century Adolescent: Mathematics	(3)	taken concurrently with EDFN 588
EDCI 518 Teaching the 21st Century Adolescent: Science	(3)	taken concurrently with EDFN 588
EDCI 519 Teaching the 21st Century Adolescent: Social Studies	(3)	taken concurrently with EDFN 588
EDFN 588 Assess., Instruction, Evaluation, & Intervention Field Experience	3	EDFN 586
EDFN 520 Social & Professional Issues in Education	2	Current enrollment with Internship
Internship		
EDCI 601 Internship for Middle Childhood	10	EDFN 587, 588
Professional Course: Undergraduate		
PSYC 218 Adolescent Psychology	3	None
Plus required content area for Middle Grades	24-26 hrs.	
	54 hrs.	

**Meets Reading requirements for Ohio Standards

English/Language Arts Concentration

Course Number and Title	Hrs.	Prerequisites
ENG 101 English Composition I	3	ENG 100 or Equiv.
ENG 102 English Composition II	3	ENG 101
COM 101 Human Communication	3	None
ENG 417 Eng. Grammar and Usage	3	ENG 102
Genre Focus (choose one)	3	
ENG 304 Short Story.	(3)	ENG 102
ENG 306 The Essay	(3)	ENG 102
ENG 308 The Poem	(3)	ENG 102
Diversity/Global Focus (choose one):	3	
ENG 309 African Am. Lit.	(3)	ENG 102
ENG 314 Literature and Gender	(3)	ENG 102
ENG 316 Postcolonial Lit.	(3)	ENG 102
ENG 330 African Lit.	(3)	ENG 102
ENG 340 Studies in Jewish Literature	(3)	ENG 102
American Focus (choose one):	3	
ENG 426 American Lit. II	(3)	ENG 102
ENG 427 American Lit. III	(3)	ENG 102
ENG 428 American Lit IV	(3)	ENG 102
Film Focus (choose one):	3	
ENG 371 Lit. and Film	(3)	ENG 102
ENG 332 Global Film	(3)	ENG 102
	24 hrs.	

Math Concentration

Course Number and Title	Hrs.	Prerequisites
MATH 201 Calc. with Appl. 1	3	2 yrs. H.S. Alg., 1 yr. H.S. Geom.
MATH 202 Calc with Appl. II	3	MATH 201
MATH 208 Elementary Statistics	3	MATH 100 or MATH ACT 18 or MATH SAT 480
MATH 217 Theory of Arith. & Geom.	3	Math ACT 18 or above, SAT 480 or above, or MATH 100
MATH 218 Geom. For Middle Gr.	3	MATH 217
MATH 223 Discrete Math I	3	3 yrs. H.S. Coll. Prep. Math
Elective-(choose two):	6-7	
CS 101 Logic and Comp.	(3)	2 yrs. H.S. Alg.
MATH 224 Discrete Math II	(3)	MATH 233
MATH 309 History of Math	(3)	MATH 206 OR 202, and MATH 223
PHYS 201 General Physics 1	(4)	MATH 223; 202 or 206
	24-25 hrs.	

Science Concentration

Course Number and Title	Hrs.	Prerequisites
BIO 201 Molec. & Cellular Basis of Life	4	None
BIO 202 Org. Adapt, Divers.	4	None
CHEM 103 Gen. Chemistry	4	H.S. Chem., 3 yrs. H.S. Math
GEOL 101 Physical Geology	4	None
PHYS 201 General Physics I	4	H.S. Alg. & Geom.
Choose one from:	3-4	
GEOL 102 Historical Geology	(4)	None
GEOL 210 Natural Disasters: Weather.	(3)	None
PHYS 107 Hidden Life of Stars	(3)	H.S. Trig. & Geom.
PHYS 202 General Physics	(4)	PHYS 201
PHYS 320 Origins of Universe	(3)	H.S. Trig. & Alg.
	23-24hrs.	

Social Studies Concentration

Course Number and Title	Hrs.	Prerequisites
HIST 112 or 113 Western Civ.	3	None
HIST 212 or 213 Am. History	3	None
HIST 239 History of Ohio	3	None
HIST 301 Cultural Geography	3	None
POLSC 102 Democracy in Am.	3	None
SOC 301 Race, Ethnic, & Minority Issues	3	None
Non-Western Hist. Choose one:	3	
HIST 327 Africa	(3)	None
HIST 329 Latin America	(3)	None
HIST 341 Mod. Middle East	(3)	None
HIST 343 Mod. East Asia	(3)	None
REL 107 Exp. World Rel.	(3)	None
Economics-Choose one:	3	
ECON 101 Market Fund.	(3)	None
ECON 233 Princ. Of Macroeconomics	(3)	None
	24 hrs.	

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

Course Number and Title	Hrs.	Prerequisites
Required Education Coursework		
EDFN 586 Effective Instruction	3	Taken 1st sem. AU
EDFN 512 Teaching & Learning Process	3	EDFN 586
EDIS 546 Intro. to Education Interventions	3	EDFN 586
EDCI 505 Instructional Design & Educational Tech for Teaming	3	EDFN 586 & 512
EDFN 587 Multicultural Field Experience	3	EDFN 586
PSYC 218 Adolescent Psychology	3	None
EDCI 561 Content Area Literacy**	3	None
Select one of the following Professional Courses: Undergraduate:		
Choose One Related Method	**3**	
EDCI 563 Advanced Studies in the Language Arts	(3)	To be taken concurrently with EDFN 588
EDCI 517 Teaching the 21st Century Adolescent: Mathematics	(3)	To be taken concurrently with EDFN 588
EDCI 518 Teaching the 21st Century Adolescent: Science	(3)	To be taken concurrently with EDFN 588
EDCI 519 Teaching the 21st Century Adolescent: Social Studies	(3)	To be taken concurrently with EDFN 588
EDFN 588 Assess., Instruction, Evaluation, & Intervention Field Experience	3	EDFN 586 or concurrent
EDFN 520 Social & Professional Issues in Education	2	Current enrollment with Internship
Internship		
EDCI 602 Intern. For Adol./Young Ad. 7-12	10	EDFN 587, 588
	39 hrs.	

Plus the content of the teaching field

**Meets Reading requirements for Ohio Standards

Integrated Language Arts Concentration

Course Number and Title	Hrs.	Prerequisites
ENG 201 Introduction to Creative Writing	3	None
Two courses from the following:	**6**	
ENG 309 African Am. Lit.	(3)	ENG 102
ENG 314 Literature and Gender	(3)	ENG 102
ENG 316 Postcolonial Literature	(3)	ENG 102
ENG 330 African Literature	(3)	ENG 102
ENG 340 Studies in Jewish Literature	(3)	ENG 102
ENG 317 Studies in Shakespeare	3	ENG 102
ENG 351 Advanced Composition	3	ENG 102
ENG 417 English Grammar & Usage	3	ENG 102
***1 course from:**	**3**	
ENG 401 Lit. of Early England	(3)	ENG 102
ENG 404 English Renaissance	(3)	ENG 102
***1 course from:**	**3**	
ENG 406 17th Cent. English Lit.	(3)	ENG 102
ENG 408 18th Cent. English Lit.	(3)	ENG 102
***1 course from:**	**3**	
ENG 410 Romantic Movement	(3)	ENG 102
ENG 411 Victorian Period	(3)	ENG 102
ENG 413 Modern Anglophone Lit.	(3)	ENG 102
***2 courses from:**	**6**	
ENG 425 American Lit. I	(3)	ENG 102
ENG 426 American Lit. II	(3)	ENG 102
ENG 427 American Lit III	(3)	ENG 102
ENG 428 American Lit. IV	(3)	ENG 102
1 additional course from:	**3**	
Starred categories (*)	(3)	
ENG 325 Major Writers Seminar	(3)	ENG 102
ENG 418 History of Eng. Language	(3)	ENG 102
JDM 203 Writing for the Media	3	None
COM 208 Argumentation and Advocacy	3	COM 101
1 course from:	**3**	
JDM 307 Adv. Reporting	(3)	JDM 245, 246
JDM 320 Feature Writing	(3)	JDM 245
ENG 301 Writers' Wkshp.: Poetry	(3)	ENG 101, 201
ENG 302 Writ. W. Creat. Nonf./Fict.	(3)	ENG 101, 201
TH 204 Script Analysis	(3)	None
1 course from:	**3**	
ENG 332 Global Film	(3)	ENG 102
ENG 371 Literature and Film	(3)	ENG 102
	48 hrs.	

Integrated Mathematics Concentration

Course Number and Title	Hrs.	Prerequisites
CS 101 Logic and Computing	3	2 Years H.S. Algebra
MATH 205 The Calculus I	5	MATH 111 or Equivalent
MATH 206 The Calculus II	5	MATH 205
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
OR		
MATH 318 Mathematics of Statistics	(3)	MATH 305, 317
MATH 223 Discrete Mathematics I	3	3 years H.S. College Prep. Math
MATH 230 Mathematical Modeling	3	MATH 206, 223
MATH 250 Mathematical Proof	1	MATH 223
MATH 305 The Calculus III	4	MATH 206
MATH 307 Linear Algebra	3	MATH 202, 206, or 224
MATH 309 History of Mathematics	3	MATH 206 OR 202, and MATH 223
MATH 311 Modern Geometry	3	MATH 206, 223, 250
MATH 317 Probability	3	MATH 223, 250; 202 or 206
MATH 415 Introduction to Modern Algebra	3	MATH 223, 250, 307
MATH 450 Seminar *Must be completed at Ashland University	1	Jr. or Sr. Status
MATH/CS/PHYS Elective-choose one from:	3-5	
CS 121 Computer Programming I	(3)	CS 101
MATH 217 Theory of Arithmetic and Geometry	(3)	Math ACT 18 or above, SAT 480 or above, or MATH 100
MATH 224 Discrete Mathematics II	(3)	MATH 223
MATH 319 Number Theory	(3)	MATH 206, 223, and 250

PHYS 201 General Physics I	(4)	H.S. Algebra & Geometry
PHYS 205 University Physics I	(5)	MATH 206
	46-48 hrs.	

Integrated Science Concentration

Course Number and Title	Hrs.	Prerequisites
BIO 201 Molec. & Cellular Basis of Life	4	None
BIO 202 Organ. Adapt. & Divers.	4	None
BIO 303 Genetics	4	BIO 201 & 6 BIO hrs
Choose two from:	7-8	
BIO 305 Evolution	(3)	BIO 202; 303 or Concurrent
BIO 310 Ecology	(4)	BIO 202
BIO 325 Anat. & Phys. I	(4)	BIO 201
BIO 326 Anat. & Phys. II	(4)	BIO 325
BIO 340 Microbiology	(4)	BIO 201, CHEM 104
BIO 411 Limnology	(4)	BIO 202
BIO 424 Cell Biology	(4)	12 hrs. BIO, BIO 303
BIO 428 Molecular Biology	(4)	BIO 303
CHEM 103 General Chemistry I	4	H.S. Chem., 3 yrs. H.S. Math
CHEM 104 General Chemistry II	4	CHEM 103
CHEM 320 Quant. Analysis	4	CHEM 104
CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force	3	Any Natural Science Core Course
GEOL 101 Physical Geology	4	None
GEOL 102 Historical Geology	4	None
Choose one from:	3	
PHYS 107 Hidden Life of the Stars	(3)	H.S. Alg. & Trig.
PHYS 320 Origins of the Universe	(3)	H.S. Alg. & Trig.
General Physics option:	19	
MATH 201 Calculus with App. I*	(3)	2 yrs. H.S. Alg., 1 yr. H.S. Geom.
OR		
MATH 202 Calculus with App. II*	(3)	MATH 201
PHYS 201 Gen. Physics I	(4)	H.S. Alg. & Geom.
PHYS 202 Gen. Physics II	(4)	PHYS 201
GEOL 311 Minerology	(4)	GEOL 101
CHEM 307/307L Org. Chem. I	(4)	CHEM 104
*MATH 202 is the recommended Math course		
OR		
University Physics option:	20	
MATH 205 Calculus I	(5)	MATH 111 or Equ.
MATH 206 Calculus II	(5)	MATH 205
PHYS 205 Univ. Physics I	(5)	MATH 206
PHYS 206 Univ. Physics II	(5)	PHYS 205
	64-66 hrs.	

Integrated Social Studies Concentration

Course Number and Title	Hrs.	Prerequisites
Broad field courses:		
ECON 232 Princ. Of Microeconomics	3	None
ECON 233 Princ. Of Macroeconomics	3	None
PSYC 101 General Psychology I	3	None
PSYC 218 Psych. Of Adolescence	3	None
SOC 111 Principles of Sociology	3	None
SOC 301 Race, Ethnic, & Minority Issues	3	None
History/Political Science courses:		
HIST 112 Western Civilization to 1500	3	None
HIST 113 Western Civilization from 1500	3	None
HIST 212 Am. History thru Civil War	3	None
HIST 213 Am. History after Civil War	3	None
POLSC 102 Democracy in Am.	3	None
POLSC 320 Am. Political Thought I	3	None
POLSC 321 Am. Political Thought II	3	None
Choose One:	3	
HIST 261 Ancient Greece	(3)	None
HIST 264 Ancient Rome	(3)	None
Choose two:	6	
HIST 267 Medieval Europe	(3)	None
HIST 268 Renaiss. & Reformation	(3)	None
HIST 269 Age of Enlightenment	(3)	None
HIST 270 Age of Rev./Reaction	(3)	None
HIST 271 20th Cent. Europe to Pres.	(3)	None
POLSC 390A Modern Revolutions	(3)	None
Choose one:	3	
HIST 351 Colonial America	(3)	None
HIST 352/POLSC 352 Am. Found.	(3)	None
HIST 353 The Early Republic	(3)	None
HIST 354 Nation./Sectional Confl.	(3)	None
HIST 355 Civil War or	(3)	None
HIST 375/POLSC 375 Lincoln	(3)	None
Choose one:	3	
HIST 356 Enterprise/Progressivism	(3)	None
HIST 357 America Age of World War	(3)	None
HIST 358 Postwar Amer.: 1945-1973	(3)	None
HIST 359 Contemporary Am.	(3)	None
Choose one:	3	
POLSC 336 Const. Powers	(3)	POLSC 102
POLSC 337 Const. Rights	(3)	POLSC 102
Choose one:	3	
HIST 327 Africa	(3)	None
HIST 329 Latin America	(3)	None
HIST 341/POLSC 341 Mod. Middle East	(3)	None
HIST 343 Mod. East Asia	(3)	None
POLSC 205 Comp. Politics	(3)	None
POLSC 231 Int. Relations	(3)	None
REL 107 Exp. World Rel.	(3)	None
Choose one:	3	
GEOL 103 Phys. Geog. & Env.	(3)	None
HIST 301 Cultural Geography	(3)	None
	63 hrs.	

Chemistry Concentration

Course Number and Title	Hrs.	Prerequisites
CHEM 103 General Chemistry I	4	H.S. Chem., 3 yrs. H.S. Math
CHEM 104 General Chemistry II	4	CHEM 103
CHEM 307/307L Org. Chem. I	4	CHEM 104
CHEM 308/308L Org. Chem II	4	CHEM 307
CHEM 320 Quant. Analysis	4	CHEM 104
CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force	3	Any Natural Science Core Course
CHEM 411/411L Phys. Chem. I	4	PHYS 206
CHEM 429/429L Biochemistry	4	CHEM 307
MATH 205 Calculus I	5	MATH 111 or Equ.
MATH 206 Calculus II	5	MATH 205
PHYS 205 Univ. Physics I	5	MATH 206

PHYS 206 Univ. Physics II	5	PHYS 205
Choose one from:	4	
BIO 201 Molec. & Cell Basis of Life	(4)	H.S. Bio & Chem
GEOL 101 Physical Geology	(4)	None
	55 hrs.	

Earth Science Concentration

Course Number and Title	Hrs.	Prerequisites
GEOL 101 Physical Geology	4	None
GEOL 102 Historical Geology	4	None
Choose one from:	3	
GEOL 210 Natural Disasters: Severe Weather	(3)	None
GEOL 213 Asteroids, Comets, & Catastrophism	(3)	None
GEOL 275 Topics in Regional Geology	1	None
GEOL 309 Geomorphology	4	GEOL 101
GEOL 311 Mineralogy	4	GEOL 101
GEOL 312 Ign./Metamorph. Petrology	4	GEOL 311
GEOL 313 Sed. Petrology/Stratigraphy	4	GEOL 102
CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force	3	Any Natural Science
GEOL 429 Field Geology	1-2	GEOL 101, 102, and 311
CHEM 103 General Chemistry I	4	H.S. Chem., 3 yrs. H.S. Math
CHEM 104 General Chemistry II	4	CHEM 103
PHYS 201 Gen. Physics	4	H.S. Alg. & Geom.
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
BIO 110 Ecology and the Human Environment	4	None
Choose one from:	3	
PHYS 107 Hidden Life of the Stars	(3)	H.S. Alg. & Trig.
PHYS 320 Origins of the Univ.	(3)	H.S. Alg. & Trig.
	54-55 hrs.	

Life Science/Biology Concentration

Course Number and Title	Hrs.	Prerequisites
BIO 201 Molec. & Cellular Basis of Life	4	None
BIO 202 Organisms, Adapt. & Divers	4	None
BIO 205 General Zoology	4	BIO 202
BIO 207 General Botany	4	BIO 202
BIO 301 Professional Preparation	1	Major, So. Status
BIO 303 Genetics	4	BIO 201 & 6 BIO hrs
BIO 325 Anatomy and Physiology I	4	BIO 201
BIO 326 Anatomy and Physiology II	4	BIO 325
BIO 495 Biology Senior Seminar *Must be completed at Ashland University	1	Major, Sr. Status
Choose one course from:	3-4	
BIO 305 Evolution	(3)	BIO 303
BIO 310 Ecology	(4)	BIO 202
BIO 411 Limnology	(4)	BIO 202
Choose one course from:	4	
BIO 340 Microbiology	(4)	BIO 201 and CHEM 104
BIO 424 Cell Biology	(4)	BIO 303
BIO 428 Molecular Biology	(4)	BIO 303
CHEM 103 General Chemistry I	4	H.S. Chem.; 3 yrs. H.S. math
CHEM 104 General Chemistry II	4	CHEM 103
MATH 208 Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480
PHYS 201 General Physics	4	H.S. Alg. and Geom.
Choose one course from:	3-4	
BIO 493 Internship	(3)	12 hrs. Res. Cred, Jr. or Sr. status, perm.
BIO 497 Directed Lab/Field Research	(3)	
GEOL 101 Physical Geology	(4)	
MATH elective	(3)	
	55-57 hrs.	

Physical Science: Chemistry & Physics Concentration

Course Number and Title	Hrs.	Prerequisites
CHEM 103 General Chemistry I	4	3 yrs. H.S. Math
CHEM 104 General Chemistry II	4	CHEM 103
CHEM 307/307L Organic Chemistry	4	CHEM 104
CHEM 320 Quant. Analysis	4	CHEM 104
CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force	3	Any natural science core course
CHEM 411 Physical Chemistry	4	PHYS 206, MATH 206
CHEM 412 Physical Chemistry II	4	CHEM 411
MATH 205 Calculus I	5	MATH 111 or Equiv.;
MATH 206 Calculus II	5	Math 205
PHYS 205 Univ. Physics I	5	MATH 206
PHYS 206 Univ. Physics II	5	PHYS 205
PHYS 303 Mechanics I	3	PHYS 206
PHYS 305 Modern Physics	4	PHYS 206, MATH 206
BIO 201 Molec. & Cellular Basis of Life	4	H.S. Bio & Chem
Choose from one:	4	
GEOL 101 Physical Geology	(4)	None
GEOL 102 Historical Geology	(4)	None
	62 hrs.	

Bachelor's Plus Program: Multi-Age Licensure (PreK-12)

Course Number and Title	Hrs.	Prerequisites
Required Education Courses		
EDFN 586 Effective Instruction	3	Taken 1st semester at AU
EDFN 512 Teaching & Learning Process	3	EDFN 586
EDCI 505 Instructional Design & Educational Tech for Teaming	3	EDFN 586 & EDFN 512
EDIS 546 Intro. to Education Interventions	3	None
EDCI 561 Content Area Literacy**	3	None
Take applicable method prior to or concurrent with EDFN 587. All must have 586 prior.	3-9	
Art 221 and Art 432	(6)	
MUSIC 204, 395, & 396	(9)	
Foreign Language: FL 637	(3)	
EDFN 587 Multicultural Field Experience	3	EDFN 586
EDFN 588 Assess., Instruction, Evaluation, & Intervention Field Experience	3	EDFN 586 or concurrent

EDFN 520 Social & Professional Issues in Education	2	Concurrent enrollment with Internship
Internship:		
EDCI 607 Internship for Multi-Age PreK-12	10	EDFN 587, 588, 589
Professional Course: Undergraduate		
PSYC 218 Adolescent Psychology	3	None
	39-45 hrs.	

Plus the content of the teaching field

**Meets Reading requirements for Ohio Standards

French Concentration

Course Number and Title	Hrs.	Prerequisites
Language - 200 Level or above	**15**	
Civilization:	**6**	
FREN 301 French Civ. From Lascaux to Versailles	(3)	FREN 200 or 252 or Equivalent
FREN 302 French Civ. From Revol. To Present	(3)	FREN 200 or 252 or Equivalent
Literature	**6**	
FREN 353 French Lit: Marie De France to Voltaire	(3)	FREN 200 or 252 or Equivalent
FREN 354 French Lit: Revolution To Present	(3)	FREN 200 or 252 or Equivalent
FREN 351 Intro. to French Fiction I	(3)	FREN 200 or 252 or Equivalent
FREN 352 Intro. To French Fiction II	(3)	FREN 200 or 252 or Equivalent
Advanced Study - 400 Level	**3**	
FREN 470 Seminar on French-Speaking World	(3)	FREN 200 or 252 or Equivalent
	30 hrs.	

Spanish Concentration

Course Number and Title	Hrs.	Prerequisites
Language - 200 Level or above	**15**	
Civilization	**6**	
SPAN 311 Civilization of Spain	(3)	SPAN 200, 272, or Equivalent
SPAN 312 Civilization of Latin America	(3)	SPAN 200, 272, or Equivalent
Literature	**6**	
SPAN 372 Survey of Spanish Literature	(3)	SPAN 200, 272, or Equivalent
SPAN 373 Survey of Latin Ameri. Lit.	(3)	SPAN 200, 272, or Equivalent
Advanced Study – 400 Level	**3**	
SPAN 476 Seminar in Hispanic Studies	(3)	SPAN 311 or 312; SPAN 372 or 373
SPAN 477 Adv. Comp. & Conversation	(3)	SPAN 310
	30 hrs.	

Music Concentration

Course Number and Title	Hrs.	Prerequisites
MUSIC 010 University Band	7	None
OR		
MUSIC 022 University Choir	(7)	Audition
Alt. Ensembles from MUSIC 010-052*	2	Audition
MUSIC 102 Recital Attend. (7 sem.)	0	None
MUSIC 204 Gen. Music Methods I	3	MUSIC 259, EDFN 130
MUSIC 209 Brass Techniques	1	Music Major
MUSIC 211 Class Piano I	1	Diagnostic Exam
MUSIC 212 Class Piano II	1	MUSIC 211
MUSIC 213 String Techniques	1	Music Major
MUSIC 216 Vocal Diction I	(1)***	MUSIC 330 or 340
MUSIC 218 Woodwind Techniques	1	Music Major
MUSIC 220 Percussion Techniques	1	Music Major
MUSIC 227 Aural Skills I	1	Diagnostic Exam
MUSIC 228 Aural Skills II	1	MUSIC 227
MUSIC 237 Fund. Of Conducting	2	MUSIC 259, 260
MUSIC 24X Secondary Applied Music (2 sem.)**	2	Permission
MUSIC 259 Music Theory I	3	Diagnostic Exam
MUSIC 260 Music Theory II	3	MUSIC 259
MUSIC 303 Junior Recital	0	MUSIC 44X
MUSIC 311 Class Piano III	1	MUSIC 212
MUSIC 312 Class Piano IV	1	MUSIC 311
MUSIC 320 Music History Survey	3	MUSIC 150, 259, or 260
MUSIC 327 Aural Skills III	1	MUSIC 228
MUSIC 328 Aural Skills IV	1	MUSIC 327
MUSIC 34X Principal Applied Music (4 sem.)	4	Permission
MUSIC 359 Music Theory III	3	MUSIC 260
MUSIC 360 Music Theory IV	3	MUSIC 359
MUSIC 380 Music History Seminar I	3	MUSIC 150, 259, or 260
MUSIC 381 Music History Seminar II	3	MUSIC 150, 259, or 260
MUSIC 382 Advanced Conducting	3	MUSIC 237
MUSIC 395 Instrumental Methods	3	MUSIC 259, EDCI 230PK
MUSIC 396 Choral Methods	3	MUSIC 259, EDCI 230PK
MUSIC 44X Principal Applied Music (2 sem.)	4	Jury
MUSIC 480 Arranging	2	MUSIC 360
	68 hrs.	

*Vocal students choose 2 hours of instrumental ensembles; instrumental students choose 2 hours of vocal ensembles.

**Vocal students must choose MUSIC 241.

*** Voice students must substitute MUSIC 216 for one of these courses: MUSIC 209, 213, 218, or 220.

Visual Arts Concentration

Course Number and Title	Hrs.	Prerequisites
Art Foundations Sequence:	**22**	
ART 133 Color Theory	(3)	None
ART 134 2-D Design	(3)	None
ART 135 3-D Design	(3)	None
ART 141 Drawing I	(3)	None
ART 242 Drawing II	(3)	ART 141
ART 256 Western Art History I	(3)	None
ART 257 Western Art History II	(3)	None
ART 497 Senior Seminar/Exhibition	(1)	Sr. Status
Studio Concentration (Choose One): painting, ceramics, printmaking, sculpture, illustration or digital art	**12**	
Studio Elective	**15**	
Art History Elective	**3**	

Studio or Art History Elective (Choose One):	**3**	
ART 221 Art Ed. Theories & Pract.	(3)	None
ART 432 Secondary Methods-Art	(3)	
PHIL 318 Topics in Philosophy	**3**	PHIL 104, 205, 208, 210, 215 or Art Major
	58 hrs.	

Bachelor's Plus Program: Primary Grades Intervention ECE/ECIS PK-5 Dual Licensure

Course Number and Title	Hrs.	Prerequisites
Required Education Coursework		
EDFN 586 Effective Instruction	3	Taken 1st semester
EDIS 546 Introduction to Educational Intervention	3	None
EDFN 512 Teaching & Learning Process	3	EDFN 586
EDEC 540 Phonics and the English Language**	3	None
EDEC 515 Foundations of Literacy K-9**	3	None
HIST 239 History of Ohio	3	None
EDEC 524 Language Arts & social Studies Methods	3	None
EDEC 525 Curriculum & Methods for Teaching Primary Math & Science	3	None
EDEC 526 Trade Books, Mentor Texts & Writing Methods	3	None
EDCI 505 Instructional Design & Educational Technology for Teaming	3	EDFN 586 & 512
EDEC 561 Differentiated Reading Assess. & Instruct Methods in the Literacy/Lang Arts Block** (block w/ EDEC 587	3	EDFN 512
EDEC 587 Multicultural/Literacy Field Experience (block w/EDEC 561)	3	None
EDEC 593 Bio-Medical Issues for Childhood Professionals	3	None
EDEC 669 Assess. & Eval. Of Young Children w/ Special Ed. Needs	3	None
EDEC 603 Early Intervention & Integration for Young Children with Special Educational Needs (block w/EDEC 588)	3	None
EDEC 588 Assessment, Instruction, Evaluation & Intervention Field Experience in an Inclusionary setting (block w/ EDEC 603)	3	None
EDEC 638 Advanced Classroom and Individual Management	3	None
EDCI 566 Advanced. Studies of Literature for Young Children (Pk-5)**	3	None
EDIS 581 Assistive & Instructional Technology	3	EDIS 546
EDIS 582 Sensory Motor Integration	3	EDIS 546
EDIS 584 Communication I.S. Moderate Intensive	3	EDIS 546
EDIS 505 Social Professional Issues	3	Current enrollment with EDEC 646
Internship:		
EDEC 646 Internship for EC/ECIS	10	All coursework & fields & concurrent with EDIS 505
	76 hrs.	

**Meets Reading requirements for Ohio Standards

Primary PK-5 B+ Dual Intervention Specialist Content Course Prerequisites

Courses may be undergraduate or graduate. No time constraints and grade should be C- or above. Should a student not have the following requirements, an equivalent or substitution will need to be approved by the College of Education.

Category	B+ requirements
Language Arts	**2 composition courses**
	1 Literature course
Mathematics	**1 Mathematics course**
Science	**3 Natural Science courses** (Biology, Botany, Zoology, Ecology, Geology, Physics, Life science, Astronomy, chemistry, anatomy, etc.)
Social Studies	**3 courses** (History, Political Science, Geography, Government, Civics, Anthropology, Psychology, Sociology, Economics, etc.)

Bachelor's Plus Program: for Intervention Specialist Mild/Moderate/Intensive (ISMMI) Program K-12 Licensure

Course Number and Title	Hrs.	Prerequisites
Required Prerequisite Courses		
HUMAN DEVELOPMENT-Must include full lifespan (PSYC 594 suggested)		
EDUC PSYCHOLOGY-Must emphasize teaching & learning processes (EDFN 512 suggested)		
Required Education Coursework		
EDFN 586 Effective Instruction	3	Taken 1st sem AU
EDCI 505 Instruction Design & Ed. Tech. for Teaming	3	
EDIS 546 Intro. to Education Interventions	3	None
EDIS 542 Communication, Consultation, & Teaming Skills	3	None
EDIS 581 Assistive & Instructional Tech. for I.S. (concurrent w/ EDIS 587)	3	EDIS 546
EDIS 582 Sensory Motor Integration (concurrent w/ EDIS 587)	3	EDIS 546
EDIS 584 Comm.: I.S. Moderate/Intensive (concurrent w/ EDIS 587)	3	EDIS 546
EDIS 587 Elementary Intervention Specialist Field Exp. (concurrent w/ EDIS 581, 582, & 584)	2	Concurrent with admission to the Field
EDEC 540 Phonics & English Lang**	3	None
EDCI 561 Content Area Literacy**	3	None
EDEC 515 Foundations of Literacy K-9**	3	None
EDCI 564 Adv. Studies of Lit. for Adolescents (Grades 4-12)**	3	None
EDIS 549 Assess. & Teach. Child w/ Mild/Mod. Ed. Needs (concurrent w/ EDIS 588)	3	EDIS 546
EDIS 553 Interv. & Remediation in Math Assess. & Instr. (concurrent w/ EDIS 588)	3	EDIS 546

EDIS 588 Multicultural Middle School Field Exp. (concurrent w/ EDIS 549, 553)	2	Admission to Field
EDIS 534 Transitions & Curriculum Meth. For Children w/ Mild/Moderate Disabilities-Bach Plus (concurrent w/ EDIS 589)	3	EDIS 546
EDIS 540 Developing Classroom Learning Environments-Bach Plus (concurrent w/ EDIS 588)	3	EDIS 546
EDIS 589 High School Intervention Specialist Field Exp. (concurrent w/ EDIS 534 & 540)	2	Admission to Field
EDIS 505 Legal, Social & Professional Issues for IS (concurrent with internship)	3	Concurrent with admission to the Field
Internship:	10	
EDIS 606 Internship Intervention Specialist Mild/Moderate (concurrent w/ EDIS 505)	(10)	
OR		
EDIS 607 Internship Intervention Specialist Moderate/Intensive		
OR		
EDIS 608 Internship Intervention Specialist Mild/Mod/Intensive		
	64 hrs.	

**Meets Reading requirements for Ohio Standards

Other Graduate Licensure and Endorsement Program

In addition to the initial licenses offered through the Bachelor's Plus program, the Dwight Schar College of Education offers a variety of second licensure and endorsement programs that are approved by the Ohio Department of Higher Education (formerly known as the Ohio Board of Regents). Students need to have a current teaching license. Additionally, students may be required to compete a criminal background check before beginning their field. Students must be admitted through the admissions process. See specific program for information & program requirements.

Advanced Licensure Programs Include:

- Intervention Specialist: Mild/Moderate License, for licensed teachers only
- Building Principal License
- Administrative Specialist License in Curriculum, Instruction, and Professional Development
- School Superintendent License

Endorsement Programs Include:

- Graduate Reading Endorsement (K-12)
- Gifted Intervention Specialist Endorsement (K-12)
- Post-Baccalaureate Early Childhood Generalist (Grades 4-5) Endorsement
- Technology Director Endorsement (K-12)
- Teaching English to Speakers of Other Languages (TESOL) Endorsement (K-12)

Certificate Programs Include:

- Teaching English to Speakers of Other Languages (TESOL) Endorsement (K-12)

Intervention Specialist: Mild/Moderate License

A program for licensed teachers 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
Prerequisite Courses (Students with appropriate previous course work may waive these courses.)		
*EDEC 564 Curriculum & Methods of Early Childhood Mathematics	3	
EDEC 540 Phonics & The English Language	3	
EDIS 546 Intro. to Education Interventions	3	None
12 additional hours of reading, including 3 hrs. of phonics. These must be taken prior to taking EDIS 535, EDIS 541, & EDIS 548		
Major Professional Courses:		
EDIS 535 Curr/Meth. for Career/Daily Living Skills for Students with Needs for Mild/Moderate Intensive Educational Intervention	3	EDIS 546 or concurrent
EDIS 541 Creating Effective Learning Environ.	3	EDIS 546 or concurrent
EDIS 542 Communication, Consultation, and Teaming Skills	3	None
EDIS 548 Assess. & Teaching Children with Mild/Moderate Ed. Needs	3	EDIS 546 or concurrent
EDIS 507 Lang./Comm. Disorders in Children and Intervention	3	EDIS 546 or concurrent
EDIS 579 Special Educ. Law, Policies, and Procedures	3	EDIS 546 or concurrent
Internship: (Prerequisites: courses for licensure, including prerequisites)		
EDIS 593 Supervised Clinical Experience for Intervention Specialist Mild/Moderate	1	Admit to internship
	19 hrs.	

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

Note: M.Ed. with appropriate professional coursework is required. If not already complete, candidate is required to take Ashland University M.Ed. Educational Leadership courses and internship.

Building Principal's License

This is a program of preparation for building leadership. To qualify for the Building Principal License, applicants must (1) have a master's degree, (2) have successfully taught two years under a provisional or professional teacher license at the age levels for which the principal license is sought, and (3) passed the Ohio Assessment for Educators Educational Leadership Test.

Course Number and Title	Hrs.	Prerequisites
M.Ed. Course work with the following Professional Courses (if not in previous/current M.Ed. Program, the following courses must be taken prior to licensure application):		
*EDLS 501 Vision & Goals for School Leaders	1	None
*EDLS 502 Critical Concepts in Fiscal Resource Management	1	None
*EDLS 503 Critical Concepts in Human Resource Management	1	None
EDLS 511 Theories of Instructional Leadership	1	None
EDLS 512 Issues Impacting Student Achievement	1	None
EDLS 513 Improving Instruction	1	None

EDLS 521 Organizational Behavior in Education	1	None
*EDLS 522 Organizational Climate & Culture	1	None
EDLS 523 Organizational Management for Educational Leader	1	None
EDLS 531 Legal Issues in Educational Leadership	1	None
EDLS 532 Ethical, Professional & Legal Dimensions of Ed. Leadership	1	None
*EDLS 533 Essential Concepts in School Safety & Crisis Management	1	None
*EDLS 541 Professional Development in Education	1	None
EDLS 542 Political Dimensions of Educational Leadership	1	None
EDAD 683 Educational Leadership	3	None
Internships:	**4 (All 1 hour)**	
*EDLS 721 Admin. Internship 1	(1)	
*EDLS 722 Admin. Internship 2	(1)	
*EDLS 723 Admin. Internship 3 Building Level/Principal	(1)	
*EDLS 724 Admin. Internship 4 Building Level/Principal	(1)	
License Requirements	**6**	
EDLS 601 The Visionary School Leader	(1)	
EDLS 602 Managing Fiscal Resources	(1)	
EDLS 603 Managing Human Resources	(1)	
EDLS 622 Transforming Organizational Climate & Culture	(1)	
EDLS 633 Safety & Crisis Management for Educational Leaders	(1)	
EDLS 641 Professional Development in Action	(1)	
***Prerequisites for licensure coursework**		
	27 hrs.	

Administrative Specialist License in Curriculum, Instruction, and Professional Development

This is a program for persons seeking licensure for district level leadership in the areas of curriculum, instruction, and professional development. To qualify for the Curriculum, Instruction, and Professional Development License, applicants must (1) have a master's degree, (2) have successfully taught two years under a provisional or professional teacher license, and (3) passed the Ohio Assessment for Educators Education Leadership Test.

Course Number and Title	Hrs.	Prerequisites
M.Ed. Course work with the following Professional Courses (if not in previous/current M.Ed. Program, the following courses must be taken prior to licensure application):		
*EDLS 501 Vision & Goals for School Leaders	1	None
*EDLS 502 Critical Concepts in Fiscal Resource Management	1	None
*EDLS 503 Critical Concepts in Human Resource Management	1	None
EDLS 511 Theories of Instructional Leadership	1	None
EDLS 512 Issues Impacting Student Achievement	1	None
EDLS 513 Improving Instruction	1	None
EDLS 521 Organizational Behavior in Education	1	None
*EDLS 522 Organizational Climate & Culture	1	None
EDLS 523 Organizational Management for Educational Leader	1	None
EDLS 531 Legal Issues in Educational Leadership	1	None
EDLS 532 Ethical, Professional & Legal Dimensions of Ed. Leadership	1	None
*EDLS 533 Essential Concepts in School Safety & Crisis Management	1	None
*EDLS 541 Professional Development in Education	1	None
EDLS 542 Political Dimensions of Educational Leadership	1	None
EDAD 683 Educational Leadership	3	None
Internships:	**4 (All 1 hour)**	
*EDLS 721 Admin. Internship 1	(1)	
*EDLS 722 Admin. Internship 2	(1)	
*EDLS 725 Admin. Internship 3 District Level/CIPD	(1)	
*EDLS 726 Admin. Internship 4 District Level/CIPD	(1)	
License Requirements	**6**	
EDLS 601 The Visionary School Leader	(1)	
EDLS 602 Managing Fiscal Resources	(1)	
EDLS 603 Managing Human Resources	(1)	
EDLS 622 Transforming Organizational Climate & Culture	(1)	
EDLS 633 Safety & Crisis Management for Educational Leaders	(1)	
EDLS 641 Professional Development in Action	(1)	
***Prerequisites for licensure coursework**		
	27 hrs.	

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.

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

Course Number and Title	Hrs.	Prerequisites
EDAD 691 The Superintendency	3	None
EDAD 693 School Finance	3	None
EDAD 694 Org. Mgt. Sem. & Intern. For Superintendents	3	None
EDAD 698 Personnel & Resource Mgt	3	None
EDAD 699 Special Topics & Projects: Emerging Issues in Education	1	None
	13 hrs.	

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

Graduate Reading Endorsement

The graduate reading endorsement enables its completers to teach reading intervention in grades K-12 and qualifies them for the teacher credentials under the Third Grade Reading Guarantee Ohio Law. This is available to licensed teachers only:

Prerequisite Courses:

Ohio Reading Core (12 hours)

- Phonics and the English Language (EDEC 540) or Equivalent with dyslexia standards
- Foundations of Literacy K-9 (EDEC 515) or Content Area Literacy (EDCI 561) or Literacy Theory and Practice (EDCI 560) or Equivalent
- Advanced Studies in the Language Arts (EDCI 563) or Equivalent
- Advanced Literature for Young Children: PreK-5 (EDCI 566) or Advanced Studies of Literature for Adolescents: Grades 4-12 (EDCI 564) or Equivalent

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

Course Number and Title	Hrs.	Prerequisites
EDCI 523 Literacy Theory and Curriculum	3	12-hour Ohio Reading Core
EDEC 567 Advanced Methods of Literacy	3	12-hour Ohio Reading Core
EDEC 663 Intervention & Assessment in Literacy for the Elementary Learner	3	12-hour Ohio Reading Core
EDCI 664 Intervention & Assessment in Literacy for the Secondary Learner	3	12-hour Ohio Reading Core
Internship:		
EDCI 715 Graduate Literacy Internship	3	EDEC 663, EDCI 664
	15 hrs.	

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

Gifted Intervention Specialist Endorsement

The Talent Development program prepares teachers for the Ohio Gifted Intervention Specialist Endorsement. The endorsement can also be obtained through the Master of Education in Curriculum & Instruction: Talent Development program.

Course Number and Title	Hrs.	Prerequisites
EDIS 650 Nature/Needs Talented	3	None
EDIS 651 Curr. Dev. Talented	3	None
EDIS 652 Dev./Super./Talented	3	None
EDIS 653 Guidance/Counseling for the Talented	3	None
EDIS 654 Creativity for Teaching the Talented	3	None
Internship:		
EDIS 796 Talented Education Internship	3	EDIS 650, 651, 652, 653, 654, or permission
	18 hrs.	

Note: Passage of the Ohio Assessment for Educators test for Gifted Education (053) required prior to endorsement application.

Post-Baccalaureate 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.

Course Number and Title	Hrs.	Prerequisites
EDCI 596 Middle Grades Methods & Assessment	3	
EDCI 597 Middle Grades Philosophy	3	None
HIST 239 History of Ohio	3	None
MATH 218 Geometry for Middle Grades Teachers	3	MATH 217
	12 hrs.	

Candidates must complete 6 hrs. each of the following areas: Science, Social studies, Math & English/Language Arts and pass the state required Elementary Education Content test. Courses from above may be applied to the six hours in each of the four areas.

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

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

Technology Director Endorsement

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

It can also be obtained through the Master of Education in Curriculum and Instruction: Education Technology degree program.

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

Teaching English to Speakers of Other Languages (TESOL) Endorsement

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

Course Number and Title	Hrs.	Prerequisites
EDFN 533 Culturally & Linguistically Diverse Learners	3	None
EDCI 534 Language Acquisition & Elements of Linguistics for Teaching English Language Learners	3	None
EDCI 535 Integrated Teaching Methods for English Language Learners	3	EDCI 534
EDFN 646 Educational Assessment	3	None
Internship:		
EDCI 645 Internship for TESOL Endorsement	3	EDFN 533, 534, 535, EDFN 646
	15 hrs.	

Teaching English to Speakers of Other Languages (TESOL) Certificate Program

This certificate in TESOL is for graduate students who plan to teach students abroad or adult ESL students. It is not designed for PK-12 teaching in the United States. The program also serves students with an undergraduate or graduate degree who are seeking specific training to improve their employment prospects where language, culture, and communication are concerned. Course content provides graduate-level instruction in the areas of: English language structure and usage, diverse linguistic learners; the processes of 2nd language learning, lesson and materials development; and classroom methodologies and assessment in TESOL. No internship or state required exam.

Course Number and Title	Hrs.	Prerequisites
EDFN 533 Culturally & Linguistically Diverse Learners	3	None
EDCI 534 Language Acquisition & Elements of Linguistics for Teaching English Language Learners	3	None
EDCI 535 Integrated Teaching Methods for English Language Learners	3	EDCI 534
EDFN 646 Educational Assessment	3	None
	12	

Course Descriptions

Course Abbreviations

ACCT	Accounting
ADCT	Addictions Counseling
AEXS	Applied Exercise Science
ART	Art
ATR	Athletic Training
BIO	Biology
BUS	Business (General)
CHEM	Chemistry
CIS	Coaching and Instruction in Sport
CJ	Criminal Justice
COM	Communication Studies
CS	Computer Science
DIET	Dietetics
ECED	Economics Education
ECON	Economics
EDAD	Education Administration
EDAE	Adult Education
EDCI	Education Curriculum/Instruction
EDEC	Education Early Childhood
EDFN	Education Foundations
EDIS	Educational Intervention Specialist
EDLS	Education Leadership Studies
EDSS	Educational Sport Science
EDTE	Teacher Education
EDU	Continuing Education
EDUC	Education (General)
ENG	English
ENTP	Entrepreneurship
EVS	Environmental Science
EXS	Exercise Science
FIN	Finance
FL	Foreign Languages
FM	Fashion Merchandising
FREN	French
GEOL	Geology
GER	German
HIST	History
HON	Honors Program
HS	Health Sciences
HSEC	Homeland Security
HSM	Hospitality Management
IDS	Interdisciplinary Studies
JDM	Journalism/Digital Media
LTN	Latin
MATH	Mathematics
MBA	Master of Business Administration
MBAF	Master of Business Administration Foundations
MDS	Multidisciplinary Studies
MGT	Management
MIS	Management Information Systems
MKT	Marketing
MUSIC	Music
NUHS	Nursing and Health Sciences
NUR	Nursing
PHIL	Philosophy
PHYS	Physics
POLEC	Political Economy
POLSC	Political Science
PORT	Portuguese
PSYC	Psychology
PUBH	Public Health
REC	Recreation
REL	Religion
SCM	Supply Chain Management
SDD	Software Design & Development
SEC	Cyber Security
SMG	Sport Management
SNP	School Nursing Program
SOC	Sociology
SOCWK	Social Work
SPAN	Spanish
TH	Theatre

ACCOUNTING (ACCT)

ACCT 201 FINANCIAL ACCOUNTING 3

Prerequisite: None

The first of a two-course sequence in basic accounting. This course develops an understanding of the basic elements of financial accounting. Students are introduced to accounting concepts, procedures, and terminology. Topics covered include processing of transactions through the accounting cycle, applying generally accepted accounting principles, and preparing and interpreting of financial statements.

ACCT 202 MANAGERIAL ACCOUNTING 3

Prerequisite: ACCT 201

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

ACCT 205 ACCOUNTING INFORMATION SYSTEMS 3

Prerequisite: ACCT 201, MIS 221

A study of the accounting information system as a component of an integrated enterprise system. The information system will be analyzed to identify weaknesses and recommend improvements to internal control. System documentation techniques are studied

ACCT 206 FORENSIC ACCOUNTING 3

Prerequisite: ACCT 201

This course provides an introduction to the areas of forensic accounting and fraud investigation in organizations with an emphasis on its detection and prevention. It examines the nature and causes of financial and occupational fraud, ways to prevent and deter fraudulent conduct, and procedures for uncovering and investigating fraud.

ACCT 207 INTERMEDIATE ACCOUNTING I 3

Prerequisite: ACCT 201

A review of the fundamental accounting processes followed by a detailed analysis of the contents of the balance sheet, income statement and statement of cash flows.

ACCT 208 INTERMEDIATE ACCOUNTING II 3

Prerequisite: ACCT 207

A detailed analysis of financial reporting under Generally Accepted Accounting Principles. Emphasis is placed on the accounting treatment and disclosures required for balance sheet items (assets, liabilities, and owner's equity).

ACCT 302 COST MANAGEMENT 3

Prerequisite: ACCT 202

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 methods used to determine product costs for internal, management, and external financial reporting.

ACCT 308 FEDERAL INCOME TAXATION OF INDIVIDUALS 3

Prerequisite: ACCT 201, MIS 221

A study of federal income tax law as it relates to the individual taxpayer including gross income, exclusions, deductions, capital gains and losses, tax credits and the Alternative Minimum Tax.

ACCT 309 FEDERAL INCOME TAXATION OF BUSINESS 3

Prerequisite: ACCT 201, MIS 221

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

ACCT 321 BUSINESS SPREADSHEETS 3

Prerequisite: MIS 221 (taken in the last 4 years), ACCT 201

An advanced study of the development and implementation of spreadsheets as applied to business applications, including worksheet design, problem organization and results presentation. The course prepares the student for the Microsoft Office Excel certification exam.

ACCT 406 AUDITING AND PROFESSIONAL ETHICS 3

Prerequisite: ACCT 205, ACCT 207, and MATH 208

A study of auditing principles and procedures including the study of internal control to prevent fraud, the professional ethics and legal responsibilities of the public accountant and the preparation of working.

ACCT 410 LAW AND PROFESSIONAL RESPONSIBILITY FOR ACCOUNTANTS 3

Prerequisite: MGT 401

This course is intended for students planning to sit for the CPA exam. The topical coverage is derived from that exam's content specifications and includes, but is not limited to: UCC Articles 2, 3, 7, and 9; securities regulations; other debtor-creditor relationships and bankruptcy; and the professional responsibilities and liabilities of CPAs.

ACCT 440 ADVANCED ACCOUNTING 3

Prerequisite: ACCT 208

A study of topical advanced accounting issues such as business combinations and consolidation accounting, accounting for international (i.e. foreign currency) transactions and translations, interim and segment reporting, governmental and not-for-profit accounting, and partnership accounting.

ACCT 453 SPECIAL TOPICS FOR ACCOUNTING 3

Prerequisite: ACCT 208

A course devoted to various topics related to current issues in accounting. May be repeated once for different topics with the approval of accounting faculty.

ACCT 514 ACCOUNTING SPECIAL TOPICS 3

Prerequisite: Take ACCT 208, ACCT 302, ACCT 309, ACCT 406

This course will explore one or more topics that augment or build upon the core MBA (accounting concentration) curriculum. Topics may include but are not limited to, financial accounting, cost accounting, auditing, forensic accounting, taxation, accounting information systems, the state of the profession, and professional responsibility. This course may be repeated once.

ACCT 535 FUND AND NON-PROFIT ACCOUNTING 3

Prerequisite: ACCT 208

An introduction into the fundamental knowledge for understanding the operation of governmental and non-profit entities, their accounting and financial reporting practices, and the standards that shape their accounting and financial reporting systems. Prerequisites: Intermediate Accounting II.

ACCT 538 ADVANCED COST MANAGMENT 3

Prerequisite: 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.

ACCT 540 ADVANCED ACCOUNTING 3

Prerequisite: ACCT 208

A study of topical advanced accounting issues such as business combinations and consolidation accounting, accounting for international (i.e. foreign currency) transactions and translations, interim and segment reporting, and partnership accounting. Prerequisite: Intermediate Accounting II.

ADDICTIONS COUNSELING (ADCT)

ADCT 121 INTRODUCTION TO PREVENTION 3

Prerequisite: None

Students will explore a comprehensive approach to understanding and preventing substance misuse and related behavioral health problems through the context of an ethical and culturally competent strategic prevention framework.

ADCT 131 ADDICTIONS COUNSELING I 3

Prerequisite: PSYC 101 or permission of instructor

Students will explore substance use disorders, how these disorders are diagnosed and treated, along with ethical issues related to addictions counseling.

ADCT 132 ADDICTIONS COUNSELING II 3

Prerequisite: ADCT 131 or permission of instructor

Students will further explore substance use disorders including differential diagnosis, treatment of special populations with addictions disorder, and legal and ethical issues in addictions counseling.

ADCT 202 DRUGS AND SOCIETY 3

Prerequisite: None

This course is designed to give students a general overview of the role and extent of alcohol and drug use in our society. Areas to be discussed include an examination of societal attitudes and social structures that impact policies towards drug use and our understanding of substance use disorder. The social cost of addiction will also be examined.

ADCT 233 ADDICTIONS PREVENTION, ASSESSMENT & DIAGNOSIS 3

Prerequisite: ADCT 131, ADCT 132 student already credentialed as a CDCA (Phase II completed) or permission of instructor

Students will explore prevention of substance use disorder including, but not limited to: risk factors, models of prevention, needs assessments, and intervention strategies. Students will explore assessment and diagnosis of substance use disorder including, but not limited to: assessment procedures, diagnostic interviewing, criteria for diagnosis, dual diagnosis, and modalities and levels of treatment.

ADCT 234 ADDICTIONS TREATMENT PLANNING AND COUNSELING 3

Prerequisite: ADCT 233, student already credentialed as a CDCA (Phase II completed) or permission of instructor

Students will explore working with addiction populations including treatment planning, individual counseling, group counseling, and relationship counseling.

ADCT 235 ADDICTIONS PSYCHOPHARMACOLOGY 3

Prerequisite: None, student already credentialed as a CDCA (Phase II completed) or permission of instructor

Students will explore pharmacology of both drugs of abuse and those used in detoxification and the treatment of addiction and mental and emotional disorders including the action of pharmaceuticals and the physiological response, the interaction of pharmaceuticals, tolerance, the appropriate use of psychotropics with addicted persons and the effects of drugs on sensation and perception, learning and memory, human growth and development, sexual functioning and behavior.

ADCT 293 ADDICTIONS INTERNSHIP 3

Prerequisite: ADCT 131, 132

This 1-3 credit hour internship will involve time spent working with substance use individuals in a community agency and class time for reflection and process work. Hours may be counted toward LCDC licensure if student and supervisor complete the supervision requirements per Ohio Administrative Code.

APPLIED EXERCISE SCIENCES (AEXS)

AEXS 670 SPORT MEDICINE PRINCIPLES FOR SPORT PROFESSIONALS 3

Prerequisite: Admission

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

AEXS 671 THE SCIENTIFIC BASIS OF SPORT 3

Prerequisite: Admission

An introduction to the basic exercise sciences as they relate to the improvement of sport performance. Basic principles of Biomechanics, Functional Kinesiology, and Sports Physiology will be introduced.

AEXS 673 ANALYSIS OF SPORT INSTRUCTION 3

Prerequisite: Admission

This course introduces the concept of qualitative analysis for professionals in the kinesiology profession (e.g. physical education teachers, coaches, physical therapists, dance instructors). An integrative approach utilizing research from the field of biomechanics, motor development, motor learning, pedagogy, and sport psychology will serve as the foundation for learning effective skills and strategies to teach and correct sport skills.

AEXS 675 SCIENTIFIC FOUNDATIONS OF NUTRITION IN SPORT 3

Prerequisite: Admission

Study of a scientific framework to assist in understanding nutrition and diet as they relate to physical activity. Nutritional considerations related to overall health and performance will be discussed. Topics to be considered include: digestion and energy metabolism, weight control, disordered eating, role of water, ergogenic aids, and consumerism. The effects of commonly used and abused chemical substances will be discussed in terms of the impact on physical performance.

AEXS 677 THE PHYSIOLOGICAL BASIS FOR EXERCISE AND SPORT 3

Prerequisite: Admission

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

AEXS 678 FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION 3

Prerequisite: Admission

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

AEXS 679 PRINCIPLES OF STRENGTH TRAINING AND CONDITIONING 3

Prerequisite: Admission

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.

ART (ART)

ART 130 ELEMENTS OF DESIGN 3

Prerequisite: Note: not open to students who have taken ART 134 or ART 135

A fundamental study of two-dimensional application of visual elements and principles of design. Students will explore composition through line, shape, value, texture, and color, and will be introduced to and use various materials and design techniques. For non-art majors. Meets Core credit for aesthetics.

ART 133 COLOR THEORY 3

Prerequisite: None

An exploration of both Munsell and Albers color theory systems, with an emphasis on the ways in which the elements of color interact in compositions. The focus of the course is developing a disciplined approach to the use of color, and gaining experience in the mixing and application of colors using acrylic paints. Students will examine the ways in which the properties of color affect the elements of design, specifically the illusion of space and light, and also the ways in which we receive and process color information.

ART 134 2-D DESIGN 3

Prerequisite: None

This course is an intense study of the principles of 2-D design aesthetics and processes. Students will learn how to use compositional devices such as line, value, texture, shape, balance, and rhythm to create successful designs

ART 135 3-D DESIGN 3

Prerequisite: None

Introduces the fundamental sculptural design principles of space, line, shape, mass, texture, unity, balance, emphasis, and scale. The process of linear, planer, modular, and plastic construction will be undertaken. Emphasis will be on students discussing and understanding the principles of three-dimensional design as well as executing studio projects characterized by quality craft, successful composition, effective use of content, and appropriate context.

ART 140 FUNDAMENTALS OF DRAWING (NON-MAJORS) 3

Prerequisite: Note: not open to students who have taken ART 141

This fundamental course provides a variety of approaches to improve individual skills in drawing. Attention to line, shape, value, texture, and perspective are used to develop an understanding of what we see in relation to how we represent them visually. For non-art majors. Meets

Core credit for aesthetics.

ART 141 DRAWING I 3

Prerequisite: None

Acquaints students with the fundamental nature of the drawing process. Emphasis is on the observation and analysis of simple forms through a variety of approaches, such as gesture, contour, cross-contour, and value drawing. Introduces the student to such elements of form as proportion, shape, mass, light, and space, as well as compositional structure. Particular emphasis is placed upon the understanding of spatial devices, including linear perspective and various ways of using value and line weight to create and deny space.

ART 150 ART & IDEAS 3

Prerequisite: None

A combined visual and thematic introduction to Western art. The form and content of painting, sculpture, architecture, and graphics will be studied through a series of themes and purposes. Students will investigate the interplay of form and meaning of art objects from multiple eras through such themes as death and the macabre, entertainment, power and politics, religious beliefs, and landscape and the environment. The course introduces many of the issues associated with the visual arts including iconoclasm, restoration, aesthetic quarrels, and questions of cultural property. This course is designed for non-art majors to fulfill institutional core requirements in aesthetics, and is not open to students who have taken ART 256 or ART 257 respectively.

ART 160 FUNDAMENTALS OF STUDIO ART 3

160A CERAMICS

160B PAINTING

160C PRINTMAKING

160D SCULPTURE

160E DIGITAL ART

Prerequisite: None

This course is an exploration of the processes and philosophies of various studio art disciplines. Using the study of traditional studio topics (Ceramics, Painting, Printmaking, Sculpture, or Digital Art - subjects will vary each semester), students will learn the principles of art aesthetics, studio processes, and a general history of the relevant discipline. This course is designed for non-art majors to fulfill institutional core requirements in aesthetics, and is not open to students who have taken ART 211, 261, 271, or 281 respectively. Students may take two different topics to fulfill Core aesthetics requirements, but they may not repeat the same topic for credit.

ART 161 FUNDAMENTALS OF STUDIO ART II 3

161A CERAMICS

161B PAINTING

161C PRINTMAKING

161D SCULPTURE

161E DIGITAL ART

Prerequisite: ART 160 in the appropriate studio area

This course is a continuation of the introduction to the aesthetic processes and philosophies of various studio art disciplines developed in ART 160. By studying more advanced problems in traditional studio topics (Ceramics, Painting, Printmaking, or Sculpture), students will become acquainted with the wide range of options, and the decisions necessary, of studio artists. The course delves more deeply into the visual art aesthetic, studio processes, and the general history of the relevant discipline. This course is designed for non-art majors to fulfill institutional Core requirements in aesthetics.

ART 204 PHOTOGRAPHY 3

Prerequisite: None

A course dealing with the process and principles of digital photography. Technical and aesthetic considerations will be explored. Adobe Photoshop will be the software used in this class and students are expected to provide their own digital camera. Meets Core credit for aesthetics.

ART 205 SEQUENCING IN ART 3

Prerequisite: ART 204

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

ART 206 DIGITAL ART I 3

Prerequisite: ART 134

This course covers the fundamentals of computer technology and allows the student to explore a range of techniques using Adobe Photoshop and Adobe Illustrator. The latest developments in the field of computer graphics will be covered where applicable. The course is structured to increase the students' understanding of metaphor in artistic production, increase the students' ability to create two-dimensional artworks using computers, and to discuss the ways contemporary artists use technology in art.

ART 211 CERAMICS I 3

Prerequisite: None

An introduction to wheel throwing and hand built processes necessary to the formation of functional and nonfunctional vessels.

ART 221 ART EDUCATION THEORY AND PRACTICE FOR EARLY AND MIDDLE GRADES 3

Prerequisite: None

Provides a comprehensive overview of the ideas and concepts that inform the contemporary teaching of art at the early and middle grade level. In addition, it provides hands-on experiences and practical information for the day-to-day procedures and management of early and middle grades classrooms.

ART 222 ART EDUCATION METHODS FOR EARLY CHILDHOOD 3

Prerequisite: None

Focuses on the importance of the acquisition of visual art skills in the development of the very young. Provides an overview of methodologies, techniques, and practical knowledge to enable the early childhood educator to provide appropriate art experiences to their students.

ART 231 GRAPHIC DESIGN I 3

Prerequisite: ART 160E or 206; ART 133

Through a combination of lecture and studio work students will be introduced to the fundamentals of typography in relation to various design applications. The course will cover the history of typography, the study of letterforms, typeface selection, classifications, and terms.

ART 242 DRAWING II 3

Prerequisite: ART 141

A continuation of approaches learned in Drawing I and incorporation of 2- D Design principles. Emphasis is placed on observation and analysis of more complex forms, value drawing, and successful integration of design in overall compositional form. Study of the human figure through the use of a live model will be included.

ART 245 ILLUSTRATION I 3

Prerequisite: ART 134, ART 141, ART 242

This course serves as an introduction to a variety of illustration techniques and practices.

ART 256 WESTERN ART I 3

Prerequisite: None

This course examines the history of art as it appeared in different periods and cultural contexts from the Old Stone Age to the Medieval Period, specifically the architecture, painting, and sculpture in terms of

style and technique, and the ways in which they evolved. The course also examines the position of art and of the artist in society, the ways in which various cultures have used the visual arts, and the ideas which art expressed.

ART 257 WESTERN ART II 3

Prerequisite: None

This course examines the history of art as it appeared in different periods and cultural contexts from the Renaissance to the present day, specifically the architecture, painting, sculpture, and graphics in terms of style and technique, and the ways in which they evolved. It also examines the position of art and of the artist in society, the ways in which various cultures have used the visual arts, and the ideas which art expressed. The focus will be on the art of Europe, but special attention will be given to the contributions of American artists to the history of art during the 19th and 20th centuries.

ART 261 PAINTING I 3

Prerequisite: ART 141

This course serves as an introduction to the fundamentals of the painting process. The foundation principles of design, drawing, and color theory are applied to the creation of several observational paintings made in a variety of painting techniques. Students will be introduced to the basics of paint application, materials, techniques, and craftsmanship. Semesters will include still-life and figure painting.

ART 271 PRINTMAKING I 3

Prerequisite: None

This course serves as an introduction to the fundamentals of the printmaking process. The foundation principles of design, drawing, and color theory are applied to the creation of several printed editions made in a variety of printmaking techniques. Students will be introduced to the basics of print matrix development, materials, techniques, and craftsmanship. Semesters will rotate between relief methods, intaglio methods, and planographic methods.

ART 281 SCULPTURE I 3

Prerequisite: None

This course introduces the fundamental sculptural processes of addition, subtraction, and substitution. Emphasis will be on executing, understanding and discussing quality craft, successful composition, productive conceptualization and creative problem solving. Students will explore various sculptural methods which may include steel fabrication, wood construction, plaster construction, assemblage and mold making.

ART 293 ART INTERNSHIP 1

Prerequisite: None

A course designed to allow art students to gain practical experience in an area of potential career interest. Students will work under the guidance of an on-site supervisor, following a learning plan to be developed jointly by the supervisor, the student, and a faculty advisor. Course number will be determined by duration of internship and the number of hours expected. Graded S/U.

ART 307 DIGITAL ART II 3

Prerequisite: ART 206

This course emphasizes time-based media design. Students will be introduced to a range of multimedia content authoring tools in a series of class demonstrations and workshops. Contemporary theory examining the cultural impact and history of the Internet will be discussed. Students will be encouraged to develop simple 2D animation and basic web design skills. Programs used will be Audition, Photoshop, Illustrator, Premiere and AfterEffects. Special emphasis will be placed upon art on the Internet as a means for visual communication. Students will integrate their knowledge of typography, illustration, photography, and other traditional print media with the time-based and sequencing capabilities of the web.

ART 312 CERAMICS II 3

Prerequisite: ART 211

A continued exploration of both wheel thrown and hand built vessels with emphasis on form. Various techniques of glaze formulation and approaches to firings will be investigated.

ART 332 GRAPHIC DESIGN II 3

Prerequisite: ART 206 or 231

This course is an introduction to the elements and principles of print and web design systems. The focus will be on organizing and integrating type and images into visually compelling layouts for affective communication across variable media. Concept development, client base, and production procedures will be covered. This course will provide a basic understanding of methods and techniques used to construct, design and maintain a web site. Discussion of design theory will address the principles behind successful visual communication. Current software and programming languages will be taught in relation to contemporary site construction and as they relate to primarily design issues. Web site maintenance will cover the preliminary organization and ongoing steps involved with keeping a web site current and up-to-date. Adobe software will be utilized with a focus on Adobe InDesign and Dreamweaver.

ART 343 DRAWING III 3

Prerequisite: ART 242

Advanced studio problems in drawing are individually established and implemented according to content, process, and formal analysis. Focus will be on the development of a personal style and direction.

ART 344 DRAWING IV 3

Prerequisite: ART 343

Students will continue to develop the techniques and concepts investigated in Drawing III. A continued emphasis on individual growth and analysis of formal structure will be essential as the student focuses on a cohesive body of work.

ART 345 DRAWING V 3

Prerequisite: ART 344

Students will continue to develop the techniques and concepts investigated in Drawing III and IV. The student will focus on a cohesive body of work that exemplifies a refinement that is both visual and technical.

ART 347 ILLUSTRATION II 3

Prerequisite: ART 245

This course serves as an in-depth study in how to develop successful illustrations using a variety of mixed media techniques.

ART 352 ART OF THE RENAISSANCE 3

Prerequisite: None

This course focuses on the painting and sculpture of Italy from ca. 1400 to 1580 and covers the activity of artists like Masaccio, Mantegna, Donatello, Botticelli, Leonardo da Vinci, Michelangelo, Raphael, Giorgione and Titian. Issues of style, iconography, patronage, political function, social context and the revival of classical antiquity will unite our consideration of the diverse artistic production of the great art centers of Florence, Rome and Venice. Meets Core credit for aesthetics.

ART 353 BAROQUE ART 3

Prerequisite: None

This course explores the artistic developments of the seventeenth century with emphasis on the major masters working in Italy, Spain, Flanders, France, and the Dutch Republic. Artists to be covered include Caravaggio and his followers, Bernini, Velazquez, Rubens, Poussin, Rembrandt and Vermeer. Meets Core credit for aesthetics.

ART 354 19TH CENTURY ART 3

Prerequisite: None

This course examines the major artistic movements and stylistic developments in Europe from ca. 1789-1900. Major movements include Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, and Symbolism. Meets Core credit for aesthetics.

ART 356 20TH CENTURY ART 3

Prerequisite: None

This course examines the major artistic movements and stylistic developments in both Europe and the United States from 1900 to 1999. The rise of Modernism as well as Post-Modernist trends will be considered. Major movements include Cubism, Surrealism, Abstract Expressionism, Pop Art, Minimalism, and Neo-Expressionism. Meets Core credit for aesthetics.

ART 362 PAINTING II 3

Prerequisite: ART 261

Students refine and build on the skills introduced in Painting I, and add new techniques and applications to their repertoire. Students are expected create a series of paintings that introduce an artistic investigation into individual content. Students will begin researching art historical ties to their investigations of content and process, and develop an understanding of the history and process of painting.

ART 372 PRINTMAKING II 3

Prerequisite: ART 271

Students refine and build on the skills introduced in Printmaking I, and add new techniques and applications to their repertoire. Students are expected to create a series of prints that introduce an artistic investigation into individual content. Students will begin researching art historical ties to their investigations of content and process, and develop an understanding of the history and process of printmaking.

ART 382 SCULPTURE II 3

Prerequisite: ART 281

This course requires students to pick a specific sculptural material and to thoroughly examine its properties, qualities and characteristics for three- dimensional expression. This will allow the student to produce a body of work that reflects personal interest. Emphasis will be on experimentation, the development of technical skill, and creative problem solving.

ART 393 ART INTERNSHIP 2

Prerequisite: None

A course designed to allow art students to gain practical experience in an area of potential career interest. Students will work under the guidance of an on-site supervisor, following a learning plan to be developed jointly by the supervisor, the student, and a faculty advisor. Course number will be determined by duration of internship and the number of hours expected. Graded S/U.

ART 408 DIGITAL ART III 3

Prerequisite: ART 307

This course emphasizes more advanced problems in digital art. Students will be encouraged to establish a unique artistic practice while developing a cohesive body of work. Considerable responsibility and autonomy will be required of the students. Students are encouraged to work on out-of-the- box experiments with digital tools such as installations, mixed media, and alternative presentations.

ART 409 DIGITAL ART IV 3

Prerequisite: ART 408

This course emphasizes more advanced problems in digital art. Students will be encouraged to build and expand upon their artistic practice and body of work that was developed in ART 408. Considerable responsibility and autonomy will be required of the students. Students are encouraged to work on out-of-the-box experiments with digital tools such as installations, mixed media, and alternative presentations.

ART 410 DIGITAL ART V 3

Prerequisite: ART 409

This course emphasizes more advanced problems in digital art. Artistic investigations from previous classes coupled with continued exploration and growth should allow the students to achieve a highly developed body of work. Considerable responsibility and autonomy will be required of the students. Students are encouraged to work on out-of-the-box experiments with digital tools such as installations, mixed media, and alternative presentations. A clear defense of individualized working practice and content should be established.

ART 413 CERAMICS III 3

Prerequisite: ART 312

An advanced course in which the development of throwing skills, glaze formulation, and firing proficiency is emphasized. The student is encouraged to develop a personal experience of form and direction

ART 414 CERAMICS IV 3

Prerequisite: ART 413

Students will continue to make advanced in wheel-thrown and hand-built vessels while furthering their exploration of form and style. Students in this course will take on more independent investigations into glaze formulation and application and continue experimenting in a variety of approaches to firings. A more thorough evaluation of historical and contemporary issues in ceramics will be addressed

ART 415 CERAMICS V 3

Prerequisite: ART 414

This course continues the progress made is Ceramics III and IV with students expected to clarify their vision for a cohesive body of work. A refinement of sophistication and vision should accompany the body of work. BFA students taking this course in conjunction with ART 490 should align their body of work with the ideas developed in the thesis abstract.

ART 432 TEACHING ART, GRADES 7-12 3

Prerequisite: ART 134, ART 141

Clinical Hours: 4 A course designed to provide the student with classroom instructional skills, methods, and strategies in teaching grades 7-12. This class is to be completed successfully prior to the Internship.

ART 433 GRAPHIC DESIGN III 3

Prerequisite: ART 332

This course is an introduction to the elements and principles of controlling rhetorical messaging via graphic design systems. The focus will be on how specific use of type and images can affect communication most effectively across variable media. Client branding, interpreting market research, message targeting for demographic groups, and product packaging concepts will be covered.

ART 434 GRAPHIC DESIGN IV 3

Prerequisite: ART 433

This course puts previous exploration into context and students make final preparations for launching into the design industry. The focus will be on how specialties in the design industry require demonstration of specific skill proficiencies. Personal branding, presenting compatible client work, portfolio creation and maintenance will be covered. This course also examines the role of a graphic designer in society and prepares students for their role as participants in contemporary cultural production by focusing on presentation skills and professionalism.

ART 447 ILLUSTRATION III 3

Prerequisite: ART 245

This course serves as an in-depth study in how to develop successful diagrammatic illustrations.

ART 448 ILLUSTRATION IV 3

Prerequisite: ART 447

This course serves as an in-depth study in how to develop successful companion illustrations for books, articles, manuscripts and stories.

ART 449 ILLUSTRATION V 3

Prerequisite: ART 448

This course serves as an in-depth study in how to develop successful illustrations for storytelling and sequential imagery.

ART 452 TOPICS IN ART 3

Prerequisite: None

An in-depth study of major movements and ideas in art. Some topics have included: art and popular culture of the 1960s; art and technology; and American folk art.

ART 463 PAINTING III 3

Prerequisite: ART 362

Students address advanced technical and conceptual issues in painting. In addition to refining previous skill sets, students are expected to acquire new painting techniques, and begin experimentation with materials and processes. Students will continue to refine personal style, content, and direction, and develop an advanced understanding of their conceptual process.

ART 464 PAINTING IV 3

Prerequisite: ART 463

Building on the work completed in Printmaking III, students will continue individual research in printmaking technique and personal content. Students will create a body of work that shows innovation, and an ability to solve complex visual and conceptual problems. Issues regarding the display of an exhibition-ready body of work will also be introduced.

ART 465 PAINTING V 3

Prerequisite: ART 464

Expanding on the work and directions established in Painting IV, students are expected to refine and produce an exceptional body of exhibition-quality work that shows innovation, and an exceptional ability to solve complex visual and conceptual problems.

ART 473 PRINTMAKING III 3

Prerequisite: ART 372

Students address advanced technical and conceptual issues in printmaking. In addition to refining previous skill sets, students are expected to acquire new printmaking techniques, and begin experimentation with materials and processes. Students will continue to refine personal style, content, and direction, and develop an advanced understanding of their conceptual process.

ART 474 PRINTMAKING IV 3

Prerequisite: ART 473

Building on the work completed in Printmaking III, students will continue individual research in printmaking technique and personal content. Students will create a body of work that shows innovation, and an ability to solve complex visual and conceptual problems. Issues regarding the display of an exhibition-ready body of work will also be introduced.

ART 475 PRINTMAKING V 3

Prerequisite: ART 474

Expanding on the work and directions established in Printmaking IV, students are expected to refine and produce an exceptional body of exhibition-quality work that shows innovation, and an ability to solve complex visual and conceptual problems.

ART 483 SCULPTURE III 3

Prerequisite: ART 382

This course focuses on the relationship between idea, form and material. Students will be required to produce a series of sculptures that explore one specific personal or social issue of their choice. Metaphor and symbolism will be examined and used as a vehicle for communicating meaning. Emphasis will be placed on the unity of the body of work being produced as well as on clarity, craftsmanship, and presentation.

ART 484 SCULPTURE IV 3

Prerequisite: ART 483

Students will further refine their ideas on the relationship between idea, form, and material. Students will be required to produce a series of sculptures that explore one specific personal or social issue of their choice. It will be expected that part of their refinement will include more serious metaphor and symbolism use as students continue to expand the ability to communicate meaning through their work. Emphasis will be placed on the unity of the body of work being produced as well as on clarity, craftsmanship, and presentation.

ART 485 SCULPTURE V 3

Prerequisite: ART 484

This course will further challenge the student to create a cohesive body of work that exemplifies the culminating efforts of the preceding sculpture courses. The expectations on craftsmanship and artistic refinement are increased, along with those pertaining to the student's understanding of their relationship to the art world. For BFA students taking this course in conjunction with ART 490, their body of work should represent the visual reflection of the ideas developed in the thesis abstract.

ART 490 BFA RESEARCH 1 – INTENT, CONTENT, & PROCESS 1

Prerequisite: BFA Major with twelve hours of studio concentration

This course prepares students for the writing process associated with their artistic thesis. The instructor of the student's major area will serve as the instructor of record for the class, assisted by the thesis committee, composed of the instructor of the student's minor along with one at-large faculty member from the Art Department or from another discipline, of the student's choosing. This committee will oversee the development of research strategies and the preparation and development of drafts, including the formulation of a statement of intent, research into historical and contemporary influences, and the development of a context paper.

ART 491 BFA RESEARCH 2 – PRODUCTION, REVISION, & CONCLUSION 1

Prerequisite: ART 490; concurrently with ART 492

This course further formulates the ideas and drafts from ART 490 into both a revised statement of intent and context paper, adds a process paper, and provides for an oral defense in conjunction with the student's senior exhibition. Working with the same committee as in ART 490, students refine their ideas about, and approaches to, the artistic process into a document that references historical and contemporary influences.

ART 492 STUDIO CAPSTONE 3

Prerequisite: BFA Status; twelve hours of studio concentration

This is the final course of the BFA student's concentration. Students are expected to engage in a rigorous refinement of the personal style and direction previously established in their major area, and to develop a body of work for their senior exhibition. Five sections are offered each semester (Ceramics, Computer Art, Painting, Printmaking, and Sculpture) as necessary.

ART 493 ART INTERNSHIP 3-6

Prerequisite: None

A course designed to allow art students to gain practical experience in an area of potential career interest. Students will work under the guidance of an on-site supervisor, following a learning plan to be developed jointly by the supervisor, the student, and a faculty advisor. Course number will be determined by duration of internship and the number of hours expected. Graded S/U.

ART 497 SENIOR SEMINAR 1

Prerequisite: Sr. Status

This course introduces guidelines for portfolios, resumes, and professional display and documentation of artwork. It is taken in conjunction with the senior exhibition requirement. Students must pass the exhibition requirement of this course to graduate. Graded S/U.

ATHLETIC TRAINING (ATR)

ATR 165 PRINCIPLES OF ATHLETIC TRAINING 3

Prerequisite: Admission

Provides an overview of the sports medicine team and the components of a comprehensive athletic health care program including preseason examinations and screenings. Injury prevention, basic injury description and management, training room management, and the application of taping, wrapping, protective padding and first aid modalities will also be covered in the course.

ATR 166 CPR/AED FOR THE PROFESSIONAL RESCUER 1

Prerequisite: Admission

A concentrated study of preventive and remedial techniques related to safety and first aid. Successful completion of the course may certify one in CPR/AED for the Professional Rescuer and Health Care Provider and Standard First Aid

ATR 167 BASIC SKILLS IN ATHLETIC TRAINING 1

Prerequisite: ATR 165 or concurrent

The first clinical experience in the AT program. Content will include basic skills involved with emergency care procedures, transportation, taping and wrapping, custom protective padding and emergency splinting.

ATR 170 FUNCTIONAL & PALPATION ANATOMY 2

Prerequisite: None

A detailed explanation of musculosketal anatomy with an emphasis on palpation skills, bony landmarks, and muscle/origin/insertion/action

ATR 270 AT CLINICAL FIELD EXPERIENCE I 2

Prerequisite: Formal admission into the athletic training program.

Provides an opportunity to apply the theoretical knowledge gained in programmatic coursework. Location of the field experience will be determined by the student's career goals and academic preparation.

ATR 271 AT CLINICAL FIELD EXPERIENCE II 2

Prerequisite: ATR 270

Provides an opportunity to apply the theoretical knowledge gained in programmatic coursework. Builds from AT 270 by adding upper extremity clinical application to the experience. Location of the field experience will be determined by the student's career goals and academic preparation.

ATR 272 INJURY RECOGNITION & MANAGEMENT OF THE LOWER EXTREMITY 2

Prerequisite: Admission

Prepares students in the evaluation, recognition, and management of athletic injuries to the lower extremity.

ATR 273 CLINICAL EXPERIENCE IN ATHLETIC TRAINING I 1

Prerequisite: ATR 167, ATR 272 concurrently

Develop the student's clinical proficiencies in the evaluation, recognition, and management of athletic injuries to the lower extremities.

ATR 274 INJURY RECOGNITION & MANAGEMENT OF THE UPPER EXTREMITY 3

Prerequisite: Admission

Prepares students in the evaluation, recognition, and management of athletic injuries to the upper extremity.

ATR 275 CLINICAL EXPERIENCE IN ATHLETIC TRAINING II 1

Prerequisite: ATR 167, ATR 274 concurrently

Develop the student's clinical proficiencies in the evaluation, recognition, and management of athletic injuries to the upper extremity

ATR 279 THERAPEUTIC INTERVENTIONS I 4

Prerequisite: Admission

Provides students with the foundational knowledge in the theory, application, and treatment protocols for the lower extremity, which includes a broad range of interventions, methods, techniques, equipment, activities using body movement, and medications. Modalities will also be covered.

ATR 354 MEDICAL & ORTHOPEDIC ASPECTS IN ATHLETIC TRAINING 4

Prerequisite: Admission

Provides students with the foundational knowledge in the theory, application and treatment protocols for general medical conditions and the spine. This includes taking a history, observation, palpation, range of motion, special tests, neurological assessment, circulatory assessment and functional assessment.

ATR 371 THERAPEUTIC INTERVENTIONS II 4

Prerequisite: Admission

Provides students with the foundational knowledge in the theory, application, and treatment protocols for the upper extremity, which includes a broad range of interventions, methods, techniques, equipment, activities using body movement, and medications.

ATR 373 AT CLINICAL FIELD EXPERIENCE III 2

Prerequisite: ATR 271

Provides an opportunity to apply the theoretical knowledge gained in programmatic coursework. Builds from AT 270 and 271 by adding therapeutic exercise and rehabilitation clinical application to the experience. Location of the field experience will be determined by the student's career goals and academic preparation.

ATR 375 AT CLINICAL FIELD EXPERIENCE IV 2

Prerequisite: ATR 373

Provides an opportunity to apply the theoretical knowledge gained in programmatic coursework. Builds from AT 270, 271, and 373 by adding therapeutic exercise and rehabilitation clinical application to the experience, focusing primarily on the upper extremity. Location of the field experience will be determined by the student's career goals and academic preparation.

ATR 376 THERAPEUTIC INTERVENTIONS III 4

Prerequisite: Admission

Provides students with the foundational knowledge in the theory application, and treatment protocols for the spine, posture, gait, and special populations, which includes a broad range of interventions, methods, techniques, equipment, activities using body movement, and medications.

ATR 420 ORGANIZATION AND ADMINISTRATION IN ATHLETIC TRAINING 3

Prerequisite: Intro Course (ATR 165 or SMG 161)

The basic administrative aspects of a comprehensive athletic training program. Covers competencies in the content areas of risk management, health care administration, and professional development, and responsibilities.

ATR 471 AT CLINICAL FIELD EXPERIENCE V 2

Prerequisite: ATR 375

Provides an opportunity to apply the theoretical knowledge gained in programmatic coursework. Builds from AT 373 and 375 through the clinical application of a patient progression plan for injuries and/or illnesses. Location of the field experience will be determined by the student's career goals and academic preparation.

ATR 472 AT CLINICAL FIELD EXPERIENCE VI 2

Prerequisite: ATR 471

Provides an opportunity to apply the theoretical knowledge gained in programmatic coursework. Builds from AT 373, 375, and 471 through the clinical application of a patient progression plan for injuries and/or illnesses. Location of the field experience will be determined by the student's career goals and academic preparation.

BIOLOGY (BIO)

BIO 100 HUMAN BIOLOGY 4

Prerequisite: None

This course addresses the questions of what it means for cells to be alive and how individual cells are integrated into a complex, self-regulating human organism capable of survival in its own right. This includes an examination of the functions of cells, the idea of homeostasis (physiological equilibrium) and the mechanisms of disease. Three lectures and one two- hour laboratory per week. This course does not count toward a biology major or minor. Meets Core credit for natural sciences. Offered every semester and online during the summer.

BIO 103 CONCEPTS IN BIOLOGY 3

Prerequisite: None

This course provides an introduction to the diverse ways that biologists study and understand the living world. Students will engage with the fundamental mechanisms of life by examining key discoveries in biology ranging from the molecular and cellular scale to the interactions of organisms at a global scale. Case studies in modern questions facing biologists will illustrate the process of science and demonstrate how it is used to understand the natural world. Students will use online and at home lab activities and field observations to conduct experiments and analyze data. This course is intended for non-science majors and cannot be used as elective credit for programs in the department of Biology/Toxicology. Meets Core credit for natural sciences.

BIO 107 PLANTS AND CIVILIZATION 3

Prerequisite: None

An examination from a global perspective of the role that plants have played in the history of civilization, with consideration of the biology and chemistry of plants, their availability in different parts of the world, and their uses for food, fiber, beverages, and medicine. Current issues in agriculture and plant biotechnology are also considered. Two lecture-discussion periods and one two-hour laboratory per week. This course does not count toward the biology major or minor. Meets Core credit for natural sciences. Offered each Spring.

BIO 110 ECOLOGY AND THE HUMAN ENVIRONMENT 4

Prerequisite: None

This course examines the characteristics of ecosystems, the ways in which they change with time, and the impact of human activities on those changes. Included in this will be the study of the science behind current issues such as biologic al resource management, pollution, and global climate change. Three lectures and one two-hour lab per week. This course does not count toward a biology major or minor. Offered each semester. Meets Core credit for natural sciences.

BIO 111 WETLANDS AND WATERWAYS 3

Prerequisite: None

This course is organized around the central question: How does the cycling of water shape the world in which we live? This course will use scientific method to investigate the ecological roles of aquatic ecosystems (streams and rivers, lakes, wetlands, groundwater) and to study the ways in which humans and other species alter the functioning of these ecosystems. Students will practice a variety of investigative techniques from library study to field and laboratory work, and they will exercise their skills in critical thinking and analysis. Written and oral communications will also be emphasized. This course does not count toward a biology major or minor. Meets Core credit for natural sciences. Not currently on the standard rotation.

BIO 125-126 ANATOMY & PHYSIOLOGY I & II 3-3

Prerequisite: BIO 125 for 126

A systematic study of the structure and function of the vertebrate body with particular reference to man. Two one-hour lectures and one two-hour laboratory period per week. Not currently on the standard rotation.

BIO 129 DRUGS, POISONS, POLLUTANTS, AND THE HUMAN PERCEPTION OF RISK 3

Prerequisite: None

In this course, students will learn about the basic principles of toxicology, the study of poisons and their effects on the body. Discussions will revolve around the central theme of risk as it relates to potentially toxic chemicals that we are exposed to in our everyday lives. Specifically, students will learn to distinguish between chemicals that are truly dangerous and those that are only perceived to be dangerous by critically evaluating competing predictions of toxicity from potentially biased rival sources. They will also learn how to assess the actual risk posed to living organisms from contamination, which is often contrary to the information that is presented to the public by various media, industry, and environmental groups. In addition, students will learn how contamination produced on a local scale can ultimately become a risk to the entire global community. This course does not count toward a biology or toxicology major or minor. Meets Core credit for natural sciences.

BIO 130 INTRODUCTION TO TOXICOLOGY 1

Prerequisite: None

Introduction to the science of toxicology focusing on broad general principles and their applications to current issues and events. Not currently on the standard rotation

BIO 201 MOLECULAR & CELLULAR BASIS OF LIFE 4

Prerequisite: High school biology and chemistry or equivalent strongly recommended

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

BIO 202 ORGANISMS, ADAPTATION, AND DIVERSITY 4

Prerequisite: None

This course centers on the question: How do organisms solve the problems of survival, and how are the solutions that have evolved influenced by the environment? Students will examine how observed similarities and differences in organismal structure and function relate to environmental pressures, as well as studying how these observations can be used to construct a logical theory of evolutionary relationships between different organisms. In addition, the complex interactions that have developed between different organisms and between organisms and their environment will be examined. Three lectures and one 2-hour lab per week. This course is designed for science majors and those planning careers in the health sciences. Meets Core credit for natural sciences. Offered each semester.

BIO 205 GENERAL ZOOLOGY 4

Prerequisite: BIO 202

A study of biological principles as they pertain to animals and a systematic study of the anatomy, physiology, ecology, behavior, and taxonomy of the major animal phyla. Three lectures and one two-hour laboratory period per week. Offered Spring of even years.

BIO 207 GENERAL BOTANY 4

Prerequisite: BIO 202

A systematic study of the anatomy, physiology, ecology, and taxonomy of taxonomy of plants. Three lectures and one two- hour laboratory period per week. Offered Fall of odd years.

BIO 215 FIELD ZOOLOGY 4

Prerequisite: BIO 202 OR BIO 205

A study of the principles of field study and the collection, preservation and identification of common vertebrate and invertebrate animals. Three lecture- laboratory periods and one three-hour laboratory/field trip per week. Offered Fall of odd years.

BIO 217 LOCAL FLORA 3

Prerequisite: BIO 202

A study of the principles of field study and classification of the common plants of north central Ohio. Two lecture/laboratory periods and one three- hour field trip per week. Not currently in the standard rotation.

BIO 219 ENTOMOLOGY 4

Prerequisite: BIO 202

A study of the diversity, taxonomy, morphology, ecology and behavior of insects, our most common and numerous animals. Three lectures and one three-hour laboratory/field trip per week. Offered Fall of even years.

BIO 222 HEALTH SCIENCES ANATOMY & PHYSIOLOGY I 4

Prerequisite: Enrollment in nursing, athletic training, dietetics, or psychology major

The first in a two-course series on human anatomy and physiology for nursing students. The course encompasses the anatomical and physiological body functions. It includes basic anatomical and directional terminology; fundamental concepts and principles of cell biology; histology, the integumentary, skeletal, muscular, nervous, special senses, and endocrine systems as they pertain to the clinical setting. Students will use models, tissue slides and the dissection of cadavers during lab periods. Offered every semester.

BIO 223 HEALTH SCIENCES ANATOMY & PHYSIOLOGY II 4

Prerequisite: BIO 222, Enrollment in nursing, athletic training, dietetics, or psychology major

The second in a two-course series on human anatomy and physiology for nursing students. The course encompasses the anatomical and physiological and some clinical pathology as it pertains to blood, the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems of the human body. Students will use models, tissue slides, diagnostic equipment and the dissection of cadavers during lab periods. Offered every semester.

BIO 224 INTRODUCTION TO BIOTECHNOLOGY 3

Prerequisite: BIO 201

This course will introduce students to the fundamental issues and themes in biotechnology. The emphasis is placed on the applications of biotechnology to the environmental science, pharmaceutical, and agriculture industries. In addition, the course will focus on specific techniques and methodologies employed by the biotechnology industry. Students will also gain exposure to the regulatory policies and procedures involved in bringing biotech products to the marketplace, and the bioethical issues and controversies associated with advances in biotechnology and medicine. Not currently in the standard rotation.

BIO 234 FORENSIC SCIENCE 3

Prerequisite: Four hours of biology and four hours of chemistry

This course explores the application of scientific methods and techniques to problems in the field of forensic science. Topics considered include analysis of hair, fiber, and other materials, fingerprinting, forensic serology and toxicology, and DNA analysis. Offered spring semester of odd years.

BIO 240 MICROBIOLOGY FOR NURSING 4

Prerequisite: Enrollment as nursing major

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

BIO 276 ENVIRONMENTAL SCIENCE SEMINAR 1

Prerequisite: None; Seniors and Juniors may register by permission of instructor only

A seminar course that examines selected environmental science topics in conjunction with the Environmental Lecture series. May be taken twice for credit. Biology majors may take this twice for biology elective credit. EVS/Biology majors may take this a second time for biology elective credit. Offered every spring. BIO/EVS credit.

BIO 297 INTRO TO LAB & FIELD RESEARCH 1

Prerequisite: Sophomore or Junior Status

This course is designed to introduce the student to biology research in the laboratory or field through individual instruction under the direction of a Biology/Toxicology faculty member. Graded S/U. To be arranged between each student and a faculty member.

BIO 301 PROFESSIONAL PREPARATION 1

Prerequisite: Biology/toxicology/Env. Sci major and sophomore or junior status

This course begins to prepare biology students for their transition from college to a professional school, graduate school, or job. This course should be taken during the sophomore or junior year. Graded S/U. Offered each semester.

BIO 303 GENETICS 4

Prerequisite: BIO 201 and six hours of Biology

An introduction to modern genetics, including Mendelian principles, molecular genetics, cytogenetics, population genetics and quantitative genetic Three lectures and one two-hour laboratory per week. Offered each semester.

BIO 304 JOURNAL CLUB 1

Prerequisite: Biology major; Jr. or Sr. status

A discussion-based seminar style course in which students read, discuss and present primary research literature in the biological sciences. Students will enhance their ability to use literature search engines, the critical thinking and analytical skills to understand and critique research writing, and the communication skills necessary to present scientific information to their peers. Topics for the course will vary from year to year. Fulfills the Biology major requirement for a seminar course, and can be taken as an elective up to two times for all Biology and Toxicology majors. Offered every year in the Fall.

BIO 305 EVOLUTION 3

Prerequisite: BIO 202 or BIO 303 or concurrent

Evolution is considered to be the central unifying theory of biology. This course will address several questions: What is the classical and modern evidence for evolution, what are the mechanisms for evolutionary change, and how do evolutionary biologists pose questions

and study evolutionary processes? Topics will include biogeography, comparative anatomy and physiology, evolutionary development, comparative genomics, pathogen evolution, the origins of multicellularity, and the use of cladistics to make phylogenic inferences. Offered fall of even years.

BIO 310 ECOLOGY 4

Prerequisite: BIO 202

A study of living organisms in their relations to each other and to their environment. Three lectures and one three-hour laboratory/field trip per week. Offered fall semester of odd years,

BIO 324 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) 4

Prerequisite: None

This course covers the fundamental principles of geographic information systems (GIS), which is the merging of cartography, statistical analysis, and database technology into computer-based systems that capture, store, manipulate, analyze, manage, and present all types of geographical data for a wide variety of applications and purposes, but with the goal of informed decision-making. Students will learn how to create interactive queries (user-created searches), analyze spatial information, edit data in maps, and present the results of all these operations, primarily applying these to geological and environmental systems. BIO/EVS/GEOL credit.

BIO 325-326 ANATOMY & PHYSIOLOGY I & II 4-4

Prerequisite: BIO 201; 325 for 326

This course is designed to impart the in-depth knowledge of anatomy and physiology needed by preprofessional students planning careers in medical or allied health fields as well as those interested in graduate study. Offered each year.

BIO 327 PLANT PHYSIOLOGY 4

Prerequisite: BIO 202

This course examines how plants work at the biochemical, cellular, and organizational levels. Topics include photosynthesis, how plants acquire and transport materials, environmental and hormonal regulation of growth and development, physiological ecology, secondary metabolism, plant defenses, and genome organization. Lab will involve student-designed experiments using the greenhouse and growth chambers, the portable photosynthesis system and other lab equipment, as well as molecular techniques. Three lectures and one two-hour laboratory period each week. Offered Spring Semester of even years.

BIO 328 VERTEBRATE BIOLOGY 4

Prerequisite: BIO 202

This course will introduce students to the broad field of vertebrate biology. We will use vertebrate diversity as a framework for examining the ways that this group of animals has come to dominate all of the world's habitats. The course will examine anatomy, physiology, ecology, behavior and biogeography in relation to the vertebrate evolutionary story that dates back over 500 million years. Offered Spring Semester of odd years.

BIO 329 DEVELOPMENTAL BIOLOGY 4

Prerequisite: BIO 202, BIO 303

This course examines development of living organisms, with primary emphasis on vertebrate animal development, but including important developmental concepts related to invertebrate animals and to flowering plants. Study includes reproductive anatomy and physiology, morphology, cell fate, potency and determination, genomic equivalence, developmental regulation, cellular differentiation, the roles of Hox genes and apoptosis in development, and pattern formation. Not currently in the standard rotation.

BIO 330 PRINCIPLES OF TOXICOLOGY 3

Prerequisite: BIO 201, BIO 202, CHEM 104

This course will focus on the basic principles of toxicology, the study of poisons. Topics covered include molecular and cellular sites of action of toxicants, carcinogenesis, and teratology, as well as physiological effects of toxicants on the nervous system, cardiovascular system, respiratory system, immune system, and other organ systems. The actions of environmental toxicants on ecological systems will also be explored. Offered each fall.

BIO 331 METHODS IN TOXICOLOGY 4

Prerequisite: BIO 330

In this course, students will learn about the methods and techniques that are commonly utilized in toxicology laboratories. Guided by peer-reviewed scientific literature, students will formulate hypotheses, conduct experiments, analyze data, and compile results for a variety of bioassays. Topics covered include toxicity testing with animals and plants, testing with chemical mixtures, modeling and statistical analysis of toxicological data, collection, extraction, and analysis of biological tissue and environmental media, and proper care and handling of research animals. Offered Spring of even years.

BIO 332 TOXIC AGENTS 3

Prerequisite: BIO 330

In this course, students will explore the different classes of chemical toxins and their effects on living organisms. They will learn about toxic activities, physical properties, regulatory status, and current/historic uses of various poisons, pesticides, and environmental toxins. Emphasis is placed upon the medical, agricultural, environmental, residential, and commercial significance of these substances. Classes of chemicals that will be discussed include toxic metals, non-metal inorganic toxins, organic pesticides (particularly insecticides, herbicides, fungicides, and rodenticides), chemical warfare agents, non-pesticides organic toxins, solvents and vapors, plant and fungal toxins, and animal venoms. Offered spring of odd years.

BIO 340 MICROBIOLOGY 4

Prerequisite: BIO 201 and CHEM 104

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

BIO 348 EMERGING PATHOGENS 3

Prerequisite: BIO 240 or 340

A course designed to give the student an understanding of factors that lead to the emergence of new human pathogens. Emerging diseases such as HIV, Mad Cow disease, Dengue Fever, and E.coli H157 are discussed. Offered Fall of even years.

BIO 403 ADVANCED GENETICS 4

Prerequisite: BIO 303 CHEM 307

This course considers viral and bacterial genetics molecular aspects of gene regulation, recombinant DNA technology and current applications of genetic Three lectures and one two-hour lab per week. Not currently in the standard rotation.

BIO 410 BIOLOGY FIELD STUDY 1-6

Prerequisite: 12 hours of biology

Studies unique habitats and natural areas through intensive on-site exploration to develop an appreciation for the complex interactions that have shaped various natural areas and how these areas are significant to our knowledge of biological diversity. Not currently in the standard rotation.

BIO 410A THE ECOLOGY OF THE GREAT SMOKY MOUNTAINS 2/4

Prerequisite: 12 hours of biology

A study of the unique features that have make The Great Smoky Mountains one of the most diverse temperate regions on earth. We

study the complex ecological interactions that have shaped this unique area and how the Smokies have influenced even the Ashland area. There are two weeks of on- campus classroom preparations, then one week of study in The Smokies and a final class session after returning. Not currently in the standard rotation.

BIO 411 LIMNOLOGY 4

Prerequisite: BIO 202

This class introduces the fundamental concepts of limnology, the study of lakes, rivers, and wetland ecosystems. Limnology is an integrative science that investigates the physical, chemical, biological, and ecological properties and processes of fresh water environments. Therefore, we will discuss fundamental concepts and questions about how aquatic ecosystems affect organisms from different perspectives. We will also practice basic techniques for measuring and experimentation, and evaluate current research through a variety of approaches. 3-hour lecture and one 3-hour lab per week. Offered Spring of odd years.

BIO 412 MARINE BIOLOGY 4

Prerequisite: BIO 202

This course will examine the marine environment with a focus on marine ecology. Topics covered will include physical and chemical processes in the ocean, marine biodiversity and ecology, and human impact on the oceans. The course includes a hands-on lab component utilizing the department's marine aquarium and collection of marine organisms. The semester concludes with a field trip to the Atlantic coast. Offered spring semester of even years.

BIO 415 ETHOLOGY 4

Prerequisite: BIO 205

A study of animal behavior and its genetic, evolutionary and ecological aspects. Three lectures and one three-hour laboratory-field trip per week. Not currently in the standard rotation.

BIO 420 HISTOLOGY 3

Prerequisite: 16 hours of biology

This course is an in-depth study of the organization of the cells, tissues, and major organs of the body. An emphasis is placed upon identification of tissues and organs from mammalian systems. Students learn to identify cell types, tissue types, and organs by examination of prepared and ektachrome slides from our large histological slide collection. 2 hours of lecture in addition to one 2 hour lab per week. Not currently in the standard rotation.

BIO 423 PHARMACOLOGY TOXICOLOGY I 3

Prerequisite: 16 hours of biology; CHEM 307

A study of the principles of pharmacology, including drug administration, pharmacokinetics, and therapeutic and/or toxic effects of commonly used drugs. Focus is on the action of drugs on the autonomic and central nervous systems. Offered each fall.

BIO 424 CELL BIOLOGY 4

Prerequisite: 12 hours of biology, BIO 303 or corequisite

This course examines multiple aspects of the biology of the cell as the fundamental unit of life. Emphasis is placed upon both the cellular and molecular details of eukaryotic cell structure and function with careful consideration given to the evolutionary relationships that exist between species. Topics covered include biomolecules, the plasma membrane, cellular organelles, membrane trafficking, cell signaling, the cytoskeleton, the cell cycle, and programmed cell death. In this course, students will not only have the opportunity to learn basic cell biology, but also to improve their critical thinking skills, and gain hands-on experience with modern laboratory equipment. 3 hours of lecture and one 3 hour lab per week. Offered every fall.

BIO 425 ADV HUMAN PHYSIOLOGY 4

Prerequisite: 16 hours of biology

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. 3 hours of lecture, and 2 hours of lab per week. Offered each spring.

BIO 428 MOLECULAR BIOLOGY 4

Prerequisite: BIO 303

This course examines several topics in molecular biology including gene structure, transcription regulation, RNA processing, molecular evolutionary biology, translation, bioinformatics, and the techniques used by molecular biologists to study these topics. This course emphasizes the development of a molecular biological vocabulary, the development of critical thinking skills, and an intense lab experience. 2 hours of lecture and one 4-hour lab per week. Offered spring semester of odd years.

BIO 429 BIOCHEMISTRY 3-4

Prerequisite: See CHEM 429 for course descriptions.

BIO 433 PHARMACOLOGY TOXICOLOGY II 3

Prerequisite: BIO 423

Further study of effects of drugs and toxicants. Includes the study of drugs which affect cardiovascular, urinary, gastrointestinal, respiratory, immune, and endocrine systems. Also covered are antibiotics, chemotherapy, and a survey of major classes of toxicants (solvents, pesticides, and heavy metals). Offered each spring.

BIO 439 ADVANCED TOPICS IN BIOCHEMISTRY 3

Prerequisite: See CHEM 439 for course descriptions.

BIO 449 VIROLOGY 3

Prerequisite: BIO 340 or BIO 424 or BIO 428

This course examines the characteristics of viruses, including those that infect bacteria, plants, insects, and man. Topics discussed include replication strategies of various viruses, bacteriophages as agents of evolution, pathology of mammalian viruses, prevention and treatment of viral disease, associations between viral infection and cancer, and the transmission of viruses from host to host. Not currently in the standard rotation.

BIO 454 IMMUNOLOGY 4

Prerequisite: BIO 340 or BIO 424 or BIO 428

The study of the host's response to infectious diseases. Topics discussed include generation of antibody diversity, interactions between antigens and antibodies, T-cell and B-cell activation and function, the complement system, autoimmune disorders, acquired immune disorders, immunological memory, and vaccination strategies. Laboratory activities include antibody preparation, gel diffusion assays, Western Blotting, and ELISA. Not currently in the standard rotation.

BIO 476 ISSUES IN ENVIRONMENTAL SCIENCE 3

Prerequisite: 30 hours of science courses (MATH, BIO, CHEM, EVS, GEOL, PHYS)

A detailed examination of the scientific dimensions of selected environmental issues, with discussion of the economic policy, and ethical aspects of those problems and with emphasis on global and international perspectives. Case studies will include many examples from other countries, as well as national and regional issues in the U.S. Required for all EVS majors. Biology & Geology majors (but not EVS/Biology or EVS/Geology majors) may use this course as a biology or geology elective. Offered every spring. BIO/EVS/GEOL credit.

BIO 480 ADVANCED TOPICS IN BIOLOGY/TOXICOLOGY 1-4

Prerequisite: Junior standing

This course is designed to offer in-depth study of a selected advanced topic at a level appropriate to junior and senior majors in biology/toxicology and related areas. May be repeated for credit as

topics change. Offered occasionally.

BIO 493 PROFESSIONAL INTERNSHIP 1-16

Prerequisite: 12 hours of resident credit, junior or senior standing and permission of department chair

A course designed to allow advanced biology students to gain practical experience in an area of potential career interest. Students will work under the guidance of an on-site supervisor, following a learning plan to be developed jointly by the supervisor, the student, and a faculty advisor. Graded S/U.

BIO 495 BIOLOGY SENIOR SEMINAR 1

Prerequisite: Senior status in biology, toxicology, env. sci/bio

This course asks the question, What should a well-educated biologist know, and serves as a review of the important topics that all biology majors should be familiar with upon graduation. Spring semester of the senior year.

BIO 497 DIRECTED LABORATORY & FIELD RESEARCH 1-3

Prerequisite: Permission of instructor

A directed research project supervised by individual faculty which is designed to provide the student with experience in the methods of biological research, including experimental design, use of instrumentation, analysis of results, and presentation of the study in the format of a scientific paper. May be repeated for up to 12 credit hours.

BIO 525 ADVANCED HUMAN PHYSIOLOGY 4

Prerequisite:

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

BIO 610 BIOLOGY FIELD STUDY: THE ECOLOGY OF THE GREAT SMOKY MOUNTAINS 4

Prerequisite:

The purpose of this course is to study unique characteristics of The Great Smoky Mountains, to develop an appreciation of the complex interactions that have shaped this unique area, and how The Smokies have influenced even the Ashland area. Fee required to cover cost of travel expenses to Great Smokey Mountains.

BIO 640 SPECIAL TOPICS 1

Prerequisite:

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

Medical Laboratory Science Program courses:

The following courses are part of the Comprehensive major in Biology with a concentration in Medical Laboratory Science and are only taught at the Cleveland Clinic's School of Medical Laboratory Science. Students taking them must be seniors who have been accepted into the Medical Laboratory Science Program.

BIO 457 INTRODUCTION TO MEDICAL LABORATORY SCIENCE 1

Prerequisite: Medical Technology Senior

An overview of Medical Laboratory Sciences with a focus on the role of Medical Technologists, their function in the diagnostic workflow in hospital and other settings.

BIO 458 CLINICAL PHLEBOTOMY 1

Prerequisite: Medical Technology Senior

An introduction to the practice of phlebotomy including sample collection and sample delivery to the testing workflow.

BIO 459 CLINICAL RESEARCH 1

Prerequisite: Medical Technology Senior

An introduction to the ethical, legal and scientific aspects of performing research in a clinical medical laboratory setting. Both case studies and design exercises will be used.

BIO 460 CLINICAL LABORATORY EDUCATION 1

Prerequisite: Medical Technology Senior

An introduction to adult education and ethics in clinical research utilizing a project based approach.

BIO 461 CLINICAL LABORATORY MANAGEMENT 1

Prerequisite: Medical Technology Senior

This course presents the management and operations procedures and practices of the clinical laboratory with an emphasis on the role of data management, reporting procedures and other aspects of quality control and quality assurance in laboratory testing.

BIO 462 CLINICAL IMMUNOLOGY AND IMMUNOPATHOLOGY 4

Prerequisite: Medical Technology Senior

An introduction to the cellular and molecular components of the immune system and laboratory testing for their presence, function and integrity as well as serologic testing for diagnostics.

BIO 463 CLINICAL MICROBIOLOGY, PARASITOLOGY, AND MYCOLOGY 10

Prerequisite: Medical Technology Senior

This course provides the student with a greater background in clinical microbiology with an emphasis on the processing of sample and testing procedures used in identification of microbial pathogens including bacteria, fungus and protozoan parasites.

BIO 464 CLINICAL IMMUNOHEMATOLOGY 7

Prerequisite: Medical Technology Senior

This course teaches the theoretical and practice aspects of blood collection, storage, management and testing to ensure a safe blood supply.

BIO 465 CLINICAL CHEMISTRY 8

Prerequisite: Medical Technology Senior

Students will learn to apply their previous chemical knowledge to specific aspects of clinical medicine including testing methods and physiological effects of various classes of chemicals.

BIO 466 CLINICAL MOLECULAR BIOLOGY 2

Prerequisite: Medical Technology Senior

This course covers both the theory and practice of genetic testing methods used in the clinical laboratory including both routine tests such as for variations in drug metabolism.

BIO 467 CLINICAL HEMATOLOGY 9

Prerequisite: Medical Technology Senior

An introduction to the theory and applications of blood testing, urinalysis and testing of other body fluids in the clinical laboratory.

BUSINESS (BUS)

BUS 151 OCCUPATIONAL LIFE CALLING 3

Prerequisite: None

This course provides an overview of the disciplines related to opportunities in the global business community. The student will learn about a diverse range of professional careers associated with business and economics. It is intended for students exploring their fit within business discipline-related aspects of an organization and aligning with their life-calling aspirations.

BUS 152 OCCUPATIONAL LIFE CALLING: INTERNSHIP PREPARATION 1

Prerequisite: None

This course will focus on business students gaining a better understanding of their experiential education options related to their majors. Students will be inspired to pursue their ideal internship by using experiential activities to enhance self-awareness and their personal fit with various experiential education options. The purpose of the course is to assist students to make the most of any internship/experiential opportunity when they attain it.

BUS 153 OCCUPATIONAL LIFE CALLING: LIFE BEYOND COLLEGE 1

Prerequisite: None

This course will focus on providing business students with a better understanding of how to identify and use their business degree credentials, accomplishments, talents, and skills as they pursue their life and career interests. Special focus will center on job seeking and preparing for the rigors of life immediately after graduation.

BUS 210 STUDY TOUR 1-3

Prerequisite: None

A course designed to use organized experiences with top business and/or government decision makers as learning opportunities for economics and business majors and other interested students. These visits offer inside views of decision making in business, finance, and/or government that will help illuminate campus studies and suggest career possibilities. An acceptable term project report and post trip seminar will be required for credit

BUS 239 BUSINESS WORK EXPERIENCE 0

Prerequisite: Sophomore status and approval by the Academic Internship Advisor

This course helps the BSBA student meet the internship/work experience requirement for the BSBA degree. A minimum of 225 hours is needed to fulfill this requirement. Before beginning the work experience, the student will need to complete all appropriate paperwork including the Learning Contract, fulfill the requirements listed in the Learning Contract, and obtain the approval of the Academic Internship Advisor.

BUS 250-259 TOPICS IN BUSINESS 1-3

Prerequisite: As required, depending on topic

Courses devoted to various topics of current interest in business. Courses will be designed to meet the educational needs of students in a corporate setting. Courses do not count toward a particular major or minor in the college. Repeatable for new topics.

BUS 339 BUSINESS INTERNSHIP/COOPERATIVE EDUCATION 3-6

Prerequisite: Sophomore status and approval by the Academic Internship Advisor

This course helps the BSBA student meet the internship/work experience requirement for the BSBA degree. A minimum of 225 hours is needed to fulfill this requirement. Before beginning the internship, the student will need to complete all the appropriate paperwork including the Learning Contract, fulfill the requirements listed in the Learning Contract, and obtain the approval of the Academic Internship Advisor. The student may repeat 339 once for a total of no more than 6 credit hours.

BUS 341 APPLIED REGRESSION ANALYSIS 3

Prerequisite: MATH 208 or MATH 318

See MATH 341 for course Description

BUS 439 BUSINESS INTERNSHIP/COOPERATIVE EDUCATION 3-6

Prerequisite: None

This course is designed for students completing their second or third business internship after they have satisfied the internship/work experience requirement for the BSBA degree. The student is required to work a minimum of 225 hours and fulfill other requirements as stated in the Learning Contract. Prior approval of the academic internship advisor and completion of the appropriate paper work, including the learning contract, are required. The student may repeat 439 once for a total of no more than 6 credit hours. Graded S/U.

CHEMISTRY (CHEM)

CHEM 103 GENERAL CHEMSITRY 4

Prerequisite: High school chemistry, 3 yrs. High School math

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

CHEM 104 GENERAL CHEMISTRY 4

Prerequisite: CHEM 103

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

CHEM 250 LEAD AND CIVILIZATION 3

Prerequisite: None

An intensive examination of the role lead has played in the history of civilization, with emphasis on how the uses and toxicity of this metal are related to its chemical properties. Meets Core credit for natural sciences.

CHEM 251 MOLECULAR ARCHITECTURE 3

Prerequisite: None

The vibrant world of chemistry is explored by seeking answers to three specific questions: 1) What is a molecule? 2) How are molecules constructed? 3) How are molecules characterized? Answers to these questions are sought by an in-depth investigation of organic molecules that are either encountered in daily life or are, in part, critical for sustaining life. Consequently, students are introduced to the logical processes of scientific reasoning and investigation and invited to contemplate the impact of chemistry upon society. Meets Core credit for natural sciences.

CHEM 252 CHEMISTRY OF CRIME SCENE INVESTIGATION 3

Prerequisite: High school chemistry

This course relates real world applications of analytical chemistry to the investigation of crimes. The underlying chemistry and biochemistry involved in forensic analysis are addressed. Also, the exploration of

scientific inquiry as it relates to developing hypotheses and providing proof of a crime based on chemical evidence is investigated. This course does not count toward any major in the natural sciences. Meets Core credit for natural sciences.

CHEM 253 CHEMICAL PERSPECTIVES ON LIFE 4

Prerequisite: None

This course explores the question: What do living organisms look like from a chemical perspective? Answering this question requires an understanding of fundamental chemical concepts of inorganic, organic and biochemistry. The laboratory will enhance understanding of chemical concepts and the scientific method, and develop the student's critical thinking skills. The course assumes no chemistry background. It does not meet major or elective requirements of majors in Chemistry/Geology/Physics or Biology/Toxicology Departments. Three lectures and one-1hr.50min. lab per week. Meets core credit for natural sciences. It does not meet major or elective requirements in CHEM/GEOL/PHYS and BIO/TOX departments.

CHEM 297 INTRODUCTION TO LABORATORY & FIELD RESEARCH 1

Prerequisite: Soph or junior standing

This course will introduce the student to scientific research in the laboratory or field through individual instruction on the direction of a Chemistry faculty member. Graded S/U. Offered each semester.

CHEM 307-308 ORGANIC CHEMISTRY I & II 3-3

Prerequisite: CHEM 104; 307 FOR 308

A survey of the general principles of organic chemistry including nomenclature, structure, reactions, multi-step synthesis, the effect of structural variation on reactivity and structural determination by spectroscopic methods. Emphasis is placed on mechanism and application. Must be taken concurrently with lab. 307/307L offered every fall. 308/308L offered every spring.

CHEM 307L ORGANIC CHEMISTRY LABORATORY 1

Prerequisite: CHEM 104

Provides practical experience in modern techniques utilized in the organic chemistry laboratory. The course emphasized the study of the properties, reactivity, and synthesis of organic compounds. The spectrochemical analysis of organic compounds is also stressed.

CHEM 308L ORGANIC CHEMISTRY LABORATORY 1

Prerequisite: CHEM 307

Provides practical experience in modern techniques utilized in the organic chemistry laboratory. The course emphasized the study of the properties, reactivity, and synthesis of organic compounds. The spectrochemical analysis of organic compounds is also stressed

CHEM 320 QUANTITATIVE ANALYSIS 4

Prerequisite: CHEM 104

A study of the fundamental principles of gravimetric, volumetric, colorimetric, potentiometric and chromatographic methods of analysis as applied to the quantitative determination of constituents in practical samples. Two lectures and two three-hour laboratoryperiods per week. Offered every fall.

CHEM 350 SCIENCE AS A CULTURAL FORCE 3
A-THE MAKING OF THE BOMB
B-THE TOBACCO WARS
C-SCIENCE AND HUMAN NATURE
D-EVOLUTION: FOR & AGAINST
E-SCIENCE AND RATIONALITY

Prerequisite: Any natural science core course

An inquiry into the nature of the scientific method in relation to human culture and its use in gaining and applying new knowledge. This course constitutes a substantial interdisciplinary investigation of the impact of science and technology upon society by way of a sustained look at one particular scientific issue or question for the semester. The ethical dimensions of advances in science and technology are explored in detail. Meets Core credit for humanities or natural sciences, but not both. May be taken only once for Core credit. CHEM/ GEOL/PHYS/PHIL credit.

CHEM 411-412 PHYSICAL CHEMISTRY I & II 3-4

Prerequisite: PHYS 206

Studies the basic concepts of thermodynamics, kinetics and quantum mechanics. Three lectures and one three-hour laboratory per week. Chemistry minors may omit the labs and receive 3 hours credit for each. 411 is offered in the fall, odd years. 412 is offered in the spring, even years.

CHEM 413 ADVANCED SYNTHESIS LABORATORY 3

Prerequisite: CHEM 411

Multistep syntheses with careful purification and characterization of each intermediate are used to integrate new ideas and techniques with those introduced in previous courses.

CHEM 416 ADVANCED INORGANIC CHEMISTRY 4

Prerequisite: CHEM 411

Studies trends in reactivity, structure and properties of the elements. Three lectures and one three-hour laboratory per week.

CHEM 420 INSTRUMENTAL ANALYSIS 4

Prerequisite: CHEM 320

A thorough study of the physical principles and the analytical techniques used in instrumental methods of analysis. Two lectures and two three- hour laboratory periods each week. Offered each spring.

CHEM 423 PHARMACOLOGY TOXICOLOGY I 3

Prerequisite: 16 hours of Biology; CHEM 307

See BIO 423 for course description.

CHEM 429 BIOCHEMSTIRY 3-4

Prerequisite: CHEM 307

Introduction to biochemical principles, systems and methods including the chemistry and metabolism of biologically important compounds. Three lectures and one three-hour laboratory period per week. Course may be taken without lab for three hours credit. Offered each fall. BIO/CHEM credit.

CHEM 439 ADVANCED TOPICS IN BIOCHEMISTRY 3

Prerequisite: CHEM 429

A study of the complexity of the chemical reaction of biological macromolecules involving investigating the interactions of both organic and inorganic molecules (bio-inorganic chemistry) and the techniques used to study biomolecular structure and function (bio-physical chemistry). This seminar emphasizes critical review and discussion of current scientific literature as well as the development of oral and written presentation skills. Offered in spring, odd years. BIO/CHEM credit.

CHEM 493 INTERNSHIP 1-4

Prerequisite: Soph. status and approval by department chair

An internship in a laboratory and/or field setting applicable to the discipline will be completed under the supervision by a qualified professional(s). Documentation of 50 clock hours per credit hour, typically over six consecutive weeks (minimum) is required. CHEM/GEOL/PHYS credit.

CHEM 497 LABORATORY & FIELD RESEARCH 1-3

Prerequisite: Soph. status, perm. of inst. and chair

Laboratory research performed under faculty supervision. This course allows undergraduate students the opportunity to become involved in original research projects directed by Chemistry/Geology/Physics faculty

members. Repeatable up to 8 hours.

CHEM 550 INQUIRY CHEMISTRY INSTRUCTION USING CASE STUDIES 3

Prerequisite:

The use of case studies in the secondary chemistry curriculum will be explored, with an emphasis on writing case studies that apply inquiry and problem-based learning approaches. Examples of case studies will be provided. Demonstrations, hands-on activities, and laboratory experiments will serve as the basis for the development of the new case studies in the areas of acid-base chemistry, stoichiometry, equilibria, and color.

COACHING & INSTRUCTION IN SPORT

CIS 170 FOUNDATIONS OF COACHING 2

Prerequisite: None

An introduction to the art and science of coaching, including development of a personal philosophy and the application of scientific training principles in the physiological, psychological and managerial bases of sport coaching. The course offers students the opportunity to obtain American Sport Education Program (ASEP) coaching certification.

CIS 321 THEORY/TECHNIQUES OF FOOTBALL 2

Prerequisite: None

Philosophy, theory, methods, techniques and organization of football.

CIS 322 THEORY/TECHNIQUES OF BASKETBALL 2

Prerequisite: None

Philosophy, theory, methods, techniques and organization of baseball.

CIS 323 THEORY/TECHNIQUES OF TRACK & FIELD 2

Prerequisite: None

Methods, techniques and organization of track & field.

CIS 324 THEORY/TECHNIQUES OF SOFTBALL/BASEBALL 2

Prerequisite: None

Strategy, methods, techniques and organization of baseball and softball.

CIS 325 THEORY/TECHNIQUES OF COMPETITIVE SWIM/POOL MGT 2

Prerequisite: None

An analysis of instructional and training techniques used in swimming. Procedures in proper pool management will be investigated.

CIS 326 THEORY/TECHNIQUES OF SOCCER 2

Prerequisite: None

Theory, methods, techniques and organization of soccer.

CIS 327 THEORY/TECHNIQUES OF WRESTLING 2

Prerequisite: None

Preparation for organization and administration of coaching wrestling. Course work includes practical application of learning and teaching wrestling maneuvers, interpretation of wrestling rules, match and tournament organization.

CIS 328 THEORY/TECHNIQUES OF VOLLEYBALL 2

Prerequisite: None

Theory, methods, techniques and organization of volleyball.

CRIMINAL JUSTICE (CJ)

CJ 130 INTRODUCTION TO CRIMINAL JUSTICE 3

Prerequisite: None

An overview of the philosophical, historical, and operational aspects of the justice system in the United States.

CJ 180 INTRODUCTION TO HOMELAND SECURITY 3

Prerequisite: None

Students will study the components of federal, state, and local homeland security agencies and the relationships between these agencies and the private sector. Particular attention will be placed on policy, plans, and procedures for disaster preparation, mitigation, and response in the government as well as private sector. HSEC/CJ credit.

CJ 200 CRIMINAL INVESTIGATION 3

Prerequisite: CJ 130

Provides the student with an opportunity to study the technical, theoretical and legal aspects of criminal investigation.

CJ 227 CORRECTIONS IN THE UNITED STATES 3

Prerequisite: CJ 130 or concurrent

This course is an overview of the process and institutions involved in the supervision, treatment, control, and incarceration of those individuals who have been adjudicated and sentenced by the court. Corrections in the United States encompass a variety of public and private institutions including: probation and parole systems, jails, prisons, half-way houses and post-release supervision.

CJ 235 COURTS AND JUSTICE 3

Prerequisite: CJ 130

Affords the student a concentrated study of the functions, operations and decision-making process of the American court system.

CJ 242 CRIMINOLOGY 3

Prerequisite: None

This course surveys, and critically appraises, various theories of crime causation, including an examination of classical, biological, psychological, and sociological perspectives on the etiology of crime. CJ/SOC credit.

CJ 244 JUVENILE DELINQUENCY 3

Prerequisite: CJ 130 or SOC 111

A course planned to aid the student in the examination of juvenile delinquency as a social problem from the perspectives of control prevention and rehabilitation. Delinquency will be viewed as to definition, genesis and extent. The social institutions of families and schools will be discussed in detail. The juvenile courts, probation, parole, correction institutions and child placement programs are to be examined with respect to their effectiveness, philosophy and goals. CJ/SOC credit.

CJ 250 ETHICS IN CRIMINAL JUSTICE 3

Prerequisite: CJ 130

This course will analyze ethical behavior and provide criminal justice practitioners with decision-making skills to enhance the practitioner duty performance and the public interest. The focus will be on making moral, rational, and responsible decisions which will lead to ethical professional behavior. Must be taken at AU.

CJ 266 THE CONSTITUTION & CRIMINAL PROCEDURE 3

Prerequisite: None

Examination of the area of law balances governmental power and individual rights. Issues that address balancing controlling crime with due process rights include search and seizure, detention and arrest, interrogation, trial rights and sentences.

CJ 270 POLICING IN THE UNITED STATES 3

Prerequisite: CJ 130 or concurrent

Study of the role behavior and life of the line officer within the police subculture and within society. Topics examined are the influence of coercive power, role behavior, subcultural influences, and personal issues relating to loyalty, stress, health, critical incidents, family, and faith.

CJ 275 GANGS AND CULTS 3

Prerequisite: CJ 130 or SOC 111

See SOC 275 for course description.

CJ 295 RESEARCH METHODS IN CRIMINAL JUSTICE 3

Prerequisite: CJ 130 & CJ 242 (or concurrent)

This course provides an introduction to research methods in criminal justice and other social sciences. Course topics include: conceptual issues in research, models of empirical research, research approaches, and research results analysis. As part of this course, students will produce a research project proposal.

CJ 307 VICTIMOLOGY 3

Prerequisite: CJ 130 or SOC 11

Victimology is the study of the role of the victim in criminology and the criminal justice system. Areas to be investigated include the relationship between victims and their criminal offenders, societies' responses to the victims, the victim's role in the criminal justice process and programs directed at assisting victims of crime. CJ/SOC credit.

CJ 331 TOPICS IN CRIMINAL JUSTICE 3

Prerequisite: CJ 130

A seminar open to criminal justice majors/minors which will provide an opportunity to explore, in-depth, topics pertinent to or impacting on the field of criminal justice. This may include critical observations or historical, contemporary or future issues. Repeatable to a maximum of 9 hours.

CJ 332 TERRORISM 3

Prerequisite: CJ 130

This course will look at what terrorism is and what a terrorist group is. This course will also examine theories explaining terrorist behavior and how economics, race, religion and other factors influence terrorism and motivate terrorist groups. The course will also look at the responses to terrorism, and particularly how it is being fought through the concept of Homeland Security. HSEC/CJ Credit.

CJ 344 YOUTH & THE JUSTICE SYSTEM 3

Prerequisite: CJ 244

This course provides an in-depth examination of the juvenile justice system including the history and development of the juvenile court system, an examination of the impact of race, gender, and socio-economic status with regards to the determination and treatment of juvenile delinquency. The course will also examine the issues of children's rights, social services, foster care, high risk offenders, treatment programs, and alternative schools.

CJ 362 CRIMINAL LAW 3

Prerequisite: CJ 266

This course is an examination of the criminal law and certain crimes. This course will look at the definition and comparison of criminal law with other areas of law, the purposes of punishment, and the history and development of criminal law in western society. There will be an examination of the elements of a crime, and students will gain knowledge of particular crimes. Students will examine both criminal statutes and interpreting case law.

CJ 365 CORRECTIONAL ADMINISTRATION 3

Prerequisite: CJ 227

This course provides the student with the context of corrections history and with the goals and philosophies of the correctional system. The student will examine correctional administration and management using contemporary theory, research, and best practices. The student will also examine issues such as offender classifications, rehabilitative and restorative initiatives, treatment programs, life-course and educational services, various institutional environments and levels, and the functions and management of correctional staff.

CJ 370 CRIME & JUSTICE IN POPULAR CULTURE 3

Prerequisite: CJ 242

This course surveys major works in film and popular media that deal with crime and punishment and examines these works from a criminological perspective in terms of motivation, social milieu, culture and legal systems that affect our understanding of justice and the laws that attempt to achieve that justice.

CJ 390 DATA ANALYSIS & REPORTING 3

Prerequisite: CJ 295

This course introduces students to basic data analytic techniques primarily using SPSS, including variable construction, descriptive statistics, bivariate analysis, mean comparisons, and regression. Students will also learn how to effectively report and present statistical information.

CJ 395 ADVANCED RESEARCH IN CRIMINAL JUSTICE 3

Prerequisite: CJ 242 & CJ 295

This course is a continuation of CJ 295. This course will further a student's knowledge and experiences in the area of criminal justice research. The goal of this course is to equip students with the tools necessary to design and conduct a full and unique criminal justice research study. The student will work closely with a faculty member to design, conduct, analyze, and report the results of a semester-long project. Practical and ethical considerations of actually conducting a research project will be emphasized.

CJ 403 FIELD EXPERIENCE/INSTRUCTION-CJ 1-12

Prerequisite: Permission of instructor

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

CJ 415 ADVANCED CRIMINOLOGY AND PROFILING 3

Prerequisite: CJ/SOC 242

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

CJ 432 EMERGENCY MANAGEMENT 3

Prerequisite: CJ 130 or HSEC 180

This course will introduce students to homeland security and emergency management protocols, natural disaster management, and the network of government, business, and non-profit resources. The course will also discuss policies and processes involved in emergency management. HSEC/CJ Credit.

CJ 440 CRIMINAL JUSTICE POLICY 3

Prerequisite: CJ 130, CJ 242

This course will provide students with the skills necessary to analyze, evaluate, and critique criminal justice policies found at the local, state, and federal levels of the criminal justice system. The course will focus on a practical approach to the creation, implementation, and evaluation of policy actions. The course will focus on current policies and their impact on both the internal dynamics of the system and the impact of policies on the public. Particular light will be shown on the use of force, sentencing guidelines, and the use of the death penalty.

CJ 465 RESTORATIVE JUSTICE 3

Prerequisite: CJ 130, 227

In this course, the student will explore restorative justice as a new model within the criminal justice system. The student will develop a critical mindfulness to the healing wants and needs of victims and communities impacted by criminal conduct as well as the role of the offender in meeting these wants and needs. The course will examine various applications of the restorative justice model in criminal justice systems around the world.

CJ 499 DIRECTED RESEARCH 1-3

Prerequisite: CJ 295 & Permission

This course is a continuation of CJ 295. This course will further a student's knowledge and experiences in the area of criminal justice research. In addition to critically evaluating current literature, students will be required to design, conduct, analyze, and report the results of a semester-long project. Practical and ethical considerations of actually conducting a research project will be emphasized.

COMMUNICATION STUDIES (COM)

COM 100 DEVELOPMENTAL SPEECH 3

Prerequisite: None

An elementary course designed for freshmen students whose oral communication skills are in need of reinforcement. Class enrollment will be determined by the recommendation of faculty members or student request. The credit hours may not be applied to communication requirements for graduation. Course will be graded S/U. If a U is earned, course must be repeated. Offered infrequently.

COM 101 HUMAN COMMUNICATION 3

Prerequisite: None

This course encompasses communication theory, interpersonal communication, small group communication and public speaking. Emphasis is placed on speaking, critical thinking, listening skills. Attention is also paid to nonverbal communication. Meets Core credit for communication.

COM 120 FOUNDATIONS OF HEALTH COMMUNICATION 3

Prerequisite: None

This course encompasses communication theory, interpersonal communication, small group and team communication and public speaking specific to the healthcare setting. Emphasis is placed on speaking, critical thinking, listening, and feedback skills. Attention is also paid to nonverbal communication. Meets Core credit for communication.

COM 163 FOUNDATIONS OF SPORT COMMUNICATION 3

Prerequisite: None

This introductory course will provide students an opportunity to explore how communication operates within the world of sports in three areas: (1) the relationship between sports and culture, (2) how sports organizations develop messaging strategies with internal and external publics, and (3) the management of key relationships within all levels of the sports industry.

COM 204 COMMUNICATION THEORY AND RESEARCH 3

Prerequisite: COM 101 or COM 120

This course surveys, analyzes and applies the major theories and research methodologies in the field of communication studies to verbal and nonverbal forms of symbolic interaction across a variety of contexts.

COM 205 INTRODUCTON TO PUBLIC RELATIONS 3

Prerequisite: COM 101 or COM 120

This course includes an introduction to an application of public relations theories, philosophies, and principles applicable to a variety of organizations. We will explore historical perspectives, current and future trends, as well as professional associations, and career opportunities in public relations.

COM 206 SMALL GROUP COMMUNICATION 3

Prerequisite: COM 101 or COM 120

Students relate the theories of small group process and problem solving to actual practice, eventuating in the completion of a real problem solving task: Parliamentary procedures, for use in larger and legally formed groups, are practiced at the end of the course.

COM 208 ARGUMENTATION AND ADVOCACY 3

Prerequisite: COM 101 or COM 120

A study of the theory and practice of developing argumentative discourse to gain audience adherence. Practice in analyzing actual situations that call for debate is emphasized, with attention to several debate formats.

COM 210 FAMILY COMMUNICATION 3

Prerequisite: COM 101 or COM 120

This course emphasizes theoretical approaches and contemporary communication research in family communication. The emphasis will be on understanding contemporary theory and research of family communication; developing research skills necessary for analyzing family interaction using various methodologies including observation, description and interpretation of family communication data; and understanding the social impact on family communication patterns and relationships.

COM 211 PUBLIC RELATIONS WRITING 3

Prerequisite: COM 205

This course provides instruction and writing practice designed to develop the professional-level writing skills expected of a PR writer. The aim is to provide students with the necessary confidence in PR writing skills to make them the preferred candidate for a PR job.

COM 222 TOPICS IN COMMUNICATION 3

Prerequisite: COM 101 or COM 120

This course will examine various topics relating to communication needs. Typical topics would include interviewing, persuasion, public address, assertiveness training, public relations, professional communication, rhetorical criticism, history of public address and rhetorical theory. May be repeated for credit as topics change.

COM 224 TOPICS IN HEALTH & RISK COMMUNICATION 3

Prerequisite: COM 101 or COM 120

This course will examine various topics relating to health and/or risk communication issues. Typical topics would include developing risk and crisis response to specific threats to various publics, development and implementation of health communication interventions and campaigns targeted at specific threats, and development of risk message campaigns concerning particular environmental and health risks. May be repeated once for credit as topics change.

COM 242 SPORT REPORTING 3

Prerequisite: None

A survey of the patterns and practices of sport reporting. Emphasis on reporting sports events and sports features. Class assignments will involve gathering and preparing sport-related information as well as writing and analyzing representative forms of sports reporting.

COM 244 SPORT COMMUNICATION AND CULTURE 3

Prerequisite: COM 101 or COM 120

This course critically explores the social interactions of sport and considers the degree to which its participants reinforce or resist cultural norms.

COM 270 RESEARCH METHODS IN COMMUNICATION 3

Prerequisite: COM 101 or COM 120; MATH 208

This course involves the study of research methods and research design commonly employed in the field of Communication Studies. Research methodologies to be explored include survey research, experimental design, available data research, and field research. Emphasis will be put on the assessment of reliability and validity in a research design. The course will also discuss the ethical issues associated with conducting research on human beings as well as the presentation of research methodology in manuscript format.

COM 274 STRATEGIC SOCIAL MEDIA 3

Prerequisite: COM 101 or COM 120

This course will provide an introduction to the research, design, and evaluation strategies used in successful social media campaigns. Students will also explore the theoretical and technical approaches to digital storytelling, allowing students to cultivate the knowledge and skills needed to tell digital public relations stories across multimedia platforms.

COM 301 PUBLIC SPEAKING 3

Prerequisite: COM 101 or COM 120

Continues the communication concerns of COM 101 while offering practice in developing speeches for a variety of career and personal interest occasions with adaption to particular audiences and time limitations. Theories of rhetoric and persuasion are a part of the content.

COM 302 INTERCULTURAL COMMUNICATION 3

Prerequisite: COM 101 or COM 120

Introduces students to methods of learning about other cultures and ways to communicate effectively with and about people of other countries and sub- cultures.

COM 304 INTERPERSONAL COMMUNICATION 3

Prerequisite: COM 101 or COM 120

A course emphasizing the theoretical approaches and contemporary research on patterns of interpersonal communication in human relationships. Emphasis will be placed on developing skills for analyzing interactional processes through close description and interpretation.

COM 305 ORGANIZATIONAL COMMUNICATION 3

Prerequisite: COM 101 or COM 120

This course is a study of communication systems and behaviors within organizations and will serve as an introduction to the study of communication channels and networks in organizations. Topics include the relevance of communication to management operations, employee morale, networks, superior-subordinate relationships, production, leadership, organizational climates and cultures, and ethics in organizations.

COM 315 INTERNATIONAL STORYTELLING 3

Prerequisite: COM 101 or COM 120

An introduction to world cultures through the analysis and performance of their stories.

COM 320 HEALTH COMMUNICATION 3

Prerequisite: COM 101 or COM 120

This course exposes the student to the emerging field of health communication. This reflects the analysis and understanding of communication during the healing process with healthcare organizations and among all involved personnel and patients. Focused within the healthcare context, emphasis is placed on rhetorical medicine, narrative medicine, intercultural and gender communication, affirming communication, and aggressive communication. Attention is also given to communication during end-of-life care, stigmatization, and informed consent processes.

COM 323 SPORT PUBLIC RELATIONS 3

Prerequisite: COM 163

This class will examine the tasks of the sport public relations specialists, including such areas as promotions, media relations, community relations, and crisis communication.

COM 333 LEADERSHIP COMMUNICATION 3

Prerequisite: COM 101 or COM 120

This course will explain the critical connection of communication to effective leadership. Students will learn about leadership communication as it relates to ethos, ethics, strategies and different organizational structures.

COM 343 CONFLICT, MEDIATION, AND NEGOTIATION 3

Prerequisite: COM 101 or COM 120

This course emphasizes theoretical approaches and contemporary communication research on patterns of conflict in human relationships. The emphasis will be on understanding the causes (e.g., cultural, philosophical) and types of conflict; developing skills for analyzing conflict situations through close observation, detailed description, and interpretation; and understanding the types and strategies of conflict management that include mediation and negotiation.

COM 370 INFORMATICS IN HEALTH COMMUNICATION 3

Prerequisite: COM 101 or COM 120

This course will focus on health informatics and its impact on stakeholders in the health care system. Topics include the history of the health informatics perspective, ethical and diversity issues embedded in informatics systems and users, information seeking, information gathering, and information processing, the impact that electronic medical records, personal health records, SMART technology, e-medicine, tele-health, e-training, and robotics have on patient-provider and healthcare team communication.

COM 410 RELATIONAL COMMUNICATION IN SPORT 3

Prerequisite: COM 101 or COM 120; COM 163

This course will investigate the multiple relationships that exist in sports. Interpersonal communication theory will be used to analyze relationships including family relationship in sports, coach-athlete relationships, as well as team and organizational relational dynamics. The course will also investigate how and why these relationships grow or fail based on the communication between the parties.

COM 415 COMMUNICATION IN SPORT ORGANIZATIONS 3

Prerequisite: COM 101 or COM 120; COM 163

This course provides insight into the organizational structure of sports organizations as well as how communication works both internally and externally given the organizational structure. Organizational communication will be covered from a theoretical perspective and will focus on the theory and style of communication that is most appropriate considering the organizational structure. The course will also examine how sports organizations are run in other countries to allow a comparison to those that are currently in place in the United States.

COM 420 HEALTH PUBLIC RELATIONS 3

Prerequisite: COM 101 or COM 120; junior status

This course is a study of the communication processes that are involved in communicating about health and issues that arise during healthcare processes including patient care, health care campaigns, as well as crisis and risk communication specific to healthcare. Topics include theory in health communication, interpersonal communication in health including patient-doctor care and social support, ethical concerns in healthcare and healthcare campaigns, crisis communication, developing healthcare communication plans, implementing communication strategies, and assessment of the communication campaign.

COM 425 RISK AND CRISIS COMMUNICATION 3

Prerequisite: COM 101 or COM 120; junior status

This course is a study of the communication processes that are involved in the communication of information to people and various publics regarding risks, how these risks will impact the publics, and how to best prepare the publics to reduce the risk. Topics include communication risk analysis, crisis communication, developing risk and crisis communication plans, implementing communication strategies, and assessment of the communication campaign.

COM 436 INTERNSHIP IN COMMUNICATION STUDIES 2-3

Prerequisite: Permission of instructor

This course is designed for students seeking an internship experience. Students should apply the knowledge attained through their studies in a workplace similar to what they might seek after graduation. Internships can be started any time after the student's sophomore year and must be approved by the faculty internship advisor for that major. Each credit hour of internship requires 60 hours of work at the internship site. Graded S/U. Repeatable up to 6 hours.

COM 470 RESEARCH EXPERIENCE IN COMMUNICATION STUDIES 1-3

Prerequisite: Permission of instructor

This course is designed for students seeking a research experience within the Department of Communication Studies. Students who are interested in research within their major may choose to work with interested faculty on research projects relating to communication studies. The Research Experience can be started any time after the student's sophomore year and must be approved by the faculty member(s) with whom the student will be working. Credit for the research experience may be taken simultaneously with the research experience or the semester immediately after completing the research experience. Students will be responsible for engaging in research as directed by the faculty member in charge. Each credit hour of research experience requires 60 hours of work with the faculty member. Graded S/U. Repeatable up to 4 hours.

COM 474 PUBLIC RELATIONS CAMPAIGNS 3

Prerequisite: COM 211; junior status

This course is a capstone experience where students apply the knowledge they have gained to develop PR campaigns for real-world clients. This integration involves coordination of the entire PR process, including client communication, research, planning and development, implementation, and evaluation of PR campaigns. Students will strengthen their strategic thinking, writing, and presentation skills.

COM 510 INTRODUCTION TO GRADUATE STUDIES IN COMMUNICATION 3

Prerequisite:

The course will focus on the development of skills necessary for graduate study in the field of Communication Studies. Students will be introduced to the discipline of communication from both theoretical and applied standpoints. . The philosophy of communication theory building will be explored with an emphasis on theory testing, application, and modification. The course will provide students with an introduction to the culture and expectations of the Master of Corporate and Strategic Communication graduate program, related theoretical literature, and graduate level APA writing skills.

COM 520 DATA INFORMED DECISION MAKING 3

Prerequisite: COM 510

This course examines research methods and designs commonly used in the field of Corporate and Strategic Communication. Research methodologies include survey research, experimental design, existing data research, interviewing, and field research. Emphasis is on collecting, analyzing, and using data to make decisions in organizations. The course will also discuss the ethical issues associated with protecting human subjects while conducting research.

COM 540 HEALTH COMMUNICATION 3

Prerequisite: COM 510, 520, 530

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

COM 590 PUBLIC RELATIONS 3

Prerequisite: COM 510, COM 520

This course will focus on the development of skills necessary for a career in public relations. Students will be introduced to the field of public relations from both the theoretical and the applied perspectives. Students will learn about the history of public relations as a study as well as a practice. Through the use of case studies and theoretical work, students will learn about the growth of the field and how to develop and utilize a public relations campaign from concept to product.

COM 620 STRATEGIC COMMUNICATION 3

Prerequisite: COM 510, COM 520

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

COM 630 INTERPERSONAL COMMUNICATION 3

Prerequisite: COM 510, COM 520

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

COM 640 ORGANIZATIONAL COMMUNICATION 3

Prerequisite: COM 510, COM 520

This course focuses on communication systems and behaviors within organizations. Topics include the relevance of communication to management operations, employee motivation and leadership, communication networks, superior-subordinate relationships, organizational climate and culture, as well as ethics within organizations.

COM 650 RISK AND CRISIS COMMUNICATION 3

Prerequisite: COM 510, COM 520

The course will explain and define the applied nature of risk and crisis communication. The foci will include research to identify possible crisis and risk events. We will also explore how theories are used to predict and explain how to develop programs to address a broad range of topics in risk and crisis preparation and messaging. Topics will include a review of crisis management in the public and private sectors, preparedness plans and goals, appropriate communication channels, and efficacy assessment.

COM 680 SOCIAL MEDIA PLATFORMING 3

Prerequisite: COM 510, COM 520

In this course, students will learn how to develop and/or enhance a social media presence for both organizational promotion as well as self-promotion. Topics discussed will include social media professionalism, maximizing time and frequency for social media effectiveness, audience analysis, and web analytics as a measurement tool. Multi-platform maximization will also be a course focus.

COM 690 PUBLIC RELATIONS CAMPAIGNS 3

Prerequisite: COM 510, COM 520

In this course, students will master the fundamentals of public relations campaign planning through direct experience. Students will be given the opportunity to utilize the content from the previous public relations course, and/or professional experience, in the development of a complete public relations campaign. Students will utilize research, writing, evaluation tools, as well as messaging to bring a complete campaign to a client by the end of the semester.

COM 710 INFORMATICS IN COMMUNICATION 1

Prerequisite: COM 510, COM 520

This course will focus on the study of how information is generated, exchanged, and utilized within communication contexts and the impact that information has on strategic messaging. Topics include: information seeking, information gathering, and information processing, impact of electronic records, public relations, SMART technology, e-medicine, tele-health, e-training, robotics, risk messaging and crisis containment.

COM 750 SEMINAR IN HEALTH AND RISK COMMUNICATION 3

Prerequisite: COM 510, COM 520

This course will focus on the advanced study of health and risk communication. Students will conduct analyses of health and risk situations, develop elaborate messaging strategies, execute those message strategies, and assess message effectiveness. Emphasis will be put on the application of theory and research specific to health and risk communication.

COM 770 SPECIAL TOPICS IN CORPORATE AND STRATEGIC COMMUNICATION 3

Prerequisite: COM 510, COM 520

The content of this course reflects the specific research project and related activities agreed upon by the instructor and student(s). The number of credits reflects the extent of work involved in the project.

COM 775 ACADEMIC RESEARCH IN CORPORATE AND STRATEGIC COMMUNICATION 1-3

Prerequisite: 21 credits in MACSC program

Course offers students opportunity to work with a faculty member on a complete research manuscript or part of a research manuscript. A 3-credit research experience includes project conceptualization and literature review, data collection and analysis, and data interpretation and summary of implications. Work in only one or two areas may count for 1 or 2 credits. Graded S/U.

COM 780 CAPSTONE IN COMMUNICATION STUDIES 1-3

Prerequisite: 21 credits in MACSC program

The capstone offers course credit for a student project in corporate or strategic communication. Students identify a corporate and strategic communication problem or need and analyze the problem using communication theory and research. Students locate and/or collect data and analyze them using appropriate research methods and analysis tools. Students interpret data and pose conclusions/recommendations to address the problem in the form of a white paper, argumentative essay, or oral presentation. Ideally, the summary and/or presentation should include the constituent group as part of the audience. A complete 3-hour capstone experience includes all three steps in the aforementioned process. A 1- or 2-credit capstone experience would include 1 or two steps in the aforementioned process. The capstone course will be guided/directed by the instructor. Graded S/U.

COM 798 INTERNSHIP IN COMMUNICATION STUDIES 1-3

Prerequisite: 21 credits in MACSC program

This course is designed for students seeking work experience in corporate and strategic communication. Internships must be approved by the graduate program director and a site supervisor. Graded S/U. Each credit of internship requires 60 hours of work repeatable for up to 3 credit hours.

COMPUTER SCIENCE (CS)

CS 101 LOGIC AND COMPUTING 3

Prerequisite: 2 years high school algebra

Beginning with the building blocks of circuits and advancing through a collection of language abstractions, students use logic at several levels to gain a deep insight into how modern digital computers actually work. This course assumes no computer hardware or programming experience.

CS 121 COMPUTER PROGRAMMING I 3

Prerequisite: CS 101

An introduction to the design and development of object-oriented programs using the Java programming language.

CS 122 COMPUTER PROGRAMMING II 3

Prerequisite: CS 121

A continuation of CS 121. A further exploration of the principles, methods, tools and practices of object-oriented programming, including inheritance, recursion, object-oriented design, and GUI applications.

CS 175 WEB DESIGN 3

Prerequisite: None

An introduction to the World Wide Web, the creation of Web sites, Web page markup and styling languages, and client side programming.

CS 221 THE LINUX OPERATING SYSTEM 3

Prerequisite: CS 101

A study of Linux concepts, usage, and programming.

CS 230 DATA STRUCTURES 3

Prerequisite: CS 122; MATH 223

Formal specification of abstract data types using an object-oriented language with examples of their uses in computer science: records, stacks, queues, linked lists, hash table, heaps, and trees.

CS 260 TOPICS IN COMPUTER SCIENCE 3

Prerequisite: None

This course is offered subject to student need, faculty availability, and with the approval of the department chair and college dean. Topics may include Advanced Java Programming, and Introduction to UNIX. Repeatable for different topics.

CS 275 WEB PROGRAMMING 3

Prerequisite: CS 101 and CS 175

A continuation of CS 175, with emphasis on Web services and server-side programming using PHP.

CS 293 INTERNSHIP 1-3

Prerequisite: Chair Permission, Learning Contract

Credit will be granted for field experience in computer science relevant to the student's educational development and career goals. This work may be done on campus by providing technical assistance to faculty. Examples include UNIX administration and maintaining the hardware lab. Alternatively, this work may be done off campus. Prior approval of a CS faculty member is required. Does not count toward science electives.

CS 301 COMPUTER ARCHITECTURE 3

Prerequisite: CS 122

An introduction to the characteristics of computer systems at the digital logic and organizationlevels.

CS 302 THEORY OF COMPUTATION 3

Prerequisite: MATH 224 and MATH 250

An introduction to the logical and mathematical foundations of computer science. Topics discussed include models of computation, grammars and parsing, solvable and unsolvable problems, and P/NP complexity classes.

CS 303 COMPUTER ALGORITHMS 3

Prerequisite: CS 230 and MATH 224

An introduction to the design and efficiency of algorithms from both sequential and parallel perspectives, including identifying characteristics of sequential algorithms which are easily parallelizable and different parallel computing paradigms.

CS 304 THEORY OF PROGRAMMING LANGUAGES 3

Prerequisite: CS 230 and MATH 224

Issues in the design and implementation of a programming language including type models, control models, parameter passing, and storage management. Formalisms to describe the syntax and semantics of a programming language.

CS 325 MOBILE APPLICATIONS DEVELOPMENT 3

Prerequisite: CS 122

An introduction to the design and implementation of mobile applications for Android-driven hand-held devices.

CS 393 INTERNSHIP 1-3

Prerequisite: Chair Permission, Learning Contract

Credit will be granted for field experience in computer science relevant to the student's educational development and career goals. This work may be done on campus by providing technical assistance to faculty. Examples include UNIX administration and maintaining the hardware lab. Alternatively, this work may be done off campus. Prior approval of a CS faculty member is required. Does not count toward science electives.

CS 421 PRINCIPLES OF OPERATING SYSTEMS 3

Prerequisite: CS 230 and CS 301

Introduction to the design and implementation ofmodern operating systems. Topics include processes, interprocess communication, I/O management, memory management, file systems, and security.

CS 427 COMPUTER GRAPHICS 3

Prerequisite: CS 303 and MATH 307

An introduction to computer graphics concepts. Several graphics algorithms will be presented and implemented. Graphics theory in clipping, rotation, three-dimensional graphics and other related topics will be explored.

CS 433 COMPUTER NETWORKS 3

Prerequisite: CS 230 and CS 301

Presents computer networks and internets from the lowest level of data transmission over hardware to the highest level of communication between software applications.

CS 460 ADVANCED TOPICS IN COMPUTER SCIENCE 1-3

Prerequisite: CS 230

This course is offered subject to student need, faculty availability, and with the approval of the department chair and college dean. Topics may include Neural Networks, and System Programming. Repeatable for different topics.

CS 485 COMPUTATIONAL ROOTS OF SECURITY 3

Prerequisite: SEC 180

A study of security aspects in software development, computer hardware, operating systems, networks, databases, cloud computing, and data.

CS 493 INTERNSHIP 1-3

Prerequisite: Chair Permission, Learning Contract

Credit will be granted for field experience in computer science relevant to the student's educational development and career goals. This work may be done on campus by providing technical assistance to faculty. Examples include UNIX administration and maintaining the hardware lab. Alternatively, this work may be done off campus. Prior approval of a CS faculty member is required. Does not count toward science electives.

CS 499 SOFTWARE DEVELOPMENT 3

Prerequisite: CS 230 and Junior/Senior Status

Application of product engineering methods to the design and development of software - quality assurance, project management, requirements analysis, specifications, design, development, testing, production and maintenance.

DIETETICS (DIET)

DIET 130 PRINCIPLES OF FOOD AND MEAL PREPARATION 3

Prerequisite: Admission

An examination and application of the components that contribute to managing and organizing the preparation of meals at the consumer level, involving menu planning, food procurement, food safety issues, recipe modifications for specific dietary concerns, budgeting, and hospitality.

DIET 210 INTRODUCTION TO DIETETICS 2

Prerequisite: Admission

This course will examine and discuss the profession of dietetics including educational requirements for becoming a registered dietitian (R.D.), professional organizations, career pathways, and the role of the dietitian in patient care. Students will be introduced to nutrition-related research, its methodology, applications, and areas for future investigation. Students pursuing a degree in dietetics will be encouraged to join student chapters in The Academy of Nutrition and Dietetics (AND), Ohio Dietetic Association (ODA), Ohio Nutrition Council (ONC), and Mohican Area Dietetic Association (MADA) and attend one professional meeting.

DIET 213 SOCIETY'S INFLUENCE ON BODY IMAGE AND EATING 3

Prerequisite: Sophomore Status

This course will examine the societal determinants of a person's body weight, such as the influence of the family/parental, peers, societal norms, and the food and entertainment industries' impact on body image and dietary behaviors. This course will explore these societal factors that influence disordered eating, body shape, and weight loss/gain and discuss strategies to address these areas.

DIET 230 FOOD SCIENCE & APPLICATIONS 3

Prerequisite: Admission

Discussions related to the chemical properties of food substances, their nutritional importance, and their application in a laboratory setting.

DIET 320 HUMAN NUTRITION 3

Prerequisite: CHEM 103 or CHEM 251or CHEM 253

Exploration and discussion of basic principles of human nutrition, which include digestion/absorption, macro and micronutrients and their metabolism, energy balance, sports nutrition, nutrition and chronic illnesses.

DIET 330 NUTRITION COUNSELING SKILLS 3

Prerequisite: DIET 320

This course will examine the nutrition counseling skills necessary for an entry-level dietitian when working with groups or individuals in clinical or community settings. Practice in use of dietary analysis software programs and the development of nutrition educational materials incorporating health behavioral change models appropriate for various age groups and life cycle stages will also be examined.

DIET 343 ACTIVE AGING & WELLNESS 3

Prerequisite: Admission

An examination of the role that lifestyle, nutrition, physical activity and/or exercise play in modifying physiological/functional age and in determining the quality of life of older adults.

DIET 360 LIFECYCLE NUTRITION 3

Prerequisite: Admission

This course will examine and discuss the importance of nutrients (carbohydrates, lipids, proteins, vitamins, and minerals) throughout the various life cycles of human development; including preconception, pregnancy, infancy, childhood, adolescence, adulthood, and geriatrics. Discussions will focus on reducing health risk factors among these stages with emphasis on nutritional intake,

DIET 370 COMMUNITY NUTRITION 3

Prerequisite: Admission

This course will examine nutrition in U.S. communities and national nutrition directives and guidelines for health promotion and disease prevention across the lifecycle. Primary, secondary, and tertiary strategies will be discussed. Nutrition epidemiology in prevention and disease, national and state nutrition policies, programs, and how nutrition professionals function in these various environments will be explored.

DIET 385 ADVANCED HUMAN NUTRITION 3

Prerequisite: Admission

Exploration and discussion of advanced principles of human nutrition, which includes the anatomy and physiology of digestion/absorption, metabolism of macro and micronutrients and their physiological significance, physiology of energy balance, nutritional intake and chronic illnesses.

DIET 395 VITAMINS & MINERALS 3

Prerequisite: DIET 320, CHEM 104

This course will explore the biological functions of vitamins and minerals in human nutrition. This will include a review of the essential functions of vitamins and minerals, health implications of varying amounts of vitamins and minerals in the diet, as well as examining interactions between vitamins, interactions between minerals, and vitamin and mineral intake of vitamin and mineral levels for optimal health and prevention of chronic illnesses for various stages of the life cycle.

DIET 400 NUTRITION & DISEASE I 3

Prerequisite: Admission

This course will examine the implementation of medical nutrition therapy (MNT) for chronic and acute medical disorders. It will include the development of medical nutrition therapy plans appropriate for these conditions for individuals throughout the lifecycle. Medical disorders examined in this course include pediatric, neurological, pulmonary, cardiovascular, gastrointestinal, hepatic, pancreatic, biliary, and endocrine.

DIET 425 NUTRITION & DISEASE II 3

Prerequisite: DIET 400

This course will examine the implementation of medical nutrition therapy (MNT) for chronic and acute medical disorders. It will include the development of medical nutrition therapy plans appropriate for these conditions for individuals throughout the lifecycle. Medical disorders examined in this course include weight management, musculoskeletal and collagen, hematological, cancer, surgical, AIDS, renal, enteral and parenteral nutrition.

ECONOMICS (ECON)

ECON 101 MARKET FUNDAMENTALS 3

Prerequisite: None

This course will engage students in the economic way of thinking by taking an in-depth look at market fundamentals. Why, how, and who uses markets and what do we do when they fail? Students will be introduced to the economist's view of the world through extensive discussion, analysis, and writing. Does not count toward an economic major or minor. Meets Core credit for social science.

ECON 232 PRINCIPLES OF MICROECONOMICS 3

Prerequisite: None

Analysis of the pricing processes in a private enterprise economy under varying competitive conditions, their role in the allocation of resources and the functional distribution of national income. Special emphasis is given to theoretical analysis as applied to business problems. Meets Core credit for social sciences.

ECON 233 PRINCIPLES OF MACROECONOMICS 3

Prerequisite: None

An examination of the determinants of national income, employment and the price level in the private enterprise system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interaction between money and national income. International economic relations are also emphasized. Meets Core credit for social sciences.

ECON 301 GAME THEORY 3

Prerequisite: Core math/logic requirement

Techniques using classical game theory, auction design, controlled human- subject experiments, evolutionary game theory, and agent-based computer models are used to understand and solve situations involving potential conflict and cooperation such as military strategies, the auction of FCC licenses, the Middle East conflict, and the rise of resistant strains of bacteria in hospitals. While game theory is demanding in terms of reasoning ability, the focus of the class will be qualitative rather than quantitative analysis. Meets Core credit for social sciences.

ECON 321 PUBLIC FINANCE 3

Prerequisite: ECON 232

The economic theories of taxation and government finance as demonstrated at federal, state and local government levels. The interrelation of public finance and economic stability and growth is explored to discover the basis and objectives of financial policy.

ECON 331 COMPARATIVE ECONOMICS 3

Prerequisite: ECON 232 or ECON 233

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

ECON 332 INTERMEDIATE MICROECONOMICS 3

Prerequisite: ECON 232

A study of the conditions of producer and consumer equilibrium, price of products within the firm and the industry both under perfect and imperfect competition, and price and employment of factors of production.

ECON 333 INTERMEDIATE MACROECONOMICS 3

Prerequisite: ECON 233

Every American deals with and should understand macroeconomics. This course applies powerful tools of economic analysis to answer questions like; Will globalization destroy good jobs in the U.S.? Does free trade make the average American better off? Are today's budget deficits bad for future generations? Will Social Security go bankrupt? What determines how fast the U.S. economy grows? How do the President and the Fed affect the economy? Should the U.S. help developing countries grow faster?

ECON 334 MONEY AND BANKING 3

Prerequisite: ECON 233

The functioning of a private enterprise society is analyzed in terms of money in all of its economic aspects, including its amount, form and flow, and the institutions, public and private, that assist in mobilizing and distributing purchasing power. A historic approach is included to provide a foundation and a perspective.

ECON 342 GLOBAL ECONOMICS 3

Prerequisite: ECON 232 or ECON 233

The theory of international trade, exchange rates, trade barriers, balance of payments disequilibrium, United States commercial and aid policies, regional economic integration and international economic development. Environmental, operational and functional variables in international economics.

ECON 346 MANAGERIAL ECONOMICS 3

Prerequisite: ECON 232

A study of the economics applied to decision making, managerial economics emphasizes the use of economic analysis in clarifying problems, in organizing and evaluating information and in comparing alternative courses of action. The general problem of resource allocation will be dealt with in the context of business enterprises, non-profit organizations and public agencies.

ECON 348 BUSINESS ANALYTICS I 3

Prerequisite: MATH 208

This course teaches the basic skills, applications, and practices necessary for continual exploration and investigation of organizational data. Based on statistical methods, business analytics searches for new insights and understandings of organizational performance. The course presents the logical process of conducting a statistical analytics project. Topic coverage includes descriptive and inferential statistics. Emphasis will be given to written descriptions of analytical results. Students are encouraged to analyze data related to their major.

ECON 407 ECONOMICS OF LABOR 3

Prerequisite: ECON 232

This course is primarily a study of the institute- ionalization of labor as an economic, social and political force. A survey of the historic and economic roots of labor power, the existence of organized labor as a social phenomenon, and the resultant implications for other social, political and economic institutions. Offered infrequently.

ECON 434 DEVELOPMENT OF ECONOMIC THOUGHT 3

Prerequisite:

A study of how people's thought on economic issues has changed overtime. It will deal with the effect of historical change on economic thinking and with the impact of economic thought on historical change. Emphasis will be placed on the influence of the important economic thinkers on subsequent and modern economic theory and practice, and the impact of the important economic thinkers of the past on the economics, political, and social milieu of the modern world. Offered Infrequently.

ECON 448 BUSINESS ANALYTICS II 3

Prerequisite: ECON 348

How can data be used to inform business decisions? Students in this class learn how to use computer software to analyze data to build models of consumer and firm behavior. Students begin by extending their practical and theoretical understanding of multiple linear regression, and progress to extensions including logistic regression. Students also learn critical “big data” skills such as data reduction, missing data imputation, model training, and model selection. The course concludes with a project analyzing student-gathered data. Emphasis throughout the course is on using data to inform decision-making.

ECON 449 RESEARCH IN BUSINESS ANALYTICS 3

Prerequisite: ECON 448 or MIS 472 or MGT 340

This course is designed to allow students to apply their knowledge of business analytics to an empirical research question. Students will define an empirical research question; collect, organize and clean data using an industry standard statistical program; perform data description; apply appropriate tools of inference to answering their question; and write either a technical report or a scientific paper.

ECONOMICS EDUCATION

ECED 580 MICROECONOMIC ANALYSIS AND ITS APPLICATION TO THE CURRICULUM 2

Prerequisite:

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

ECED 581 MACROECONOMIC ANALYSIS AND ITS APPLICATION TO THE CURRICULUM 2

Prerequisite:

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

ECED 582 ECONOMIC POLICY AND ITS APPLICATION TO THE CURRICULUM 2

Prerequisite: Take ECED 580 or ECED 581

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

ECED 583 CORPORATE BUSINESS IN THE UNITED STATES 2

Prerequisite: Take ECED 580 or ECED 581

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

ECED 584 ECONOMICS IN THE CURRICULUM 1

Prerequisite:

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

ECED 586 PERSONAL FINANCE 1

Prerequisite:

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

EDUCATION ADMINISTRATION (EDAD)

EDAD 550 INTRODUCTION TO SCHOOL ADMINISTRATION 3

Prerequisite:

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

EDAD 551 ADMINISTRATION OF PUPIL PERSONNEL SERVICES 3

Prerequisite: Take EDAD 550, EDAD 555 and EDAD 683

This course provides school administrators with information and skills to effectively organize, manage, supervise and provide leadership for the programs, departments, and agencies that are associated with pupil personnel services in schools

EDAD 552 SCHOOL LAW AND ETHICS 3

Prerequisite: None

A course in basic school law related to teaching and school administration. Legal and ethical principles originating in constitutional statutory, judicial and common law relevant to curriculum, contracts, personnel administration, liability, pupil and employee rights, and finance are included.

EDAD 554 COLLECTIVE BARGAINING 3

Prerequisite: None

A course providing a foundation in State and Federal law, negotiating processes and strategies, and fiscal and administrative concerns dealing with collective bargaining.

EDAD 555 HUMAN BEHAVIOR IN EDUCATIONAL ADMINISTRATION 3

Prerequisite: None

This course is designed to acquaint the prospective entry level school leader with the interpersonal skills needed to function successfully in today's educational setting. The course addresses the various publics which the successive school leader must interact, and the various process skills needed. Case studies will be used to demonstrate real-life situations and promote discussion to determine issues and probable solutions.

EDAD 559 BUILDING, GROUNDS, AND FACILITIES 3

Prerequisite: None

The course explores present and future facility planning and equipment needs of schools. The course examines the efficiency of facilities, operations, and maintenance programs. It also reviews the planning process for school construction programs. Plans for financing construction are discussed. The role of educational facilities in the teaching/learning process is a central theme throughout the course.

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 inter-relationship are examined in this course. Various facets of educational leadership are emphasized, specifically the history of leadership thought; intellectual, political, and social forces that have influenced the evolving understanding of leadership in educational institutions; and the importance of human behavior within the context of the school organization. Leadership theories and findings are applied by considering both the skills and the underlying meaning of one's leadership agenda. Attention is given to the traditional school bureaucratic design and the ongoing influence and integration of human resources leadership in these educational bureaucracies. In addition, educational institutions are examined in light of the consistency between their inherent design and their subsequent aims and effects in delivering what these institutions espouse. The integration of theory and research with actual practice is at the heart of both the curriculum for this course as well as the means of evaluating student performance.

EDAD 684 PROFESSIONAL DEVELOPMENT 3

Prerequisite: None

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

EDAD 686 ADMINISTRATION OF PROGRAMS FOR STUDENTS WITH DISABILITIES 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: Admission into the Educational Leadership Graduate Program

This course is designed to explore the superintendent's leadership role and functions in a school district. Strategies for examining district policies and procedures for internal and external programs will be studied with a focus on the development of a collective district vision for student learning and improvement. School district culture building will be addressed through the study of consensus building, collaboration, and communications with stakeholders. The purpose and direction for school district's individuals and groups will be facilitated through research and discussion of administrative/staff team building and community relations strategies. The superintendent's role of building relationships with the board of education, academic programming, curriculum planning and development, and instructional leadership will be closely examined. This course will be part of the superintendent licensure program.

EDAD 693 SCHOOL FINANCE 3

Prerequisite: Admission into the Educational Leadership Graduate Program

This course is designed to provide the practicing administrator 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 as well as basic skills to work successfully with district fiscal management of local, state, and federal funding.

EDAD 694 ORGANIZATIONAL MANAGEMENT SEMINAR & INTERNSHIP FOR SUPERINTENDENTS 3

Prerequisite: This course should be the final course taken in the program

The course is structured to provide superintendent candidates with an understanding of the school system by defining processes and strategies for collecting, analyzing, and using data for decision making at the district leadership level. Opportunities through assignments, activities, and field experiences will be made available to students in order to frame and solve problems, collaborate with other stakeholders in the district and community, and engage in new leadership areas with the site mentorship guidance. The superintendent-board relationships, superintendent-administrative team work, superintendent-community partnerships, student learning and improvement, fiscal leadership topics, and superintendent-employee relations will be studied.

The course provides an internship experience for the superintendent candidates. Under the supervision of the Ashland University faculty member and the superintendent site mentor, the superintendent candidate participates in district level leadership activities and demonstrates the ability to lead, facilitate, and make decisions typical of those made by the district school leader.

EDAD 698 PERSONNEL & RESOURCE MANAGEMENT 3

Prerequisite: Admission into the Educational Leadership Graduate Program

This course explores facility planning and management along with personnel management. Regarding facilities, this course will focus primarily on managing existing facilities including upgrades. It will cover topics that include budgeting appropriately, evaluating structures, and upgrading facilities. There will also be opportunities to explore planning for new facilities including financing through elective components in the course. Regarding personnel, the course will feature assignments exploring recruitment, selection, assignment, induction, evaluation, and collective bargaining. There will also be opportunities to explore other personnel issues through elective components in the course.

EDAD 699 SPECIAL TOPICS AND PROJECTS: EMERGING ISSUES IN EDUCATION 1

Prerequisite:

This course is set up to provide knowledge, skill sets, and dispositions for a specialized educational leadership topical area. This topical area should emerge from contemporary issues faced by practicing superintendents in today's school districts. The topical area should, also, be aligned with the Ohio Standards for Superintendents and the ELCC Standards. Through the course's activities and projects, students will gain a better understanding of the district-wide leadership role and responsibilities needed to address the topical area, along with participating in field experiences working with a superintendent. Proposed topical areas are working with key stakeholders in the district and community regarding opioids and substance abuse or working with community and district leader concerning safety plans.

ADULT EDUCATION (EDAE)

EDAE 100 UNIVERSITY READING IMPROVEMENT 1-3

Prerequisite: None

This course is recommended for students who wish to work on individual reading needs such as 1) reading rate, 2) comprehensive proficiency, 3) vocabulary building, and 4) reading study skill techniques. Course will be graded A, B, C or U.

EDAE 102 UNIVERSITY STUDY SKILLS 3

Prerequisite: None

This course introduces the study skills crucial to academic success. Emphasis is placed on practice in time management, listening, taking class notes, preparing for examinations, reading textbooks, writing papers, vocabulary building, problem-solving and utilizing educational resources. Course will be graded A, B, C, or U. If a U is earned, course must be repeated.

EDAE 371 SPECIAL TOPICS 1-9

Prerequisite: None

Special topics seminars which will include topics such as early childhood/preschool, foreign language, reading, elementary/secondary education and topics pertinent to school treasurer/school business manager. All topics must be approved by the Associate Dean of the College of Education.

EDAE 501 METHODS OF TEACHING IN ADULT EDUCATION 3

Prerequisite:

This course is a study of methods, tools, and assessment procedures used in facilitating adult learning in a variety of professional settings. Emphasis is on the planning and preparation processes for delivering leader-led effective group and individual training activities in short term programs such as workshops, seminars, project meetings, online tutorials and webinars, and individualized, self-paced study projects, and developing and managing group and individual assessment strategies to monitor outcomes of learning. The knowledge and skills which are necessary for the professional roles of an instructional specialist such as a facilitator, trainer, or teacher of adults are emphasized throughout this course.

EDAE 503 THE HISTORY AND PHILOSOPHY OF ADULT EDUCATION 3

Prerequisite:

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

EDAE 505 ADULT TRAINING AND DEVELOPMENT IN THE WORKPLACE 3

Prerequisite: None

This course will develop skills for the education professional to apply principles of adult learning and development in the workplace. Specific skills and strategies include identification and evaluation of training and skills issues in a variety of workplace contexts, and the development of strategies to address these through planned programming for groups and individual learners. Issues will also include career and technical education in academic and industrial settings, career development in a global and multi-lingual workplace, application of technology for individual and self-paced instructional designs portfolio development, certifications, and branding/credentialing learners for job progression and assessment.

EDAE 598 INDEPENDENT STUDY 1-5

Prerequisite:

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

EDAE 599 GROUP STUDIES 1-5

Prerequisite:

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

EDAE 601 PROGRAM PLANNING AND MANAGEMENT IN ADULT EDUCATION 3

Prerequisite:

This course will examine methods for establishing effective adult education and training programs in a variety of learning and employment settings. The content will address principles and procedures for designing, organizing, operating, and evaluating comprehensive adult education and training programs. The course will emphasize the role and responsibilities of the program manager/leader in developing human resources.

EDAE 603 ADULT DEVELOPMENT CONTINUITY AND CHANGE 3

Prerequisite:

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

EDAE 640 SEMINAR: PROBLEMS IN CURRICULUM AND INSTRUCTION 1-5

Prerequisite:

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

EDUCATION-CURRICULUM/INSTRUCTION (EDCI)

EDCI 230PK GRADES PREK-12 FIELD EXPERIENCE I 1

Prerequisite: EDFN*130 or permission of instructor (FREN*252 or SPAN*272 for foreign language majors; MUSIC*204 or concur. for music majors) Field hours: 45

Field hours: 45 Special studies and investigations and/or field experience at the teacher aide (observation/ assistance) and small group level in working with school age youth in primarily rural/small town settings, with the focus being on PreK-6. Students may be concurrently enrolled in an appropriate methods course.

EDCI 230SEC AYA (7-12) FIELD EXPERIENCE I 1

Prerequisite: Concurrent with EDCI 232; Field hours: 45

This course is designed to provide education majors who seek an Adolescent to Young Adult license (7-12) with opportunities to observe the setting, organization, and climate of schools and to interact appropriately with students in individual, small group, and whole class settings. Emphasis is on the effects of school climate and methodology on individual students within a diverse group of school age youth. Students will complete 45 hours of field/clinical experience in a multi-cultural setting.

EDCI 232 INSTRUCTIONAL DESIGN AND EDUCATIONAL TECHNOLOGY FOR TEAMING 3

Prerequisite: EDFN 130 & EDFN 202, Concurrent with EDCI 230 and EDCI 236

This course provides students with practical knowledge and skills in instruction, assessment, and technology. Students are expected to gain knowledge in teaching and designing curriculum across the age-span in collaboration with their peers and foundational skills of differentiated instruction, assessment, and teaming with Interventional Specialists and peers across the curriculum, all while weaving technology into the mix.

EDCI 234 MIDDLE GRADES PHILOSOPHY, ORGANIZATION 3

Prerequisite: EDFN 130

This course is designed specifically for education majors who seek a middle grades license (4-9). Emphasis is placed on the philosophy of middle level schools, the psychology of the preadolescent and adolescent student, the role of the teacher as counselor, teaming, curriculum and instruction.

EDCI 236 MIDDLE GRADES FIELD EXPERIENCE I 1

Prerequisite: Concurrent with EDCI 232, EDFN 130; Field hours: 45

This course is designed to provide education majors who seek a middle grade license (4-9) with opportunities to observe the setting, organization, and climate of middle schools and to interact appropriately with students in individual, small group, and whole class settings. Emphasis is on the effects of school climate and methodology on individual students within a diverse group of adolescent and preadolescent students. Students will complete 45 hours of field/clinical experience in a multi-cultural setting.

EDCI 312 TEACHING READING WITH LITERATURE 3

Prerequisite: None

This course provides an understanding of the selection and instruction of young adult literature in order to facilitate the continued literacy development of adolescents. Included in the required knowledge base is history, criticism, trends, authors, illustrators, types of literature, instructional strategies, and organization of literature instruction and programs.

EDCI 315 INTERNATIONAL STORYTELLING 3

Prerequisite: See COM 315 for course description

EDCI 316 TEACHING THE 21ST CENTURY ADOLESCENT – LANGUAGE ARTS 3

Prerequisite: EDFN 202; EDCI 232; to be taken concurrently with EDCI 330SEC: Field Experience II Grades 7-12 or EDCI 336: Field Experience II Middle Grades. EDCI 330SEC and EDCI 336 waived for Intervention Specialist program.

This course provides candidates with instructional methodologies appropriate for guiding students in grades 4-12 to meet the Ohio content standards for the English language arts. The course particularly focuses on methods for teaching the process of composition and for making and evaluating writing assignments in a variety of genres.

EDCI 317 TEACHING THE 21ST CENTURY ADOLESCENT - MATHEMATICS 3

Prerequisite: EDFN 202; EDCI 232; to be taken concurrently with EDCI 330: Field Experience II Grades 7-12 or EDCI 336: Field Experience II Middle Grades

This course is designed to prepare the middle childhood and AYA mathematics teacher to plan, deliver and assess effective instruction to adolescents. It will provide the student with classroom instructional skills, methods, and strategies for teaching mathematics in grades 4-12.

EDCI 318 TEACHING THE 21ST CENTURY ADOLESCENT - SCIENCE 3

Prerequisite: EDFN 202; EDCI 232; to be taken concurrently with EDCI 330: Field Experience II Grades 7-12 or EDCI 336: Field Experience II Middle Grades

This course is designed to prepare the middle childhood and AYA science teacher to plan, deliver, and assess effective instruction to adolescents. It will provide teacher candidates with classroom instructional skills, methods, and strategies for teaching science in grades 4-12.

EDCI 319 TEACHING THE 21ST CENTURY ADOLESCENT – SOCIAL STUDIES 3

Prerequisite: EDFN 202; EDCI 232; to be taken concurrently with EDCI 330: Field Experience II Grades 7-12 or EDCI 336: Field Experience II Middle Grades

This course is designed to prepare middle childhood to high school social studies teachers to plan, deliver and assess effective instruction to young adolescents. Emphasis in the course will include how teachers must respond to the unique developmental nature of the learner. As life-long lenders teachers should be familiar with the National Council for the Social Studies, and other appropriate professional organizations, to help guide their professional development. Creating effective lessons, using appropriate assessment techniques and using the resulting data to drive instruction are central to the course objectives. Other topics include grading practices and building a positive learning environment while managing the class appropriately.

EDCI 330PK GRADES PREK-12 FIELD EXPERIENCE II 3

Prerequisite: EDCI 230; PSYC 218; Field hours: 135

This course provides teacher education students with effective classroom management skills for educating for diversity. During seminars and field experiences students will develop techniques for teaching students of diverse backgrounds and abilities including dealing with surface behavior problems, laws concerning teacher/student rights, and communicating with parents. Field experience may occur in urban/multicultural, suburban, or rural/small town setting with the focus being on grades 7-12.

EDCI 330SEC AYA (7-12) FIELD EXPERIENCE II 3

Prerequisite: EDCI 230, 232; PSYC 218; To be taken concurrently with either EDCI 316/317/318/319; Field hours: 135

This course provides teacher education students with effective classroom management skills for educating for diversity. During seminars and field experiences students will develop techniques for teaching students of diverse backgrounds and abilities, including dealing with surface behavior problems, laws concerning teacher-student rights, and communicating with parents.

EDCI 332 INSTRUCTIONAL DESIGN AND ONLINE INTERACTION 3

Prerequisite: EDCI 232

This course introduces the processes of instructional design in education and its foundation in behaviorism and general systems theory (GST). Students will use systems associated with instructional design to assess learning needs, design, develop, implement, and evaluate instruction.

EDCI 333 LEARNING MANAGEMENT SYSTEMS AND ONLINE ASSESSMENTS 3

Prerequisite: EDCI 332, EDCI 232

This course provides students with the skills of managing a learning management system related to their curricular area and target age of licensing. Course objectives include effective planning and execution of learning activities, communication strategies and behaviors, transparency of assessment processes, and the provision of clear expectation in management and comportment.

EDCI 336 MIDDLE GRADES FIELD EXPERIENCE II 3

Prerequisite: (EDFN 130, Block I EDCI 232/236). Enrollment is to be concurrent with Middle Grades Block II: two concentrations from EDCI 316/317/318/319

Provides opportunities to make decisions relating to assessment, instruction, evaluation, and intervention in the student's content areas of concentration and in interdisciplinary activities. Focus will be on implementing effective instruction and assessment with middle grades students in small group, individual and whole-class settings.

EDCI 392 CONTENT AREA READING 3

Prerequisite: None.

A course designed to prepare teachers of all content areas to help students think, learn, and communicate with both print and non-print texts. The course focuses on instructional approaches that help learners interact successfully with a broad range of texts while they develop skills and strategies needed for college and careers. Emphasis is placed on using 21st century literacy skills, especially authentic content-based inquiry.

EDCI 412 INTERVENTION & ASSESSMENTS FOR THE SECONDARY LEARNER 3

Prerequisite: 9 hours from the courses: EDEC 140, 262, 323, EDCI 261, 312, 392

This course focuses on a comprehensive approach to the teaching of reading and best practices in interventions and assessments for the secondary learner and provides students with the knowledge and skills they need to implement these methods in their own classrooms. The course will address reading strategies, interventions, and assessment for struggling readers and current research will include major areas of reading with theoretical models and effective teaching strategies.

EDCI 461 STUDENT INTERNSHIP: GRADES 7-12 10

Prerequisite: Successful completion of the requirements for student internship.

Supervised field experiences in secondary setting in certification area(s).

EDCI 467 STUDENT INTERNSHIP: MIDDLE GRADES 10

Prerequisite: Successful completion of the requirements for student internship.

Supervised field experiences in middle grades.

EDCI 469 STUDENT INTERNSHIP: PREK-12 10

Prerequisite: Successful completion of the requirements for student internship.

Supervised field experiences in PreK-12 settings in licensure area(s)

EDCI 505 INSTRUCTIONAL DESIGN AND EDUCATIONAL TECHNOLOGY FOR TEAMING 3

Prerequisite:

This course offers students an introduction to the theories and principles of instructional technology. There are five main areas of focus in this course: (a) technology operations and concepts, (b) planning and designing learning environments and experiences, (c) teaching, learning, and the curriculum, (d) assessment and evaluation, and (e)

productivity and professional practice. To assist in developing a link between theory and practice, students will also have some hands-on experience with various forms of instructional technology and with problem-solving techniques appropriate to the media.

EDCI 512 NETWORKING AND TECHNOLOGY INFRASTRUCTURE FOR SCHOOLS 3

Prerequisite: Take EDCI 505 or EDCI 522; EDCI 505 Instructional Design & Educational Technology for Teaming or EDCI 522 Teaching & Learning in the 21st Century Classroom (or equivalent)

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

EDCI 517 TEACHING THE 21ST CENTURY ADOLESCENT--MATHEMATICS 3

Prerequisite: To be taken concurrently with EDFN 588, Assessment, Instruction, Evaluation, and Intervention Field Experience

This course is designed to prepare the middle childhood and AYA mathematics teacher to plan, deliver and assess effective instruction to adolescents. It will provide the student with classroom instructional skills, methods, and strategies for teaching mathematics in grades 4-12.

EDCI 518 TEACHING THE 21ST CENTURY ADOLESCENT—SCIENCE 3

Prerequisite: To be taken concurrently with EDFN 588, Assessment, Instruction, Evaluation, and Intervention Field Experience

This course is designed to prepare the middle childhood and AYA science teacher to plan, deliver, and assess effective instruction to adolescents. It will provide teacher candidates with classroom instructional skills, methods, and strategies for teaching science in grades 4-12.

EDCI 519 TEACHING THE 21ST CENTURY ADOLESCENT—SOCIAL STUDIES 3

Prerequisite: To be taken concurrently with EDFN 588, Assessment, Instruction, Evaluation, and Intervention Field Experience

This course is designed to prepare middle childhood to high school social studies teachers to plan, deliver and assess effective instruction to young adolescents. Emphasis in the course will include how teachers must respond to the unique developmental nature of the learner. As life-long learners teachers should be familiar with the National Council for the Social Studies, and other appropriate professional organizations, to help guide their professional development. Creating effective lessons, using appropriate assessment techniques and using the resulting data to drive instruction are central to the course objectives. Other topics include grading practices and building a positive learning environment while managing the class appropriately.

EDCI 521 TECHNOLOGY FOR THE 21ST CENTURY TEACHER 1

Prerequisite:

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

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

Prerequisite:

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

EDCI 523 LITERACY THEORY & CURRICULUM 3

Prerequisite:

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

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

Prerequisite:

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

EDCI 535 INTEGRATED TEACHING METHODS FOR ENGLISH LANGUAGE LEARNERS 3

Prerequisite: Take EDCI 534; Field/Clinical Hours: 20 Prerequisites: EDCI 534: Language Acquisition and Elements of Linguistics for Teaching English Language Learners

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

EDCI 536 INSTRUCTIONAL DESIGN FOR TECHNOLOGY INTEGRATION 3

Prerequisite: Take EDCI 505 or EDCI 522; EDCI 505 Instructional Design & Educational Technology for Teaming or EDCI 522 Teaching & Learning in the 21st Century Classroom (or equivalent)

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

EDCI 537 SOCIAL, CULTURAL AND POLITICAL ASPECTS TO TECHNOLOGY USE IN THE EDUCATION OF ALL STUDENTS 3

Prerequisite: Take EDCI 505 or EDCI 522

Prerequisite: EDCI 505 Instructional Design & Educational Technology for Teaming EDCI 522 Teaching & Learning in the 21st Century Classroom (or equivalent). This course offers students the understanding of social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and assist students in applying the understanding in their practice. This course focuses on four main areas: (a) legal and ethical practice related to technology use, (b) application of technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, (c) promotion of safe and healthy technology resources, and (d) facilitation of equitable access to technology resources for all students.

EDCI 538 DESIGNING AND IMPLEMENTING PROFESSIONAL DEVELOPMENT FOR THE TECHNOLOGY LEADER 3

Prerequisite: Take EDCI 505 or EDCI 522. EDCI 505 Instructional Design & Educational Technology for Teaming or EDCI 522 Teaching & Learning in the 21st Century Classroom (or equivalent)

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

EDCI 560 LITERACY THEORY AND PRACTICE 3

Prerequisite:

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

EDCI 561 CONTENT AREA LITERACY 3

Prerequisite:

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

EDCI 563 ADVANCED STUDIES IN LANGUAGE ARTS 3

Prerequisite:

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

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

Prerequisite:

This course is designed to promote advanced study of issues related to literature for middle grades and secondary school students including; history and trends; literary criticism; literary theory; development of literary appreciation; authors; genre; instructional strategies; organization of literature programs; and censorship and selection. Participants will become proficient in selecting and promoting quality literature that is appropriate for meeting the developmental, social, and literary needs of adolescents.

EDCI 565 ADVANCED STUDIES OF ADOLESCENT LITERACY DEVELOPMENT 3

Prerequisite:

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

EDCI 566 ADVANCED STUDIES OF LITERATURE FOR YOUNG CHILDREN (PRESCHOOL-GRADE 5 3

Prerequisite:

This course is designed to promote the exploration of issues in literature for children grades preschool through five. Issues include areas such as history, theory, criticism, trends, authors, illustrators, genres, instructional strategies and organization of literature instruction and programs. The course participants will become proficient in selecting literature of various genres to match instructional objectives and developmental levels.

EDCI 580 WRITING INSTRUCTION & INTERVENTION ACROSS THE CURRICULUM 3

Prerequisite:

This course focuses on the writing process and its role in literacy development. Participants examine the connections between reading and writing, consider those relationships across multiple genres of text, and apply research-based instructional strategies to integrate writing across the curriculum. Particular attention will be paid to informational writing strategies. Each step of the writing process is examined in relation to a multi-tiered system of support and special emphasis is given to assessment and instruction for struggling writers.

EDCI 594 THE PSYCHOLOGY OF READING, LANGUAGE DEVELOPMENT, & READING DIFFICULTIES 3

Prerequisite:

This course focuses on the development of lifelong literacy proficiency, beginning with the acquisition of language and the development of the language arts including what is known from brain research and psychology as well as related cognitive, linguistic and socio-linguistic theories as they relate to the differences between proficient readers and developing or struggling readers.

EDCI 596 MIDDLE GRADES METHODS & ASSESSMENT 3

Prerequisite:

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

EDCI 597 MIDDLE GRADES PHILOSOPHY ORGANIZATION & CLIMATE 3

Prerequisite:

This course is designed for persons in the Bachelor's Plus Program who are seeking the middle grades licensure (4-9). Emphasis are placed on the philosophy of middle level school, the psychology of the preadolescent and adolescent student, the role of teacher as counselor in teaming, curriculum and instruction.

EDCI 601 INTERNSHIP FOR MIDDLE CHILDHOOD 10

Prerequisite: EDFN 586, 589, and Admittance test required

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

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

Prerequisite: EDFN 586, 589, and Admittance test required

For students who desire licensure and who have completed all of the requirements for internship. Supervised Field Experience instruction for Adolescent/Young Adult 7-12 students. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.

EDCI 607 INTERNSHIP FOR MULTI-AGE PREK-12 10

Prerequisite:

For students who desire licensure and who have completed all of the requirements for internship. Supervised Field Experience instruction for Multi-age Pre-K-12 students. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.

EDCI 633 ORGANIZATION AND TRANSFORMATIONAL CHANGE THROUGH TECHNOLOGY 3

Prerequisite: Take EDCI 505 or EDCI 522; EDCI 505 Instructional Design & Educational Technology for Teaming or EDCI 522 Teaching & Learning in the 21st Century Classroom (or equivalent)

This course focuses on the development of leadership and vision in educational technology. This course focuses on the following key issues: (a) articulating a clear vision for transformational technology integration, (b) contributing to a technology infused strategic plan, (c) initiating and sustaining technology innovations and managing the change process, and (d) advancing a robust technology infrastructure.

EDCI 645 INTERNSHIP FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) ENDORSEMENT 3

Prerequisite:

Field/Clinical Hours: 120 A supervised 6-week teaching experience for the practicing professional in which candidates will design, develop, and report on an acceptable instructional program for students identified as English Language Learners (ELLs) or Limited English Proficient (LEP). This course is required for candidates seeking Teaching English to Speakers of Other Languages (TESOL) Endorsement.

EDCI 647 PROCESSES OF CURRICULUM IN MIDDLE GRADES EDUCATION 3

Prerequisite: Graduate standing; Two or more years teaching experience at the middle school level

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 foundation so f 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 role of pupils, teachers, administrators, scholars, parents, and other groups in shaping curriculum will also be explored. Current literature and research are emphasized.

EDCI 664 INTERVENTION AND ASSESSMENT IN LITERACY FOR THE SECONDARY LEARNER 3

Prerequisite: 12-hour Ohio Reading Core

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. The 15-hour lab component of this course requires the participant to implement the assessment/instructional process with one secondary school aged student who is identified as a struggling reader, and to effectively document and present literacy progress.

EDCI 715 GRADUATE LITERACY INTERNSHIP 3

Prerequisite: EDEC 663, 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.

EDUCATION-EARLY CHILDHOOD (EDEC)

EDEC 140 PHONICS AND THE ENGLISH LANGUAGE 3

Prerequisite: None

This course focuses on the nature and role of phonics and word recognition in proficient reading and spelling. It explores the theories and controversies surrounding the role of phonics in reading instruction, and emphasizes the grapho-phonemic patterns and structures of the English language. Students will learn how to incorporate phonics in meaningful contexts as part of an overall literacy program.

EDEC 215 EC/ECIS FOUNDATIONS 3

Prerequisite: None

This course provides an overview of pertinent theories and models that have provided a foundation for both early childhood education and early childhood special education, including specific areas of ability that affect young children ages birth to eight with mild/moderate/intensive needs and gifted. Emphasis will be placed upon the discussion of the foundation of early childhood education, including early childhood special education, and current societal issues regarding young children and their education. Students will also become aware of the professional organizations (NAEYC and CEC/DEC) for early childhood education.

EDEC 262 FOUNDATIONS IN LITERACY K-9 3

Prerequisite: None

Literacy development examined through psychological, socio-cultural and historical perspectives. Examines reading as an interactive, problem-solving process that begins in infancy and spans a lifetime. Focus is placed on strategies that foster critical thinking, active engagement and social interaction in the teaching of reading and writing across the curriculum and across grade levels.

EDEC 265 ADULT-CHILD RELATIONSHIPS AND CLASSROOM MANAGEMENT 3

Prerequisite: None

An in-depth study of adult-child relationship within the context of the family, school, and community. The course addresses basic child guidance techniques, and also views child and adult behavior as part of a broader context. It examines individual traits of children and adults, diversity among families, and family and societal stresses as they relate to adult-child relationships. This course is blocked with EDEC 268 for Early Childhood majors.

EDEC 268 PRE-SCHOOL METHODS AND CURRICULUM 2

Prerequisite: PSYC 264

A methods course for Early Childhood majors focused on preschool methods and activities to learn and utilize authentic lessons and activities, classroom-based assessment, and how to interpret and use the information to plan curriculum that is responsive to and supportive of Pre-K children's development and learning.

EDEC 268F PRE-SCHOOL FIELD EXPERIENCE 1

Prerequisite: PSYC 264

A field experience in a preschool setting focused on preschool methods and activities to learn and utilize authentic lessons and activities, classroom- based assessment, and to demonstrate the teaching skills and dispositions supportive of Pre-K children's development and learning.

EDEC 323 TRADE BOOKS, MENTOR TEXTS, AND WRITING METHODS 3

Prerequisite: EDEC 140, 262

This course incorporates elementary writing methodologies with a literature study of trade texts and resources available to the P-5 literacy provider. Students will explore the ways in which writing workshop can be organized and implemented through the use of trade literature as mentor texts for both literacy and the social studies.

EDEC 330EC LITERACY/MULTICULTURAL FIELD EXPERIENCE 2

Prerequisite: EDIS 230IS or EDEC 268; EDEC 215; and successful completion of Teacher Education Screening Process; concurrent enrollment with EDEC 323 and 361. Field hours: 90

Seminars and field experiences in a multicultural setting provide teacher education students opportunities to make decisions relating to assessment, instruction, evaluating and intervention in their certification area(s) with small groups, individuals, or with the entire class.

EDEC 361 DIFFERENTIATED READING ASSESSMENT & INSTRUCTION METHODS IN THE LITERACY/LANGUAGE ARTS BLOCK 3

Prerequisite: EDFN 202 and EDEC 262; concurrent with EDEC 330, 323

This course provides educators with the essential assessment and instructional techniques to effectively teach, scaffold, and differentiate early and upper elementary reading acquisition and comprehension instruction as the central focus of a balanced literacy and language arts program.

EDEC 363 EARLY CHILDHOOD MATHEMATICS CURRICULUM & METHODS 3

Prerequisite: MATH 217; concurrent with EDEC 369, 403, 445, 417

A study of the curriculum content recommended for pre-kindergarten through the third grade, along with the instructional methodology appropriate for teaching the content. Emphasis will be placed upon the content, processes, environment materials, and developmentally and individually appropriate practices for all learners.

EDEC 364 CURRICULUM AND METHODS FOR TEACHING PRIMARY MATHEMATICS AND SCIENCE 3

Prerequisite: MATH 217; Concurrent with EDEC 417, 403, 369

A study of the mathematics and science curriculum content recommended for pre-kindergarten through grade five, along with the instructional methodology appropriate for teaching that content. Emphasis will not only be placed upon content, processes, using local resources in the environment and community, materials, and differentiation and learning conditions for all learners, but also becoming more globally and culturally competent.

EDEC 369 ASSESSMENT AND EVALUATION OF YOUNG CHILDREN WITH SPECIAL EDUCATIONAL NEEDS 3

Prerequisite: PSYC 264; concurrent with EDEC 363, 403, 445, 417; Clinical hours: 5

A comprehensive course designed to address pertinent issues, as well as procedures, of assessment and evaluation of young at-risk and handicapped children. Participants will be involved in local programs that service families of and/or at-risk and handicapped young children.

EDEC 400 BEHAVIOR & SOCIAL INTERVENTION 3

Prerequisite: EDEC 215

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 403 EARLY INTERVENTION AND INTEGRATION FOR YOUNG CHILDREN WITH SPECIAL EDUCATIONAL NEEDS 3

Prerequisite: PSYC 264; concurrent with EDEC 363, 369, 445, 417; Clinical hours: 5

A study of early intervention models, current trends, and service delivery for children from birth through grade three with mild, moderate, intensive, and talent potential needs and their families. Emphasis will be placed on evidence based intervention strategies, developmentally appropriate practice, and the role of family.

EDEC 411 ASSESSMENT AND INTERVENTION IN THE INTEGRATED LANGUAGE ARTS 3

Prerequisite: 9 hours from EDEC 140, 262, 323, 361, EDCI 261, 306, 312, 392

This course provides experiences in using focused and ongoing assessment to develop instruction that is responsive to the needs of K-12 students who are struggling with literacy. 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.

EDEC 417 SENIOR FIELD EXPERIENCE IN CONTENT TEACHING AND INTERVENTION 3

Prerequisite: EDEC 330EC and successful completion of the Teacher Education Screening Process; concurrent enrollment with EDEC*363, 369, 403, 445; Field hours: 115

Seminars and field experiences in an early childhood placement provide senior teacher education students the opportunity to implement and practice methods learned in previous and concurrent courses. The field-based participation for Early Childhood majors is within a program that serves young children with special educational needs within the general education curriculum. The field-based participation for Early Childhood Intervention Specialist majors is within a program that serves young children with special educational needs. The cooperating teacher for ECIS students must be a licensed intervention specialist teacher. This field is designed in preparation for the student internship experience.

EDEC 445 INTERDISCIPLINARY SCIENCE AND SOCIAL STUDIES METHODS 3

Prerequisite: EDEC 330EC and successful completion of the Teacher Education Screening Process; concurrent enrollment in EDEC*363, 369, 403, and 417

A study of the science and social studies curriculum content recommended for pre-kindergarten through grade three, along with the instructional methodology appropriate for teaching that content. Emphasis will be placed upon content, processes, using resources in the environment and community, materials, and differentiation and learning conditions for all learners.

EDEC 446 INTEGRATED LANGUAGE ARTS/READING AND SOCIAL STUDIES METHODS 3

Prerequisite: EDFN 202, EDEC 262; Admission to the Education Fields

A study of the English language arts/reading and social studies curriculum content and trade texts recommended for upper elementary school students along with the instructional methodology appropriate for teaching that content. Emphasis be placed upon disciplinary literacy as it relates to accessing and learning from social studies content.

EDEC 448 BIO-MEDICAL ISSUES FOR EARLY CHILDHOOD PROFESSIONALS 3

Prerequisite: EDEC 215 or EDIS 250

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 relations to the appropriate education and support of young children and their families is emphasized. Individuals 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. EDUC/NUR credit.

EDEC 460 STUDENT INTERNSHIP: EARLY CHILDHOOD 10

Prerequisite: Completion of all student internship requirements

Supervised field experience in early childhood settings.

EDEC 466 STUDENT INTERNSHIP: EARLY CHILDHOOD INTERVENTION SPECIALIST 10

Prerequisite: Completion of all student internship requirements

Supervised field experience with an Intervention Specialist in a school setting.

EDEC 515 FOUNDATIONS OF LITERACY K-9 3

Prerequisite:

Literacy development examined through psychological, socio-cultural and historical perspectives. Examines reading as an interactive, problem-solving process that begins in infancy and spans a lifetime. Focus is placed on strategies that foster critical thinking, active engagement and social interaction in the teaching of reading and writing across the curriculum and across grade levels.

EDEC 524 INTEGRATED LANGUAGE ARTS/READING & SOCIAL STUDIES METHODS 3

Prerequisite:

A study of the English language arts/reading and social studies curriculum content and trade texts recommended for upper elementary school students along with the instructional methodology appropriate for teaching that content. Emphasis be placed upon disciplinary literacy as it relates to accessing and learning from social studies content.

EDEC 525 CURRICULUM & METHODS FOR TEACHING PRIMARY MATHEMATICS & SCIENCE 3

Prerequisite:

A study of the mathematics and science curriculum content recommended for pre-kindergarten through grade five, along with the instructional methodology appropriate for teaching that content. Emphasis will not only be placed upon content, processes, using local resources in the environment and community, materials, and differentiation and learning conditions for all learners, but also becoming more globally and culturally competent.

EDEC 526 TRADE BOOKS, MENTOR TEXTS, & WRITING METHODS

Prerequisite:

This course incorporates elementary writing methodologies with a literature study of trade texts and resources available to the P-5 literacy provider. Students will explore the ways in which writing workshop can be organized and implemented through the use of trade literature as mentor texts for both literacy and the social studies.

EDEC 540 PHONICS AND THE ENGLISH LANGUAGE 3

Prerequisite:

This course focuses on the nature and role of phonics and word recognition in proficient reading and spelling. It explores the theories and controversies surrounding the role of phonics in reading instruction, and emphasizes the grapho-phonemic patterns and structures of the English language. Students will learn how to incorporate phonics in meaningful contexts as part of an overall literacy program.

EDEC 545 INTERDISCIPLINARY SCIENCE AND SOCIAL STUDIES METHODS 3

Prerequisite:

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

EDEC 561 DIFFERENTIATED READING ASSESSMENT AND INSTRUCTION METHODS IN THE LITERACY/LANGUAGE ARTS BLOCK 3

Prerequisite: EDFN 512; concurrent with EDEC 587

This course provides educators with the essential assessment and instructional techniques to effectively teach, scaffold, and differentiate early and upper elementary reading acquisition and comprehension instruction as the central focus of a balanced literacy and language arts program.

EDEC 564 CURRICULUM AND METHODS OF EARLY CHILDHOOD MATHEMATICS 3

Prerequisite:

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

EDEC 567 ADVANCED METHODS OF LITERACY 3

Prerequisite:

This course is designed to broaden and deepen knowledge of current trends and research based instructional practices and assessment tools and the goals of the Common Core Standards for English Language Arts. The major focus of the class will be to examine K-12 literacy curriculum across all three tiers of instruction/intervention, evaluate coherence and appropriateness, and determine how the tiers work together to provide a cohesive curriculum.

EDEC 587 WORKSHIP IN TEACHING MULTICULTURAL FIELD EXPERIENCE 3

Prerequisite: Concurrent with EDEC 561

Seminars and field experiences in a multicultural setting provide teacher education students opportunities to make decisions relating to assessment, instruction, evaluation and intervention in their certification area(s) with small groups, individuals or with the entire class. Credit from this course cannot be applied to a master's level program.

EDEC 588 ASSESSMENT, INSTRUCTION, EVALUATION, AND INTERVENTION FIELD EXPERIENCE FOR EARLY CHILDHOOD BACHELOR'S PLUS 3

Prerequisite:

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

EDEC 593 BIO-MEDICAL ISSUES FOR EARLY CHILDHOOD PROFESSIONALS 3

Prerequisite:

A study of biological, physiological, and medical issues and conditions as they relate to the developing child from birth to age 8. The importance of understanding these issues in relation to the appropriate education and support of young children and their families is emphasized. Individual considerations that affect typical development or educational environment (e.g., attention problems, allergies,

disabilities etc.) are explored and appropriate techniques and resources for reducing the impact of these conditions on the child and learning potential examined.

EDEC 600 INTERNSHIP FOR EARLY CHILDHOOD 10

Prerequisite: EDEC 586, 589, and state required tests.

Supervised Field Experience instruction for Early Childhood students. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student

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

Prerequisite: PSYC 594

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

EDEC 638 ADVANCED CLASSROOM AND INDIVIDUAL MANAGEMENT 3

Prerequisite:

Comprehensive studies of positive classroom and individual student management techniques. Emphasis is on developing appropriate strategies for young children with diverse backgrounds and developmental needs.

EDEC 646 STUDENT INTERNSHIP: EARLY CHILDHOOD INTERVENTION SPECIALIST 10

Prerequisite: Concurrent with EDIS 505

Supervised field experience in an inclusionary setting for half of the experience and a regular education classroom for the other half of the experience.

EDEC 663 INTERVENTION AND ASSESSMENT IN LITERACY LEARNING FOR THE ELEMENTARY LEARNER 3

Prerequisite: 12-hour Ohio Reading Core

This course provides experiences in using focused and ongoing assessment to develop targeted instruction that is responsive to the needs of elementary students who are struggling to develop reading and literacy proficiencies. The 15-hour lab component of this course requires the participant to implement the assessment/instructional process with one elementary school aged child who is identified as a struggling reader, and to effectively document and present literacy progress.

EDEC 669 ASSESSMENT AND EVALUATION OF YOUNG CHILDREN W/ SPECIAL EDUCATION NEEDS 3

Prerequisite:

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.

EDUCATION FOUNDATIONS (EDFN)

EDFN 130 INTRODUCTION TO TEACHING: EXPLORING TEACHING AS A CAREER 3

Prerequisite: None

This course prepares candidates to understand the professional responsibilities of teachers and the role of education in a democratic society. Through classroom observations, teacher questionnaires and education resources, candidates investigate culturally responsive and inclusive education, the economic, legal, and political context of schools, and the ethical standards of the teaching profession.

EDFN 202 TEACHING AND LEARNING PROCESS 3

Prerequisite: EDFN 130;

This course deals with the major theories of human development, motivation and learning. Planning of instruction, teaching strategies, assessment and classroom management are examined. Authentic pedagogical practices are used to gain an understanding of the teaching and learning process.

EDFN 402 SOCIAL AND PROFESSIONAL ISSUES IN EDUCATION 2

Prerequisite: Must meet program requirements for student Internship. Concurrent enrollment with program Internship. Field/Clinical Hours: 20

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

EDFN 501 APA SEMINAR 0

Prerequisite:

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

EDFN 502 CRITICAL DIALOGUES IN THE TEACHING AND LEARNING PROCESS 3

Prerequisite:

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

EDFN 503 SCHOOL AND SOCIETY 3

Prerequisite:

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

EDFN 504 ACTION RESEARCH FOR EDUCATIONAL IMPROVEMENT 3

Prerequisite:

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

EDFN 505 INTRODUCTIONS TO APPLIED EDUCATIONAL RESEARCH 3

Prerequisite:

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

EDFN 506 QUALITATIVE RESEARCH 3

Prerequisite:

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

EDFN 507 UNDERSTANDING STATISTICAL RESEARCH FOR CLASSROOM PROFESSIONALS 3

Prerequisite:

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

EDFN 508 QUANTITATIVE METHODS IN EDUCATION 3

Prerequisite:

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

EDFN 509 INTERMEDIATE STATISTICS 3

Prerequisite: EDFN 508

The intermediate educational statistics course is divided into three parts. During the first portion of the course, the students conduct an in-depth study of research design. The second portion of the course involves a study of the intermediate level of statistical tools. The final portion of the course requires that each student present his or her proposed research project for clinical evaluation by the class and instructor.

EDFN 510 THE WORLD IN YOUR CLASSROOM: MULTICULTURAL & GLOBAL EDUCATION 3

Prerequisite:

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

EDFN 512 TEACHING AND LEARNING PROCESS 3

Prerequisite:

This course deals with the major theories of human development, motivation and learning. Planning of instruction, teaching strategies, assessment and classroom management are examined. Authentic pedagogical practices are used to gain an understanding of the teaching and learning process.

EDFN 520 SOCIAL AND PROFESSIONAL ISSUES IN EDUCATION 2

Prerequisite:

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

EDFN 521 THE THEORY AND PRACTICE OF CURRICULUM DEVELOPMENT 3

Prerequisite:

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

EDFN 524 DEMOCRACY IN EDUCATION 3

Prerequisite:

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

EDFN 525 HISTORY OF EDUCATION IN THE UNITED STATES 3

Prerequisite:

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

EDFN 526 USING THE SCHOOL YARD AS AN INSTRUCTIONAL TOOL 3

Prerequisite:

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

EDFN 527 PLACE-BASED EDUCATION 3

Prerequisite:

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

EDFN 528 EXPLORATIONS: METHODS IN OUTDOOR EDUCATION 3

Prerequisite:

Explorations: Methods in Outdoor Education is a methods course designed to prepare educators to use the outdoors as a teaching tool. Students will participate in related readings, activities, and field trips and will develop curriculum materials appropriate to their teaching area.

EDFN 530 EDUCATIONAL TESTS AND MEASUREMENTS 3

Prerequisite:

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

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

Prerequisite:

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

EDFN 586 EFFECTIVE INSTRUCTION 3

Prerequisite: Taken before 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: EDFN 586

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

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

Prerequisite: EDFN 586

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

EDFN 589 TEACHING SKILLS FIELD EXPERIENCE 3

Prerequisite: EDFN 586

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

EDFN 590 INTERNSHIP 10

Prerequisite: EDFN 586, 589, and Admittance test required

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

EDFN 592 INTERNSHIP FOR SECOND LICENSURE CANDIDATES 3-5

Prerequisite:

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

EDFN 620 ETHICS AND RESPONSIBILITIES OF TEACHER LEADERSHIP 3

Prerequisite: Admission to the Teacher Leader Program

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

EDFN 621 COACHING AND MENTORING FOR SCHOOL IMPROVEMENT 3

Prerequisite: EDFN 620

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

EDFN 622 UNDERSTANDING GROUP DYNAMICS IN SCHOOLS 3

Prerequisite: EDFN 621

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

EDFN 623 PROFESSIONAL LEARNING COMMUNITIES AND PROFESSIONAL DEVELOPMENT 3

Prerequisite: EDFN 621

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

EDFN 632 IMPROVING CLASSROOM INSTRUCTION 3

Prerequisite:

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

EDFN 635 INSTRUCTIONAL ORGANIZATION AND MANAGEMENT 3

Prerequisite:

To develop management skills related to curriculum instruction. These skills include staffing patterns, space, and time utilization concepts and media materials for pupils in formulating and implementing learning programs.

EDFN 640 ADULT DEVELOPMENT CONTINUTIY AND CHANGE 3

Prerequisite:

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

EDFN 645 EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT 3

Prerequisite:

The course addresses theories of human development, the scientific worthiness of the theories, and assists in developing an understanding of how the theories may be applied to schooling. Students will apply research related to human development and educational psychology for the improvement of instruction, curriculum, and administration.

EDFN 646 EDUCATIONAL ASSESSMENT 3

Prerequisite:

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

EDUCATION-INTERVENTION SPECIALIST (EDIS)

EDIS 230IS WORKSHOP IN TEACHING INTERVENTION SPECIALIST 2

Prerequisite: EDFN 130 or equivalent (EDEC 215 for ECIS); Field hours: 60

This is an elementary field placement for K-12 (moderate/intensive) Intervention students. This placement requires student contact with children having sensory challenges. The cooperating teacher, must be a licensed intervention specialist teacher. For students seeking the ECIS endorsement, this placement must be a pre-K classroom where there are students with sensory integration issues. It must be an integrated pre-K classroom.

EDIS 245 INTERNATIONAL PERSPECTIVES ON DISABILITY 3

Prerequisite: None

This course will explore the various theories of disability (ableism/disablism, social, and medical models) and how disability is interpreted by the larger society. People with disabilities are often viewed at being deviant, stigmatized and incompetent and therefore, are marginalized from the normal population. This course will explore the construct of disability through the lens of race, gender, socio-economic class, geographic region and popular culture's presentation of disability in media.

EDIS 250 INTRODUCTION TO EDUCATIONAL INTERVENTION 3

Prerequisite: None

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

EDIS 251 ORIENTATION TO DEAF CULTURE AND INTRO TO AMERICAN SIGN LANGUAGE 3

Prerequisite: None

This course is intended for students who have little or no previous knowledge of American Sign Language (ASL). It introduces students to the Deaf Culture and Deaf Community. It develops elementary conversational skills in American Sign Language. May not be used to fulfill the CCI or foreign language requirement.

EDIS 253 ASSISTIVE AND INSTRUCTIONAL TECHNOLOGY FOR INTERVENTION SPECIALIST 3

Prerequisite: Concurrent with EDIS*230IS, 257, 451

Trains students to use technology and materials specifically to teach and assist exceptional learners. Adaptations to technology and materials typically available and those specifically designed to assist the learner with challenges will be studied.

EDIS 257 SENSORY MOTOR-INTERVENTION SPECIALIST MODERATE/INTENSIVE 3

Prerequisite: For Intervention K-12; EDIS*250, concurrent with EDIS*230IS, 253, 451; for Early Intervention PreK-3; EDEC*215, concurrent with EDIS*230IS, 253

Provides curriculum models, specialized methods, materials and equipment to teach students with moderate and intense special needs in the areas of vision, hearing, sensory motor, physical and health needs.

EDIS 330IS WORKSHOP INTEACHING STUDENTS WITH MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION IN MULTICULTURAL SETTINGS 3

Prerequisite: EDIS 230IS; concurrent with EDIS 343, 441; Field hours: 110

This is a high school field placement for K-12 (mild/moderate/intensive). This is a multicultural placement. Pre-service teachers will work with high school students on curriculum related to career and daily living and behavior support plans. The cooperating teacher, must be a licensed intervention specialist teacher.

EDIS 340 WORKSHOP IN TEACHING STUDENTS WITH MILD/MODERATE/INTENSIVE EDUCATIONAL NEEDS 2

Prerequisite: EDIS 230IS; Concurrent with EDIS 342, 355, 442; Field hours: 90

This is a middle school field placement for K-12 (mild/moderate in an inclusive setting). Pre-service teachers will assess and instruct content area subjects. Pre-service teachers will collaborate with families and other school personnel. The cooperating teacher, must be a licensed intervention specialist teacher.

EDIS 342 ASSESSING AND TEACHING CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS 3

Prerequisite: EDIS 230IS, 250; Concurrent with EDIS 340, 355, 442

Explores and applies a variety of curriculum options, methods, materials, and technology available for students with mild/ moderate educational needs.

EDIS 343 CURRICULUM/METHODS FOR CAREER AND DAILY LIVING SKILLS FOR STUDENTS WITH NEEDS FOR MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION 3

Prerequisite: EDIS 230IS, 250; Concurrent with EDIS 330IS, 441

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

EDIS 355 INTERVENTION & REMEDIATION IN MATH: ASSESSMENT AND INSTRUCTIONAL METHODS 3

Prerequisite: EDIS 230IS, 250; concurrent with EDIS 340, 342, 442

This course is designed to teach students assessment and instructional techniques for working with individuals grades K-12 in need of intervention and remediation in mathematics based on the Common Core Mathematics Standards. Emphasis will be placed on working with students with mild to intensive need for educational intervention.

EDIS 405 LEGAL, SOCIAL AND PROFESSIONAL ISSUES FOR INTERVENTION SPECIALISTS 3

Prerequisite: Teacher education student; senior status

A course designed to study current issues in education, with a view toward understanding the issues surrounding special education and its role within education as a social institution. Students review the American legal system and laws governing special education at federal and state levels and address issues from a teaching perspective. Special education law, social, historical, and philosophical effects will be explored. The course includes procedures specific to programs for learners with need for educational intervention.

EDIS 441 CREATING EFFECTIVE LEARNING ENVIRONMENTS 3

Prerequisite: EDIS 250, EDIS 230IS; concurrent with EDIS 330IS, EDIS 343

This course is designed to introduce the social and emotional growth and needs of students with emotional and/or learning differences. This course teaches pre-service teachers how students with behavior of concern in school settings may be identified as eligible for special education, how to systematically approach functional behavior assessments, and how to work with a team to construct effective behavior invention plans using multiple methods of teaching students whose behavior interferes with education. Emphasis is on an educative rather than punitive approach to changing behavior.

EDIS 442 COMMUNICATION, CONUSLTATION, AND TEAMING SKILLS 3

Prerequisite: EDIS 250; Concurrent with EDIS 340, 342, 355

Provides an understanding of effective verbal and nonverbal communication skills, listening skills, and personality traits perceived as supportive. Emphasizes the development of sensitivity to the needs of individuals, families and professionals; collaboration, consultation and teaming; and skills of problem solving, effective handling of confrontational situations, and seeking and using support from other professionals.

EDIS 451 COMMUNICATION: INTERVENTION SPECIALIST MODERATE/INTENSIVE 3

Prerequisite: EDIS 250 or EDEC 215; concurrent with EDIS*230IS, 253, 257

Reliable communication is a vital skill to self-expression. Individuals who experience sensory, motor, perceptual, or executive function differences may develop communication systems that are not reliable means of self- expression. Prospective intervention specialists will learn how typical language and communication develop, how differences in this development may result in communication which is less than complete self-expression, and how to support and teach more complete and reliable self-expression in students K-12. Increasing techniques of communicative support will be instructed and fading or increasing these supports will be discussed.

EDIS 464 STUDENT INTERNSHIP: INTERVENTION SPECIALIST MODERATE/INTENSIVE 10

Prerequisite: Completion of all internship requirements; Field hours: 300

Supervised 12-week internship with an Intervention Specialist in a school setting.

EDIS 465 STUDENT INTERNSHIP: INTERVENTION SPECIALIST MILD/MODERATE 10

Prerequisite: Completion of all internship requirements; Field hours: 300

Supervised 12-week internship with an Intervention Specialist in a school setting.

EDIS 466 STUDENT INTERNSHIP: INTERVENTION SPECIALIST MILD/MODERATE/INTENSIVE 10

Prerequisite: Completion of all internship requirements;

Supervised field experience with an Intervention Specialist in a school setting. Individuals seeking Intervention Specialist licensure must complete this field in an inclusive setting

EDIS 505 LEGAL, SOCIAL, AND PROFESSIONAL ISSUES FOR INTERVENTION SPECIALISTS 3

Prerequisite: Must be a Teacher Education student. Must have completed all method courses.

A course designed to study current issues in education, with a view toward understanding the issues surrounding special education and its role within education as a social institution. Students review the American legal system and laws governing special education at federal and state levels and address issues from a teaching perspective. Special education law, social, historical, and philosophical effects will be explored. The course includes procedures specific to programs for learners with need for educational intervention. This course cannot be used as part of a M.Ed. degree.

EDIS 507 LANGUAGE/COMMUNICATION DISORDERS IN CHILDREN & INTERVENTION 3

Prerequisite: Take EDIS 546, EDIS 505

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

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

Prerequisite: The course is an introduction to deaf culture, etiology, advocacy groups related to persons who are deaf and/or nonverbal, and nonverbal communication methods

Historical, sociological and literary aspects will also be studied. Students will develop elementary conversational skills in the use of sign language and with communication with individuals who are deaf and/or nonverbal.

EDIS 534 TRANSITION AND CURRICULUM METHODS FOR CHILDREN W/ MILD/MODERATE NEEDS 3

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

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

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

Prerequisite: EDIS 546;

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

EDIS 540 DEVELOPING CLASSROOM LEARNING ENVIRONMENTS 3

Prerequisite: EDIS 546; This course is only for Bachelors Plus initial licensure students in the ISMM program. This course is taken concurrently with EDIS 589

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

EDIS 541 CREATING EFFECTIVE LEARNING ENVIRONMENTS 3

Prerequisite: EDIS 546;

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

EDIS 542 COMMUNICATION, CONSULTATION, AND TEAMING SKILLS 3

Prerequisite:

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

EDIS 546 INTRODUCTION TO EDUCATIONAL INTERVENTION 3

Prerequisite:

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

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

Prerequisite: EDIS 546

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

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

Prerequisite: Take EDIS*546. This course is only for students in the Bachelor's Plus initial licensure ISMM program. This course is taken concurrently with EDIS 588

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

EDIS 550 SOCIAL AND EDUCATIONAL PERSPECTIVE OF DISABILITY 3

Prerequisite:

The application of a deficit model to define and respond to individuals with disabilities in schools contributes to community marginalization and social stigmatization. This class focuses upon the 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 553 INTERVENTION AND REMEDIATION IN MATH: ASSESSMENT AND INSTRUCTIONAL METHODS 3

Prerequisite: EDFN 546, EDFN 586

This course is designed to teach candidates assessment and instructional techniques for working with individuals grades K-12 in need of intervention and remediation in mathematics based on the Common Core Mathematics Standards. Emphasis will be placed on working with students with mild to intensive need for educational intervention. This course cannot be used as part of a M.Ed. program.

EDIS 579 SPECIAL EDUCATION LAW, POLICIES, AND PROCEDURES 3

Prerequisite:

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

EDIS 581 ASSISTIVE & INSTRUCTIONAL TECHNOLOGY FOR INTERVENTION SPECIALISTS 3

Prerequisite: EDIS 546; concurrent with EDIS 587 for K-12 IS students only.

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; concurrent with EDIS 587 for K-12 IS students only

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

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

EDIS 584 COMMUNICATION: INTERVENTION SPECIALIST MODERATE/INTENSIVE 3

Prerequisite: EDIS 546; concurrent with EDIS 587 for K-12 IS students only

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

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

EDIS 587 ELEMENTARY INTERVENTION SPECIALIST FIELD EXPERIENCE 2

Prerequisite: Admission to fields; concurrent with EDIS 581, 582, 584

120 Field hours, taken currently with EDIS 549. A.U. graduate students are instructed in the use of both formal and informal assessment techniques to gain a well-rounded perspective of the student's present level of performances across a variety of skill areas. The graduate education students are instructed in the interpretation of the gathered data and how to translate such information into practical goals and objectives from which tutorial lessons can be designed, conducted and evaluated. All activities are conducted under supervision in a neighboring school thus allowing immediate and systematic feedback as the teaching students apply a variety of techniques. Fee required to cover cost of mileage expense for travel by supervisor, and copies/materials to student. Individuals seeking Intervention Specialist Licensure must complete this field in an inclusive setting.

EDIS 588 MIDDLE SCHOOL INTERVENTION SPECIALIST MULTICULTURAL FIELD EXPERIENCE 2

Prerequisite: Admission to fields; concurrent with EDIS 549, 543

120 Field hours, taken concurrently with EDIS 540. A field experience which emphasizes knowledge of multiculturalism, cultural differences, role of family in a dynamic changing society; interpersonal communication theories, interpersonal relations, human relation skills, motivational skills, as related to teaching in a culturally, racially, and socioeconomically diverse society; working effectively with students regardless of race, political affiliation, religion, age, sex, and socio-economic status; and knowledge of the influence of teacher expectations on student achievement and the impact of home efforts on student performance are also emphasized. The completion of this experience should help the student be more effective in the decision-making process, and in developing self-assessment knowledge and skills, and in classroom management and behavioral support knowledge and skills. Fee required to cover cost of mileage expense for travel by supervisor and copies/materials to student. Individuals seeking Intervention Specialist Licensure must complete this field in an inclusive setting.

EDIS 589 HIGH SCHOOL INTERVENTION SPECIALIST FIELD EXPERIENCE 2

Prerequisite: Admission to fields; concurrent with EDIS 534, 540

120 Field hours; taken concurrently with EDIS 534. A field experience which emphasizes decision making in assessment, instruction, evaluation, and intervention for students with mild to moderate educational needs and appropriate instructional strategies to address the needs of pupils. Emphasis will be placed on helping students with mild to moderate educational needs develop those skills necessary for transitioning to adulthood. Fee required to cover cost of mileage expense for travel by supervisor, and copies/materials to students. Individuals seeking Intervention Specialist Licensure must complete

this field in an inclusive setting.

EDIS 592 INTERNSHIP FOR INTERVENTION SPECIALIST 10

Prerequisite: Admittance to internships

Supervised field experiences in teaching for intervention specialist. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students. Individuals seeking Intervention Specialist Licensure must complete this field in an inclusive setting.

EDIS 593 SUPERVISED CLINICAL EXPERIENCE FOR INTERVENTION SPECIALIST MILD/MODERATE 1

Supervised field experience with an Intervention Specialist in a Mild/Moderate school setting.

EDIS 606 INTERNSHIP INTERVENTION SPECIALIST MILD-MODERATE 10

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

12 weeks. Supervised field experience with an Intervention Specialist in a school setting. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.

EDIS 607 INTERNSHIP: INTERVENTION SPECIALIST MODERATE/INTENSIVE 10

Prerequisite: *Candidates must have completed all methods courses and post-baccalaureate program requirements in preparation for initial licensure.*

Supervised field experience with an Intervention Specialist-Moderate/Intensive in a school setting.

EDIS 608 INTERNSHIP: INTERVENTION SPECIALIST MILD/MODERATE/INTENSIVE 10

Prerequisite: *Candidates must have completed all methods courses and post-baccalaureate program requirements in preparation for initial licensure.*

Supervised field experience split between a school setting with an Intervention Specialist-Mild/Moderate and a school setting with an Intervention Specialist-Moderate/Intensive.

EDIS 650 NATURE AND NEEDS OF THE TALENTED 3

Prerequisite: Graduate status

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

EDIS 651 CURRICULUM DEVELOPMENT FOR EDUCATION OF THE TALENTED 3

Prerequisite: EDIS 650 is suggested

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

EDIS 652 DEVELOPMENT AND SUPERVISION OF PROGRAMS FOR THE TALENTED 3

Prerequisite: EDIS 650, EDIS 651

This course is designed for educators who will be directly involved in the administration of talent development education programs. Job descriptions, program prototypes, and evaluation techniques will be discussed, as well as guidelines for the development of grants, proposals, and budgets. Participants will explore the steps in developing talent development education programs, including needs assessment, identification, assessment instruments, selection of personnel, staff development, supervision, formative and summative evaluation, philosophy and curriculum. Students will become cognizant of current practices, trends, and pertinent research within the field of gifted education and talent development education.

EDIS 653 GUIDANCE AND COUNSELING FOR THE TALENTED 3

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 3

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 2

Prerequisite:

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

EDIS 781 THESIS CAPSTONE IN TALENT DEVELOPMENT EDUCATION 3-6

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

A coordinated research experience in which the candidate will design and conduct an in-depth study of an issue or innovation in talent development education, either through field-based gathering of data or extensive reading and synthesis of the professional literature. Candidates will work with an advisor to develop and implement an inquiry project that will be assigned from 3 to 6 hours of credit depending on its scope and depth. Students will document the project in

a 3-5 chapter written document that follows guidelines that are specified in the thesis handout. (Intent fee required)

EDIS 788 CAPSTONE INQUIRY SEMINAR TALENT DEVELOPMENT 3

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

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

EDIS 796 INTERNSHIP IN TALENT DEVELOPMENT EDUCATION 3

Prerequisite: EDIS 650, 651, 652, 653, 654 or permission

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

EDUCATION-LEADERSHIP STUDIES

EDLS 501 VISION AND GOALS FOR SCHOOL LEADERS 1

Prerequisite: None

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

EDLS 502 CRITICAL CONCEPTS IN FISCAL RESOURCE MANAGEMENT 1

Prerequisite: None

The module is designed to provide the student with basic concepts centered around overall fiscal management of a school building. The student will examine concepts regarding budgetary and fiscal documents, along with the allocation and management of building level resources.

EDLS 503 CRITICAL CONCEPTS IN HUMAN RESOURCE MANAGEMENT 1

Prerequisite: None

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

EDLS 511 THEORIES OF INSTRUCTIONAL LEADERSHIP 1

Prerequisite: None

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

EDLS 512 ISSUES IMPACTING STUDENT ACHIEVEMENT 1

Prerequisite: None

This module examines critical issues that impact student achievement including but not limited to: political and financial constraints, ethical and cultural influences, community partnerships, and equitable treatment.

EDLS 513 IMPROVING INSTRUCTION 1

Prerequisite: None

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

EDLS 521 ORGANIZATIONAL BEHAVIOR IN EDUCATION 1

Prerequisite: None

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

EDLS 522 ORGANIZATIONAL CLIMATE AND CULTURE 1

Prerequisite: None

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

EDLS 523 ORGANIZATIONAL MANAGEMENT FOR EDUCATIONAL LEADERS 1

Prerequisite: None

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

EDLS 531 LEGAL ISSUES IN EDUCATIONAL LEADERSHIP 1

Prerequisite: None

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

EDLS 532 ETHICAL, PROFESSIONAL, AND LEGAL DIMENSIONS OF EDUCATIONAL LEADERSHIP 1

Prerequisite: None

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

EDLS 533 ESSENTIAL CONCEPTS IN SCHOOL SAFETY AND CRISIS MANAGEMENT 1

Prerequisite: None

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

EDLS 541 PROFESSIONAL DEVELOPMENT IN EDUCATION 1

Prerequisite: None

This module prepares leaders with the knowledge and skills to develop, implement and evaluate effective professional development programs.

Lifelong learning, professional learning communities, and other continuing education approaches will be examined.

EDLS 542 POLITICAL DIMENSIONS OF EDUCATIONAL LEADERSHIP 1

Prerequisite: None

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

EDLS 601 THE VISIONARY SCHOOL LEADER 1

Prerequisite: EDLS 501

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

EDLS 602 MANAGING FISCAL RESOURCES 1

Prerequisite: EDLS 502

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

EDLS 603 MANAGING HUMAN RESOURCES 1

Prerequisite: EDLS 503

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

EDLS 622 TRANSFORMING ORGANIZATIONAL CLIMATE AND CULTURE 1

Prerequisite: EDLS 522

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

EDLS 633 SAFETY AND CRISIS MANAGEMENT FOR EDUCATIONAL LEADERS 1

Prerequisite: EDLS 533

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

EDLS 641 PROFESSIONAL DEVELOPMENT IN ACTION 1

Prerequisite: EDLS 541

This module 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.

EDLS 701 CAPSTONE 1: EMERGING ISSUES IN INSTRUCTIONAL LEADERSHIP 1

Prerequisite: At least 24 graduate semester hours in the M.Ed. program, completion of all M.Ed. core courses/modules, completion of the Educational Leadership Program Capstone Application

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

EDLS 702 CAPSTONE 2: EMERGING ISSUES IN ORGANIZATIONAL MANAGEMENT 1

Prerequisite: At least 24 graduate semester hours in the M.Ed. program, completion of all M.Ed. core courses/modules, completion of the Educational Leadership Program Capstone Application

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

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

Prerequisite: At least 24 graduate semester hours in the M.Ed. program, completion of all M.Ed. core courses/modules, completion of the Educational Leadership Program Capstone Application, completion of or concurrent enrollment in Capstone 1 and 2 modules.

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

EDLS 721 ADMINISTRATIVE INTERNSHIP 1: CREATION AND RESEARCH OF A SCHOOL IMPROVEMENT PROJECT 1

Prerequisite: Completion of core module requirements, completion of 21-24 semester hours in Educational Leadership program

Administrative Internship 1: Creation and Research of a School Improvement Project is a planned, supervised and evaluated field-based internship experience. It is designed as the culminating field experience for candidates seeking the M.Ed. and requires work in a school setting with qualified on-site mentors appropriate for the licensure sought. Candidates engage in a major administrative project with 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.

EDLS 722 ADMINISTRATIVE INTERNSHIP 2: COMPLETION AND PRESENTATION OF A SCHOOL IMPROVEMENT PROJECT 1

Prerequisite: EDLS 721

Administrative Internship 2: Completion and Presentation of a School Improvement Project is planned, supervised and evaluated field-based internship experience. It is designed as the culminating field experience for candidates seeking the M.Ed. and requires work in a school setting with qualified on-site mentors appropriate for the licensure sought. Candidate 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.

EDLS 723 ADMINISTRATIVE INTERNSHIP 3: ADMINISTRATIVE ACTIVITIES, BUILDING LEVEL/PRINCIPAL 1

Prerequisite: EDLS 721, 722

The Administrative Internship 3: Administrative Activities, is the third part of a planned, supervised and evaluated field-based internship experience. It is designed as the culminating field experience for students seeking the M.Ed. and requires candidates to work in a school setting with qualified on-site mentors appropriate for the licensure sought. Candidates engage in administrative activities in at least two different buildings representing diverse student age populations. Administrative Internship 3 allows candidates to observe the functions of principals, assume leadership in planning, implementing and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in school administration.

EDLS 724 ADMINISTRATIVE INTERNSHIP 4: PROFESSIONAL PRACTICE, BUILDING LEVEL/PRINCIPAL 1

Prerequisite: EDLS 721, 722, 723

The Administrative Internship 3, Administrative Activities, is the third part of a planned, supervised and evaluated field-based internship experience. It is designed as the culminating field experience for students seeking the M.Ed. and requires candidates to work in a school setting with qualified on-site mentors appropriate for the licensure sought. Administrative Internship 4 allows candidates to observe the functions of principals, assume leadership in planning, implementing and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in school administration.

EDLS 725 ADMINISTRATIVE INTERNSHIP 3: ADMINISTRATIVE ACTIVITIES, DISTRICT LEVEL/CIPD 1

Prerequisite: EDLS 721, 722

The Administrative Internship 3, Administrative Activities, is the third part of a planned, supervised and evaluated field-based internship experience. It is designed as the culminating field experience for students seeking the M.Ed. and requires candidates to work in a school setting with qualified on-site mentors appropriate for the licensure sought. Candidates engage in administrative activities at the district level. Administrative Internship 3 allows candidates to observe the functions of district level administrators, assume leadership in planning, implementing and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in educational administration

EDLS 726 ADMINISTRATIVE INTERNSHIP 4: PROFESSIONAL PRACTICE, DISTRICT LEVEL/CIPD 1

Prerequisite: EDLS 721, 722, 725

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

EDLS 9800 INTEGRATIVE LEADERSHIP SEMINAR 3

Prerequisite:

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

EDLS 9802 ETHICS OF LEADERSHIP 3

Prerequisite:

Ethics of Leadership provides doctoral level students the opportunity to study the foundations of ethics as a discipline, the relationship between ethics and character formation, and historical perspectives on ethical decision making. The course also explores the pressing moral, social, political, and ethical issues impact the policies, programs, and practices of schools and related organizations in the United States. The course is designed to expose organizational leaders to the breadth and complexity of ethical issues and their impact on educational and organizational decision making. In addition, this course encourages the moral, social, and spiritual development of the students.

EDLS 9819 BECOMING A RESEARCHER 3

Prerequisite:

Becoming a Researcher is a required doctoral course, designed to introduce doctoral students to academic research in leadership studies and to the scholarly community. By reviewing and critiquing recent research studies, students will build an understanding of how research questions are formed and how studies are designed to answer research questions. Students will master locating and properly citing published research and learn the procedures for conducting research involving human subjects.

EDLS 9820 QUANTITATIVE RESEARCH DESIGN 3

Prerequisite:

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

EDLS 9821 QUALITATIVE RESEARCH DESIGN 3

Prerequisite:

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

EDLS 9822 SEMINARS IN EDUCATIONAL RESEARCH 3

Prerequisite:

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

EDLS 9823 DISSERTATION PROPOSAL DEVELOPMENT SEMINAR 3

Prerequisite:

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

EDLS 9824 SEMINARS IN EDUCATIONAL RESEARCH 3

Prerequisite:

The Integrative Leadership Seminar is designed to introduce students to multiple facets of leadership from an interdisciplinary perspective. The seminar provides a framework for the doctoral student to develop 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 9825 SEMINAR IN LEADERSHIP RESEARCH 1

Prerequisite:

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

EDLS 9826 SEMINARS IN LEADERSHIP RESEARCH 1

Prerequisite:

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

EDLS 9827 SEMINARS IN LEADERSHIP RESEARCH 1

Prerequisite:

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

EDLS 9828 SEMINARS IN LEADERSHIP RESEARCH 1

Prerequisite:

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

EDLS 9829 SEMINARS INLEADERSHIP RESEARCH 3

Prerequisite:

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

EDLS 9830 DOCTORAL MENTORSHIP 1

Prerequisite:

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

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

Prerequisite:

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

EDLS 9842 EVALUATING THE EFFECTIVENESS OF INSTRUCTIONAL TECHNOLOGY 3

Prerequisite:

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

EDLS 9843 CONTINUOUS IMPROVEMENT FOR INSTRUCTIONAL TECHNOLOGY 3

Prerequisite:

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

EDLS 9846 ADVANCED STUDIES IN PROFESSIONAL DEVELOPMENT 3

Prerequisite:

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

EDLS 9847 CHANGE PROCESSES AND PROFESSIONAL DEVELOPMENT 3

Prerequisite:

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

EDLS 9849 DIRECTED RESEARCH AND EVALUATION IN PROFESSIONAL DEVELOPMENT 3

Prerequisite:

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

EDLS 9860 INSTITUTIONAL EFFECTIVENESS 3

Prerequisite:

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

EDLS 9880 LEADERSHIP THEORY 3

Prerequisite:

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

EDLS 9881 ORGANIZATIONAL BEHAVIOR 3

Prerequisite:

This course examines the interaction of people in the context of the organizational environment along with the environmental presses that influence organizational dynamics at the macro and micro levels. Management history provides a backdrop for understanding the evolution of systems theory. This frames the exploration of macro-level organizational behavior (OB) elements of organizational design and structure; organizational environment; politics and change; organizational control; and organizational culture and the psychological dimensions of organizational life that shape organizational behavior. At the micro-level, personality and motivation theory, ethics, power and authority, conflict and negotiation, group and team dynamics, along with organizational change and organizational leadership are considered in detail. These notions are discussed in relation to leveraging leadership practices to optimize the effectiveness and efficiency of organizations in meeting changing stakeholder expectations. In addition, the course focuses on how leaders can link theory and research with actual practice; this course is taken concurrently with the student's mentorship experience.

EDLS 9882 PROFESSIONAL DEVELOPMENT AND RENEWAL 3

Prerequisite:

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

EDLS 9887 INSTITUTIONAL POLICY AND LEADERSHIP 3

Prerequisite:

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

EDLS 9888 HUMAN CAPITAL AND PUBLIC POLICY 3

Prerequisite:

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

EDLS 9889 ORGANIZATIONAL DEVELOPMENT 3

Prerequisite:

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

EDLS 9898 SEMINAR/TOPICS IN ORGANIZATIONAL LEADERSHIP 1-6

Prerequisite:

Individual and group study of specific aspects of leadership and organizational dynamics.

EDLS 9899 DISSERTATION 1-10

Prerequisite:

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

TEACHER EDUCATION (EDTE)

EDTE 101 FOUNDATIONS OF THE TEACHING PROFESSION 3

Prerequisite: None

This course prepares candidates to understand the professional responsibilities of teachers and the role of education in a democratic society. Through classroom observations, teacher questionnaires and educational resources, candidates investigate culturally responsive and inclusive education, the economic, legal, and political context of schools, and the ethical standards of the teaching profession. The major theories of human development, motivation, and learning will be discussed, as well as planning for instruction, teaching strategies, assessment and classroom management.

EDTE 102 FOUNDATIONS OF EXCEPTIONALITY AND DIVERSITY 3

Prerequisite: None

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. Assessment, identification, individualized educational programming, educational trends, service alternatives, general behavior support, and professional resources will be emphasized. The interaction of diversity, family, and education will be focal points. Teaming and community support will be discussed as well as professional issues.

EDTE 103 FOUNDATIONS OF ASSESSMENT 3

Prerequisite: None

A comprehensive course designed to address pertinent issues, as well as procedures of assessment and evaluation of K-12 students who may be environmentally at-risk and/or identified with a disability. Students will be involved in educational assessment procedures in programs that serve K-12 students and their families.

EDTE 104 FOUNDATIONS OF INSTRUCTIONAL DESIGN AND TECHNOLOGY 3

Prerequisite: EDTE 101, 102

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 have hands-on experience with various forms of instructional technology and with problem solving techniques appropriate to the media.

EDTE 105 FOUNDATIONS OF BEHAVIOR SUPPORT AND INTERVENTION 3

Prerequisite: EDTE 101, 102

Comprehensive studies of positive classroom and individual student management techniques. Emphasis is on developing appropriate strategies for K-12 students with diverse backgrounds and developmental needs.

EDTE 140 PHONICS AND THE ENGLISH LANGUAGE 3

Prerequisite: None

A study of English as an alphabetic language. Particular attention will be given to the grapho-phonemic patterns which have emerged through history. Classroom applications will be explored with specific emphasis on the role of phonics in a complete literacy program.

EDTE 230MG FIELD EXPERIENCE GRADES 4-9: EDUCATION FOR DIVERSITY 1

Prerequisite: Concurrent with EDTE 448

This field experience provides teacher candidates with the opportunity to apply effective classroom management skills for educating for diversity. During field experiences teacher candidates will develop techniques for teaching students of diverse backgrounds and abilities including dealing with surface behavior problems, laws concerning teacher/student rights, and communicating with parents. This field will be grounded in Universal Design for Learning. Field experience may occur in urban/multicultural, suburban, or rural/small town setting with focus on content areas.

EDTE 257 SENSORY MOTOR, ASSISTIVE TECHNOLOGY AND INTERVENTION 3

Prerequisite: EDTE 101, 102; Concurrent with EDTE 330

This course is designed to provide curriculum models, specialized methods, technology, materials and equipment to teach students with significant special needs. A transdisciplinary approach is emphasized.

EDTE 262 FOUNDATIONS OF LITERACY 3

Prerequisite: None

A course that promotes understanding of literacy theory and practice at the elementary through secondary school levels. The focus of the course will be to connect theoretical knowledge of the learner and the processes of reading and writing to instructional decisions, including literacy programs, instructional scaffolds, materials, and learning environments. This course is required for Early Childhood, Early Childhood Intervention Specialists, and Middle Grade majors. It fulfills 3 credit hours of the Ohio 12- credit-hour literacy requirement.

EDTE 312 TEACHING READING WITH LITERATURE FOR YOUNG ADULTS 3

Prerequisite: EDTE 140, 262

This course provides an understanding of the selection and instruction of young adult literature in order to facilitate the continued literacy development of adolescents. Included in the required knowledge base is history, criticism, trends, authors, illustrators, types of literature, instructional strategies, and organization of literature instruction and programs.

EDTE 316 TEACHING THE 21ST CENTURY ADOLESCENT: LANGUAGE ARTS 3

Prerequisite: EDTE 230MG; Concurrent with EDTE 316, 317, 318, 319 (select two based on content areas)

This course is designed to prepare middle childhood to high school social studies teachers to plan, deliver and assess effective instruction to young adolescents. Emphasis in the course will include how teachers must respond to the unique developmental nature of the learner and aligning student learning objectives with the specific academic content standards associated with each subject area. Creating effective lessons following universal design concepts and using appropriate assessment techniques to drive instruction are central to the course objectives. Other topics include grading practices and building a positive learning environment while managing the class appropriately.

EDTE 317 TEACHING THE 21ST CENTURY ADOLESCENT: MATH 3

Prerequisite: EDTE 230MG; Concurrent with EDTE 316, 317, 318, 319 (select two based on content areas)

This course is designed to prepare middle childhood to high school social studies teachers to plan, deliver and assess effective instruction to young adolescents. Emphasis in the course will include how teachers must respond to the unique developmental nature of the learner and aligning student learning objectives with the specific academic content standards associated with each subject area. Creating effective lessons following universal design concepts and using appropriate assessment techniques to drive instruction are central to the course objectives. Other topics include grading practices and building a positive learning environment while managing the class appropriately.

EDTE 318 TEACHING THE 21ST CENTURY ADOLESCENT: SCIENCE 3

Prerequisite: EDTE 230MG; Concurrent with EDTE 316, 317, 318, 319 (select two based on content areas)

This course is designed to prepare middle childhood to high school social studies teachers to plan, deliver and assess effective instruction to young adolescents. Emphasis in the course will include how teachers must respond to the unique developmental nature of the learner and aligning student learning objectives with the specific academic content standards associated with each subject area. Creating effective lessons following universal design concepts and using appropriate assessment techniques to drive instruction are central to the course objectives. Other topics include grading practices and building a positive learning environment while managing the class appropriately.

EDTE 319 TEACHING THE 21ST CENTURY ADOLESCENT: SOCIAL STUDIES 3

Prerequisite: EDTE 230MG; Concurrent with EDTE 316, 317, 318, 319 (select two based on content areas)

This course is designed to prepare middle childhood to high school social studies teachers to plan, deliver and assess effective instruction to young adolescents. Emphasis in the course will include how teachers must respond to the unique developmental nature of the learner and aligning student learning objectives with the specific academic content standards associated with each subject area. Creating effective lessons following universal design concepts and using appropriate assessment techniques to drive instruction are central to the course objectives. Other topics include grading practices and building a positive learning environment while managing the class appropriately.

EDTE 330 SENSORY INTEGRATION AND INTERVENTION 1

Prerequisite: EDTE 230EC or EDTE 230MG

This field experience provides teacher education students with the opportunity to use information about learning needs, IFSPs, IEPs and other assessment data to create appropriate instructional goals and teaching plans, especially those related to assistive and instructional technology, sensory motor, and health needs. This field will focus on intervention strategies for students with moderate to intensive needs.

EDTE 336 FIELD EXPERIENCE IN CONTENT TEACHING AND INTERVENTION FOR MIDDLE GRADES 3

Prerequisite: EDTE 230MG; Concurrent with EDTE 316, 317, 318, 319 (select two based on content areas)

Provides opportunities to make decisions relating to assessment, instruction, evaluation, and intervention in content areas and in interdisciplinary activities. Focus will be on implementing effective instruction and assessment with middle grades students in small group, individual and whole-class settings.

EDTE 392 CONTENT AREA LITERACY 3

Prerequisite: None

A course designed to prepare teachers of all content areas to help students think, learn and communicate with both print and non-print texts. The course focuses on instructional approaches that help learners interact successfully with a broad range of texts while they develop skills and strategies needed for college and careers. Emphasis is placed on using 21st century literacy skills, especially authentic content-based inquiry.

EDTE 405 LEGAL, SOCIAL, AND PROFESSIONAL ISSUES FOR PROFESSIONAL EDUCATORS 3

Prerequisite: Concurrent with EDTE 467MG

A course designed to study current issues in education, with a view toward understanding the issues surrounding special education and its role within education as a social institution. Students review the American legal system and laws governing special education at federal and state levels and address issues from a teaching perspective. Special education law, social, historical, and philosophical effects will be explored. The course includes procedures specific to programs for learners with need for educational intervention.

EDTE 448 BIO-MEDICAL ISSUES AND ADVANCED UNIVERSAL DESIGN 3

Prerequisite: EDUC 101, 102; Concurrent with EDTE 230EC, EDTE 323, EDTE 361 (early childhood/intervention specialist license) or EDUC 230MG (middle grades/intervention specialist license)

A study of physiological and neurological processing disorders (i.e. dysgraphia, dyscalculia, reading disorders, visual, auditory, and sensory processing disorders, etc.) and the impact on students in preschool through grade 12. Universal design techniques and other methods to reduce educational and functional impact of these conditions are examined. Education or Nursing Credit.

EDTE 467MG INTERNSHIP-MIDDLE GRADES/INTERVENTION SPECIALIST 10

Prerequisite: All student internship requirements

This internship will be divided into two eight week placements composed of a middle grades, inclusive setting in licensure content area(s) and a placement in a K-12 moderate to intensive setting. Candidates will be expected to demonstrate content knowledge and differentiate instruction to reach all students in the classroom independently of abilities.

PROFESSIONAL DEVELOPMENT EDUCATION

EDU 6100-6300 SITE SPECIFIC WORKSHOPS/CLASSES

Prerequisite:

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

EDUCATION-GENERAL (EDUC)

EDUC 470 INTERNSHIP 5-10

Prerequisite: Field Hours: 150-300

This is an intensive experience in a field agency setting conducted under the joint supervision of an on-site professional and a University representative. The approved setting selected is specifically related to the professional goals of the student. The student may receive compensation during this experience if such an arrangement is deemed appropriate by the University and the agency providing the experience.

EDUC 565 READING RECOVERY I: RECOVERY TEACHER TRAINING 3

Prerequisite:

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

EDUC 566 READING RECOVERY II: RECOVERY TEACHER 3

Prerequisite:

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

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

Prerequisite: Take EDUC 565, EDUC 566

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

EDUC 640 SEMINAR: SPECIAL TOPICS 1-5

Prerequisite:

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

EDUC 710 FIELD PRACTICUM IN EDUCATION 2

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

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

EDUC 728 INQUIRY SEMINAR 5

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

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

EDUC 738 PRACTICUM IN CURRICULUM AND INSTRUCTION 5

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

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

EDUC 747 MASTER'S OF EDUCATION INTERNSHIP 3-5

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

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

EDUC 780 THE ROLE OF THE LITERACY PROFESSIONAL – THESIS CAPSTONE SEMINAR 3

Prerequisite: M.Ed. Core courses, EDCI 523, EDEC 567, EDCI 561, EDEC 663 or EDCI 664, EDCI 580, EDCI 594

This course focuses on the professional responsibilities assigned to K-12 Literacy Professionals. Participants will address reading consultant and literacy leadership responsibilities, including: coordinating developmental and remedial programs; facilitating teacher and staff development, writing proposals, conducting workshops, interpretation of testing data and strategic planning across a multi-tiered system of support.

EDUC 781 THESIS CAPSTONE 3-6

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

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

EDUC 788 CAPSTONE INQUIRY SEMINAR 3

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

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

EDUC 791 THESIS 5

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

An independent research thesis with in-depth findings related to the student's field. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student. (Intent fee required.)

EDUC 795 INTERNSHIP/LICENSURE 5-10

Prerequisite:

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

ENGLISH (ENG)

ENG 100 COLLEGE WRITING IMPROVEMENT 3

Prerequisite: None

This courses focuses on fundamentals of grammatical form and compositional structure in order to improve writing skills required for college-level papers. Students are placed in the course by ACT/SAT scores and high school records. The course is graded S/U; a grade of U requires that the course be repeated until the student achieves an S. It does not satisfy the Core composition requirement and is not open to students with credit in ENG 101 or 102. One section is designated for international students.

ENG 101 ENGLISH COMPOSITION I 3

Prerequisite: ENG 100 if required by placement

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

ENG 102 ENGLISH COMPOSITION II 3

Prerequisite: ENG 101

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

ENG 110 WRITING LABORATORY 1

Prerequisite: None

This course offers individualized instruction and practice in writing skills or all academic writing assignments, including grammar, punctuation, sentences, paragraphs, and the short essay. Graded S/U. May be repeated once for additional credit. Does not fulfill Core credit or English requirement.

ENG 201 INTRODUCTION TO CREATIVE WRITING 3

Prerequisite: None

This course introduces basic techniques and forms of poetry, fiction, and nonfiction. Regular writing and reading assignments illustrate specific aspects of poetic and prose narrative form.

ENG 202 INTRODUCTION TO LITERARY STUDIES 3

Prerequisite: ENG 101

This course is an introduction to literary studies and the skills needed to read, understand, and write about literature. Using a selection of material from different periods and genres, students will develop a sense of how literary texts work, how they relate to each other, how to develop critical analysis skills, and how to assess critical interpretations and contexts.

ENG 203 AMERICAN LITERATURE 3

Prerequisite: ENG 102

This course focuses on a specific problem or question in American society from the colonial period to the present. Possible areas of focus might include race and slavery; nature and the environment; freedom, democracy, and the individual; immigration and nativism; gender in America; or America at war. Meets Core credit for humanities.

ENG 217 BRITISH LITERATURE 3

Prerequisite: ENG 102

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

ENG 301 WRITER'S WORKSHOP: POETRY 3-6

Prerequisite: ENG 101 and 201

This is a seminar in the writing of poetry. Professors with extensive publication experience conduct the workshop. May be repeated once for credit.

ENG 303 WRITER'S WORKSHOP: SCREENWRITING 3-6

Prerequisite: ENG 101

This is a seminar in screenwriting. Professors with extensive film studies experience conduct the workshop. May be repeated once for credit.

ENG 304 SHORT STORY 3

Prerequisite: ENG 102

This course is an intensive study of the short story as a literary genre with particular attention to narrative construction and to literary techniques. Meets Core credit for humanities.

ENG 308 THE POEM 3

Prerequisite: ENG 102

The course focuses on poetry and poetics. Meets Core credit for humanities

ENG 309 AFRICAN AMERICAN LITERATURE 3

Prerequisite: ENG 102

This course closely examines representative works by African American writers, ranging from early slave narratives to contemporary prose, poetry, and drama. Meets Core credit forhumanities.

ENG 311 WRITERS' WORKSHOP: FICTION 3

Prerequisite: ENG 101, 201

This is a seminar in the writing of short and long fiction. Professors with extensive publication experience conduct the workshop. May be repeated once for credit.

ENG 312 WRITERS' WORKSHOP: CREATIVE NONFICTION 3

Prerequisite: ENG 101, 201

This is a seminar in the writing of creative nonfiction, defined as essay, memoir, or narrative. Professors with extensive publication experience conduct the workshop. May be repeated once for credit.

ENG 314 LITERATURE AND GENDER 3

Prerequisite: ENG 102

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

ENG 315 GERMAN LITERATURE IN TRANSLATION 3

Prerequisite: ENG 102

This course involves reading and discussion of a number of major writings in German literature. Students will read short stories, novels, poetry, and non-fiction. Some of the themes include the conflict between artistic and bourgeois values, class and ethnic conflict, legal issues, aesthetic concerns, and contemporary cultural movements. Meets Core credit for humanities.

ENG 316 POSTCOLONIAL LITERATURE 3

Prerequisite: ENG 102

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

ENG 317 STUDIES IN SHAKESPEARE 3

Prerequisite: ENG 102

Students will read examples of Shakespearean histories, comedies, romances, and tragedies, exploring language and dramatic technique to develop an understanding of the structure and themes. Meets Core credit for humanities.

ENG 319 DRAMATIC LITERATURE 3

Prerequisite: ENG 102

This course analyzes dramatic literature as an art form and social document. Representative plays in English and/or English translation will be examined to understand the ways in which the traditional and innovative qualities of drama explore different critical perspectives and cultural contexts. Meets Core credit for humanities.

ENG 324 THE NOVEL 3

Prerequisite: ENG 102

This course analyzes the novel as an art form and social document. Representative novels in English and/or English translation will be examined to understand the ways in which the novel's narrative traditions and innovations explore different critical perspectives and cultural contexts. Meets Core credit for humanities.

ENG 325 MAJOR WRITERS SEMINAR 3

Prerequisite: ENG 102

This course provides 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. This course may be repeated under different suffixes.

ENG 330 AFRICAN LITERATURE 3

Prerequisite: ENG 102

This course emphasizes the study of literature produced on the African continent during the precolonial, colonial, and postcolonial periods.

Primary texts will be supplemented by critical, cultural, and historical materials related to Africa. The course traces the themes of African nationalism and postcolonialism as dramatized in the works of major African authors. Meets Core credit for humanities.

ENG 332 GLOBAL FILM 3

Prerequisite: ENG 102

This course will emphasize the historical or contemporary practice of non-U.S. cinemas, focusing on one national cinema per course. Students explore the cinema of a county, region, or linguistically related group of countries focusing on intersections of aesthetics, socio-historical context, ideology, and film industry practices. Meets Core credit for CCI.

ENG 338 THEMES AND TOPICS IN LITERATURE 3

Prerequisite: ENG 102

This course explores a major idea or theme through a wide range of literary and related texts. Typically, the seminar will focus on a particular historical, social, or artistic idea. Meets Core credit for humanities.

ENG 340 STUDIES IN JEWISH LITERATURE 3

Prerequisite: ENG 102

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

ENG 343 AMERICAN STUDIES 3

Prerequisite: ENG 102

An examination of a particular topic, event, or theme that finds expression in American literature, film, history, religion, and/or culture from the 19th century to the present.

ENG 351 ADVANCED COMPOSITION 3

Prerequisite: ENG 102

This is an advanced course in compositional form and expression emphasizing development of effective rhetorical and stylistic techniques. Students will analyze the work of representative authors. Writing assignments emphasize stylistic control and conceptual development.

ENG 365 GREEK LITERATURE 3

Prerequisite: ENG 102

This course will address the question of the Greek view of men and women in relation both to each other and to the gods as revealed in literature. Meets Core credit for humanities.

ENG 370 RUSSIAN NOVEL 3

Prerequisite: ENG 102

This course involves reading Russian novels in English translation. Meets Core credit for humanities.

ENG 371 LITERATURE AND FILM 3

Prerequisite: ENG 102

This course emphasizes film aesthetics and visual narrative as it compares to written literary narrative.

ENG 401 THE LITERATURE OF EARLY ENGLAND 3

Prerequisite: ENG 102

This course is a high-level study of the literature of England from the Anglo-Saxon period through the time of Chaucer with particular emphasis on the rhetorical features of Old and Middle English.

ENG 404 THE ENGLISH RENAISSANCE 3

Prerequisite: ENG 102

A high level study of England's literature of the Elizabethan period, this course focuses on poetry and drama.

ENG 405 PROBLEMS IN CREATIVE WRITING 3

Prerequisite: ENG 301, 302

This course is concerned with the development of individual style and voice in student writing. The course is conducted by professors with extensive publication experience.

ENG 406 17TH CENTURY ENGLISH LITERATURE 3

Prerequisite: ENG 102

This course is a high-level study of material written in England and some of its colonies during the 17th century. Class discussions are set within the context of the political and religious strife during a century building up to the English Civil War and then reckoning with its aftermath.

ENG 408 18TH CENTURY ENGLISH LITERATURE 3

Prerequisite: ENG 102

This course is a high-level study of both traditional and emergent literary traditions, from neoclassicism to sentimentalism and from satire to sensibility.

ENG 410 ROMANTIC MOVEMENT 3

Prerequisite: ENG 102

This course is a high-level study of major texts and critical background of the Romantic movement

ENG 411 VICTORIAN PERIOD 3

Prerequisite: ENG 102

This course is a high-level study of major texts and critical background of the Victorian period.

ENG 413 MODERN ANGLOPHONE LITERATURE 3

Prerequisite: ENG 102

This course is a high-level study of the literature of Great Britain, Ireland, and the Anglophone world other than America in the 20th and 21st centuries.

ENG 414 GLOBAL LITERATURE 3

Prerequisite: ENG 102

This course is a high-level study of literature outside the predominant British or American traditions, with focus on the social and cultural contexts of that literature together with critical commentary.

ENG 415 CAPSTONE COURSE IN CREATIVE WRITING 3

Prerequisite: ENG 301, 302

This course is concerned with the editing and presentation of the student's literary output. The principal work of the class will be the revision and presentation of the student's writing over his or her college writing career.

ENG 417 ENGLISH GRAMMAR & USAGE 3

Prerequisite: ENG 102

This course will provide students with knowledge of grammar, syntax, and mechanics. It is designed for those preparing to be teachers of English and Language Arts as well as for those who wish to extend their knowledge of the language.

ENG 418 HISTORY OF ENGLISH LANGUAGE 3

Prerequisite: ENG 102

This course focuses on the history of the English language, its many dialects, and vocabulary development from root words and derivational affixes. The course is designed for English majors and minors wishing to improve their knowledge of the history of the language, as well as those who will be teachers of secondary school English and Language Arts.

ENG 425 AMERICAN LITERATURE I: BEGINNINGS TO 1845 3

Prerequisite: ENG 102

This course is a high-level study of American writing from its beginnings to 1845 with focus on the social and cultural contexts of that literature together with critical commentary.

ENG 426 AMERICAN LITERATURE II: 1845 TO 1890 3

Prerequisite: ENG 102

This course is a high-level study of American writing from 1845 to 1890 with focus on the social and cultural contexts of that literature together with critical commentary.

ENG 427 AMERICAN LITERATURE III: 1890 TO 1845 3

Prerequisite: ENG 102

This course is a high-level study of American writing from 1890 to 1945 with focus on the social and cultural contexts of that literature together with critical commentary.

ENG 428 AMERICAN LITERATURE IV: 1945 TO PRESENT 3

Prerequisite: ENG 102

This course is a high-level study of American writing from 1945 to present with focus on the social and cultural contexts of that literature together with critical commentary.

ENG 450 SENIOR PORTFOLIO IN LITERARY STUDIES 0

Prerequisite: Senior status

This course provides the structure for examining the Creative Writing, English, or Integrated Language Arts major's fulfillment of the English Department Student Learning Outcomes near the end of the student's time in the major. Required for all Creative Writing, English, and Integrated Language Arts majors.

ENG 501 SUMMER RESIDENCY I 3

Prerequisite:

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. In addition, students will meet individually with their mentors to define a writing/reading project for the non-residential courses. There will also be new student orientation sessions, academic advising sessions, and computer support sessions. Collegiality and the ability to work within a supportive MFA arts community is a criterion for passing English 501 and for remaining in academic good standing in the MFA Program.

ENG 502 SUMMER RESIDENCY II 3

Prerequisite: ENG 501, 632

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. 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 methods of publication and navigation of the professional writing life, 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.

ENG 504 THE CRAFT TALK 1

Prerequisite: ENG 633

This course offers students the opportunity to revise their critical essay in ENG 633: Mentorship III into the genre of the craft talk or seminar. Students work with a mentor and peers as they develop the essay into a presentation that they will then present before an audience of MFA students, faculty, and community members during summer residency programming.

ENG 601 LITERATURE OF EARLY ENGLAND 3

Prerequisite:

A study of the literature of England from the Anglo-Saxon period and the time of Chaucer. Particular emphasis on the rhetorical features of Old and Middle English. Reading and analysis of representative works, including *Beowulf* and *The Canterbury Tales*.

ENG 604 THE ENGLISH RENAISSANCE 3

Prerequisite:

A survey of the literature of England during the Elizabethan period. Particular attention to the emergence of literary genre and to the development of literary theory and philosophy. Reading and analysis of representative writers, including Spenser, Marlowe and Shakespeare.

ENG 605 CREATIVE WRITING WORKSHOP 1

Prerequisite:

A seminar course in the writing of fiction, creative nonfiction, drama, or poetry. Emphasis on developing various writing projects. The workshop is conducted by professors with extensive publication experience.

ENG 606 THE LITERATURE OF THE BAROQUE 3

Prerequisite:

A study of the Baroque literature in England during the 17th century, with particular emphasis on parallel developments of form and expression in art and music. Reading and analysis of representative writers including Donne and Jonson and their schools.

ENG 608 THE LITERATURE OF THE ENLIGHTENMENT 3

Prerequisite:

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

ENG 610 ROMANTIC MOVEMENT & VICTORIAN PERIOD 3

Prerequisite:

A survey of literary expression in 19th-century England, beginning with the emergence of the Romantic poets and continuing through the social and political writings of the Victorian period. Reading and analysis of representative writers including Wordsworth, Keats, Tennyson and

Browning.

ENG 625 MAJOR WRITERS SEMINAR 3

Prerequisite:

A course designed to provide a comprehensive understanding of one or more major writers. Class assignments will include extensive reading of the works of the particular writers, supplemented by critical, biographical, and historical materials. Selection of writers is indicated in the class schedule for each semester.

ENG 628 AMERICAN LITERATURE 3

Prerequisite: 12 semester hours of English at the 400-level

This course is a graduate-level study of a theme or topic in American literature with a focus on social and cultural contexts together with critical commentary. It is not repeatable.

ENG 631 MENTORSHIP I 9

Prerequisite:

This course represents the first step in a program-long process of working toward the completion of a book of poems, nonfiction, or fiction (culminating in the MFA Thesis). Via the internet, each student will work individually with his or her faculty mentor, and collectively with student peers, to develop the craft of drafting the body of a book. Students will also develop skills in judiciously applying constructive criticism to improve the quality of their writing, and skills in articulating constructive criticism of both published and student work. While students will actively engage in the revision process, the emphasis of the course will be on the generation of new material.

ENG 632 MENTORSHIP II 9

Prerequisite: ENG 631

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

ENG 633 MENTORSHIP III 9

Prerequisite: ENG 632

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

ENG 651 COMPOSITION/RHETORIC PEDAGOGY 3

Prerequisite: 12 semester hours of English at the 400-level

This course focuses on the theory and practice of undergraduate reading and writing instruction, with an emphasis on the teaching of writing.

ENG 652 SUPERVISED TEACHING 1

Prerequisite: enrollment is concurrent with teaching English 100, 101, or 102

This course offers students support during their first semester teaching composition to Ashland University undergraduates. The course focuses on effective and efficient teaching strategies, particularly in the online environment, including best practices for grading and giving feedback, classroom management, and lesson development.

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, essays, short stories, or a novella or memoir. Via the internet, students will develop further the craft of shaping a book-length collection of poems, creative nonfiction, or fiction 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 narrative segments of nonfiction or fiction writing, and toward the revision of individual works, the primary emphasis of the course will be on developing the student's ability to shape a volume of writing into an aesthetic construct that is at once informed by, and larger than, the sum of its parts.

ENG 791 THESIS IN ENGLISH 3

Prerequisite: Take 21 credits

This course will be conducted by conference during which students will write their MA theses in consultation with their faculty advisors.

ENTREPRENEURSHIP (ENTP)

ENTP 245 INTRODUCTION TO ENTREPRENEURSHIP 3

Prerequisite: None

This course will introduce students to the fundamental concepts of entrepreneurship. Special emphasis will be placed on learning how to develop an idea into a commercial opportunity. Students will learn how to write a feasibility plan for a real product or service and perform a market test of the proposed product or service.

ENTP 345 ENTREPRENEURIAL AND FAMILY BUSINESS MANAGEMENT 3

Prerequisite: ENTP 245, MGT 240, MKT 233

This course examines the special challenges of family business and other closely held corporations. Attention is devoted to family business planning, effective governance approaches in family businesses, preparing heirs for entry into and management of family firms, tax and compensation planning, and succession strategies.

ENTP 365 ENTREPRENEURIAL STRATEGIES & TACTICS 3

Prerequisite: ENTP 245, MGT 240, MKT 233

This course introduces the students to critical, integrative issues involved in the development and marketing of new products and services. The marketing and operations planning includes researching issues that are relevant for new ventures for small and growing organizations. Topics include the creativity, design of products, product promotion, feasibility study, location, physical layout, the evaluation of market potential (market research), pricing strategies, and the development of distribution relationships.

ENTP 445 NEW VENTURE CREATION 3

Prerequisite: ENTP 245, MGT 240, MKT 233

This course will focus on the process of developing a new commercial venture and the writing of a business plan. Students will also learn small business management principles for creating and operating a startup venture. Developing actual business opportunities by students will be encouraged so that business plans can be submitted to business plan competitions and investor groups after the course is finished.

ENTP 465 FINANCING A BUSINESS VENTURE 3

Prerequisite: ENTP 345, 365, 445

This course emphasizes the aspects of legal, tax, and unique financing in a new venture or emerging company which is critically important to the

entrepreneur and venture manager. The financial aspects of small businesses and entrepreneurial ventures include unique alternatives of financing, the different valuation techniques, and key tactics and approaches in negotiating a purchasing price for a business. Legal and tax strategies are investigated for start-up and emerging enterprises. Studies are conducted in investigating the formation, financing, and managing of the new venture form a legal and tax standpoint.

ENVIRONMENTAL SCIENCE (EVS)

EVS 276 ENVIRONMENTAL SCIENCE SEMINAR 1

Prerequisite: None; Seniors and Juniors may register by permission of instructor only

A seminar course that examines selected environmental science topics in conjunction with the Environmental Lecture series. May be taken twice for credit. Biology majors may take this twice for biology elective credit. EVS/Biology majors may take this a second time for biology elective credit. Offered every spring. BIO/EVS credit.

EVS 324 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) 4

Prerequisite: None

This course covers the fundamental principles of geographic information systems (GIS), which is the merging of cartography, statistical analysis, and database technology into computer-based systems that capture, store, manipulate, analyze, manage, and present all types of geographical data for a wide variety of applications and purposes, but with the goal of informed decision-making. Students will learn how to create interactive queries (user-created searches), analyze spatial information, edit data in maps, and present the results of all these operations, primarily applying these to geological and environmental systems. BIO/EVS/GEOL credit.

EVS 476 ISSUES IN ENVIRONMENTAL SCIENCE 3

Prerequisite: 30 hrs. of math and science courses (MATH, BIO, CHEM, EVS, GEOL, PHYS)

A detailed examination of the scientific dimensions of selected environmental issues, with discussion of the economic**,** policy, and ethical aspects of those problems and with emphasis on global and international perspectives. Case studies will include many examples from other countries, as well as national and regional issues in the U.S. Required for all EVS majors. Biology and Geology majors (but not EVS/Biology or EVS/Geology majors) may use this course as a biology or geology elective. BIO/EVS/GEOL credit.

EXERCISE SCIENCE (EXS)

EXS 101 INTRODUCTION TO EXERCISE SICENCES 3

Prerequisite: Admission

This course provides an overview of the discipline of exercise science with particular focus on the key concepts of the subdisciplines and the diverse range of professional careers associated with physical activity. It is intended for students entering or exploring a major in exercise science, with a focus on the integrative nature of the discipline and current trends and topics.

EXS 190 ANATOMY AND PHYSIOLOGY FOR THE EXERCISE SCIENCES 4

Prerequisite: Admission

An examination of human structure and function with an emphasis on the applied aspects of anatomy, physiology, and human motor development as related to the exercise and sport sciences.

EXS 210 EXERCISE MANAGEMENT OF CARDIORESPIRATORY PATHPHYSIOLOGY 2

Prerequisite: EXS 190 or BIO 222

A detailed study of the physiology of the cardio respiratory system in both normal and pathologic conditions, with an emphasis on the role of exercise and other lifestyle modifications in the treatment and prevention of cardio respiratory pathologies.

EXS 258 PHARMACOLOGY FOR EXERCISE SCIENCES 3

Prerequisite: None

This course will cover various topics related to exercise science and physical activity. The student will gain a physician's and/or allied health care professional's perspective on treatment as it relates to a variety of general medical conditions, cardiovascular disease and pharmacology related to sports and physical activity.

EXS 261 MEDICAL TERMINOLOGY 3

Prerequisite: Admission

An introduction to basic word elements--roots, suffixes, prefixes, and combining forms used by the health and human service professions. Knowledge of proper spelling, definitions, pronunciations, and usage of medical terms related to body systems.

EXS 308 KINESIOLOGY 3

Prerequisite: EXS 190 or BIO 222 or AT 165

A study of the relationship of anatomical, physiological and mechanical principles to the muscular movement of homo sapiens.

EXS 309 PHYSIOLOGY OF EXERCISE 3

Prerequisite: EXS 190 or BIO 222 or AT 165

The applied study of the functioning of the systems of the human body during exercise.

EXS 310 ADVANCED PHYSIOLOGY OF EXERCISE 3

Prerequisite: EXS 309, CHEM 103

An advanced examination of how the body responds and adapts to disruptions in homeostasis resulting from physical activity, with an emphasis on the biochemistry/endocrinology of exercise. Training/laboratory methods in exercise physiology will be included.

EXS 312 FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION I 2

Prerequisite: EXS 309

An introduction of fitness evaluation and exercise prescription. Concepts, principles, and theories for 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.

EXS 313 FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION II 3

Prerequisite: EXS 312

This course builds on the concepts of EXS 312, which focuses on healthy populations, by emphasizing fitness evaluation and exercise prescription for individuals with known pathology. Topics include exercise testing and prescription methods for individuals with metabolic, cardiovascular, pulmonary, and other chronic conditions. Information from lecture topics will be applied by students during clinical sessions in the exercise physiology lab.

EXS 314 GROUP EXERCISE LEADERSHIP 3

Prerequisite: EXS 312

This course is designed to develop proficiency in teaching skills specifically for group exercise. The focus of the course is on the standards of basic exercise guidelines, correct performance, instructional technique, and presentation. These standards are aligned

with those of the Aerobic and Fitness Association of America (AFAA).

EXS 319 HEALTH BEHAVIOR MANAGEMENT 3

Prerequisite: EXS 190 or BIO 222

This course provides a foundation for understanding theories and concepts pertaining to improving physical activity behavior in the population with particular focus on the Five-Stage Model for Motivational Readiness for Change among other theoretical models. It is intended for students majoring in exercise science with the intent to provide a framework for applying these concepts in their prospective career fields.

EXS 343 ACTIVE AGING AND WELLNESS 3

Prerequisite: Admission

An examination of the role that lifestyle, nutrition, physical activity and/or exercise play in modifying physiological/functional age and in determining the quality of life of older adults.

EXS 420 STRENGTH TRAIING PHYSIOLOGY 3

Prerequisite: Admission

An extensive examination of the physiological basis for muscular strength and power. The student will become familiar with various approaches to strength training, such as high intensity training, periodization of training. etc. The student will have the opportunity for NSCA certification during the course.

EXS 430 EXERCISE FOR PERSONS WITH CHRONIC DISEASES 3

Prerequisite: EXS 309

An examination of common pathologies across the life-span and their implications for exercise participation. The student will become familiar with contraindications inherent for a particular pathology and learn how to modify exercise programs to accommodate individual needs/ capabilities.

EXS 474 SPORTS NUTRITION/SUBSTANCE ABUSE 3

Prerequisite: EXS 309 or DIET 320

A study of the foundations of substance abuse from both a societal and an athlete-specific perspective. A study of scientifically-based information about nutrition and diet, weight control and physical conditioning.

EXS 493 INTERNSHIP IN EXERCISE SCIENCE 1-4

Prerequisite: EXS 309, 312

Provides an opportunity to apply the theoretical knowledge gained in coursework. Location of the internship will be determined by the student's career goals and academic preparation. May be repeated.

FINANCE (FIN)

FIN 228 FINANCIAL MANAGEMENT 3

Prerequisite: ACCT 201

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

FIN 322 PERSONAL ASSET MANAGEMENT 3

Prerequisite: Sophomore status

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

FIN 329 INTERMEDIATE FINANCIAL MANAGEMENT 3

Prerequisite: FIN 228

This course presents financial theory in a decision-making context. The course will emphasize long-term funding, optional capital structure, the cost of capital, and capital budgeting.

FIN 330 PRINCIPLES OF INVESTMENT 3

Prerequisite: FIN 228

An introduction to the analysis of investments in financial assets, both in an individual and a portfolio context; the characteristics and evaluation of specific investment vehicles.

FIN 358 FINANCIAL SATATEMENT ANALYSIS & SECURITY VALUATION 3

Prerequisite: FIN 228

Building upon accounting and finance fundamentals, this course provides understanding of how businesses work, how they generate value, and how the value is captured in financial statements. The course will combine analysis of accounting financial statements and financial security valuation.

FIN 420 FINANCIAL MANAGEMENT STRATEGY 3

Prerequisite: FIN 329, senior status

An advanced exploration of issues in business finance: financial valuation, required rates of return for projects and companies, management of working capital and fixed assets, and obtaining funds from the debt and equity markets.

FIN 422 SECURITY ANALYSIS 3

Prerequisite: FIN 330

An advanced study of topics in investment management: fundamental and technical analysis of stocks, investment in bonds, convertible securities and stock options; portfolio management and capital market theory.

FIN 429 GLOBAL FINANCE 3

Prerequisite: FIN 228

This course focuses on the global financial environment and particularly on business operations in a global setting. Topics in multinational finance, foreign exchange risk management, financing foreign operations are emphasized.

FIN 432 INVESTMENT PORTFOLIO MANAGEMENT I 3

Prerequisite: Finance major and FIN 422 or approval of instructor

Teaches the fundamentals of portfolio management through integration of theory and practice. Students as a class manage an actual investment portfolio of significant worth under the supervision of the instructor.

FIN 434 COMMERCIAL PROPERTY AND CASUALTY INSURANCE 3

Prerequisite: MGT 327

This course focuses on the identification and management of risks arising from property ownership and commercial activity. Understanding and identifying the risk of liability from property ownership and business activity will be emphasized. Students will also learn how organizations insure against business risks and minimize the exposure to loss.

FIN 435 LIFE AND HEALTH INSURANCE 3

Prerequisite: MGT 327

The course focuses on using Life and Health insurance to manage the risk associated with health issues and death. The use of life insurance, annuities, medical insurance, disability insurance and long-term care insurance as part of the financial planning process will be emphasized.

FIN 442 INVESTMENT PORTFOLIO MANAGEMENT II 3

Prerequisite: Finance major and FIN 432

Proficiency in portfolio construction, management, and protection; managing the Eagle Investment Group portfolios, understanding of investment portfolio theory, mastery of current investment analysis techniques, and preparation for NASD Series 7 Securities licensure.

FIN 454 SPECIAL TOPICS IN FINANCE 3

Prerequisite: FIN 228

A course devoted to various topics related to current issues in finance. May be repeated once for different topics with approval of finance faculty.

FOREIGN LANGUAGES (FL)

FL 211 THE LANGUAGE & CULTURE OF QUEBEC 3

Prerequisite: None

This course emphasizes the historical and contemporary aspects of the language and culture of Quebec, Canada. Students explore the development of oral histories within the province and Quebec's efforts to maintain its unique identity both within predominately English-speaking Canada and the French-speaking world. Taught in English. Literature read in translation. Meets core credit for CCI.

FL 213 DISCOVERING THE FRENCH-SPEAKING WORLD 3

Prerequisite: None

This course emphasizes the historical and modern characteristics of the French-speaking world. Students explore the global expansion of French culture from the pre-Colonial period until the present day by examining themes including language, identity formation, and diaspora. Taught in English. Literature read in translation. Meets core credit for CCI.

FL 220 CONTEMPORARY LATIN AMERICAN LITERATURE IN TRANSLATION 3

Prerequisite: None

This course critically examines contemporary Latin American Revolutionary literature, in English translation. Taught in English. Meets Core credit for CCI.

FL 221 U.S. MEXICO-BORDER LITERATURE 3

Prerequisite: None

This course critically examines the political, socio-economic, historical, cultural, and linguistic features of the U.S.-Mexico border, including the relationships between the two nations, through literary readings and cultural analysis. Taught in English. Meets Core credit for CCI.

FL 275 PORTFOLIO ASSESSMENT PROGRAM CYCLE I 0

Prerequisite: Sophomore Status

A course designed to examine the progress towards SLOs for all Foreign Language Majors. Required for all French & Spanish Majors.

FL 299 CCI NARRATIVE 0

Prerequisite: None

CCI Narrative. This will apply to students who elect the CCI Study Abroad Track, a CCI course with Study Away or Course with Experience, or other students whose CCI completion includes the Narrative. The CCI Narrative is an analytical paper, multimedia presentation or other document in which the student demonstrates cultural and/or linguistic competencies acquired through contact with another culture. CCI Narratives that are not tied to a Course with Study Away or Course with Experience must be completed four weeks before student's graduation. Graded S/U.

FL 315 FRENCH WOMEN WRITERS 3

Prerequisite: None

This course examines literary works by French women writers from the Middle Ages to the 21st century through the optic of specifically historicized feminist criticism and theory. Taught in English. Literature read in translation. Meets Core credit for CCI.

FL 375 PORTFOLIO ASSESSMENT PROGRAM CYCLE II 0

Prerequisite: FL 275

A course designed to examine the progress towards SLOs for all Foreign Language Majors. Required for all French & Spanish Majors. Taught in English.

FL 432 GRADES 7-12 METHODS: TEACHING FOREIGN LANGUAGE, GRADES K-12 3

Prerequisite: EDCI 230SEC; EDFN 202; Clinical Hours: 4

A course designed to provide the student with classroom instructional skills, methods, and strategies in teaching grades K-12. This class is to be completed successfully prior to the internship. Taught in English.

FL 475 PORTFOLIO ASSESSMENT PROGRAM CYCLE III 0

Prerequisite: FL 375

A course designed to examine the progress towards SLOs for all Foreign Language Majors. Required for all French & Spanish Majors.

FL 493 FOREIGN LANGUAGE INTERNSHIP 3

Prerequisite: Sophomore status, intermediate proficiency, approval by FL Department Chair

This course is designed to provide students with real-world work experience utilizing the foreign language. The student is required to work a minimum of 225 hours per 3 credit hours and fulfill other requirements as stated in the Learning Contract. Prior approval of the FL Dept. Chair and completion of the appropriate paper work, including the Learning Contract, are required. The student will earn three credit hours per field experience and can repeat FL 493 course to earn a total of no more than nine credit hours.

FL 636 FOREIGN LANGUAGE EDUCATION CURRICULUM & INSTRUCTION 3

Prerequisite: Successful completion of intermediate foreign language courses or equivalent

A course designed to examine the theoretical and practical issues relating to the teaching of foreign languages K-12. Instructional practices pertaining to the following are explored through lectures, reading of current literature, class discussion, etc.: the role of context in comprehension and learning, listening, reading, oral proficiency, writing, testing, culture, and curriculum. Required for French and Spanish multi-age license.

FL 637 THE TEACHING OF FOREIGN LANGUAGES K-12 3

Prerequisite: Successful completion of intermediate foreign language courses or equivalent

Intended for students who are working toward licensure. Permission of instructor required for all others. A course assigned to provide the student with classroom instructional skills, methods, and strategies in teaching grades K-12. Required for French and Spanish multi-age license.

FASHION MERCHANDISING (FM)

FM 111 FASHION ANALYSIS 3

Prerequisite: None

Application of aesthetic principles to apparel design. Topics include fashion illustration and design, personal color analysis, figure analysis, and wardrobe planning.

FM 112 FASHION STUDIO I 3

Prerequisite: None

Apparel construction and design. Development of the basic principles, concepts, and skills essential for apparel construction. Students will apply individual design concepts to projects.

FM 211 CLOTHING & CULTURE 3

Prerequisite: None

The course explores the social, psychological, and cultural aspects of clothing and appearance. It includes the relationship of clothing and appearance to physical and social environments, aesthetic and personal expression, and cultural ideals and values.

FM 312 READY TO WEAR ANALYSIS 3

Prerequisite: FM 112

The examination and evaluation of ready-to-wear apparel and its details for construction, style, quality, and fit. Apparel manufacture terms, techniques, production methods and costing will be discussed.

FM 316 TEXTILES 3

Prerequisite: CHEM 251

An in-depth study of fibers, yarns, fabric constructions, and finishes of the fabrics currently in use for clothing and the household. Labeling, comparative consumption, and the economics of textiles are studied.

FM 317 FASHION INDUSTRY 3

Prerequisite: None

The history and development of the fashion industry, its operation, merchandising activities, and current industry trends, from the producers of raw materials to retail distribution of consumer goods.

FM 318 INTERNSHIP 3

Prerequisite: Junior standing

Practical work experience in major subject areas of FM. Students are required to spend 150 hours internship experience. Follow-up seminar includes portfolio and resume development, interview skills, and business etiquette.

FM 413 FASHION STUDIO II 3

Prerequisite: FM 112

Principles of apparel design by flat pattern methods. Advanced fitting techniques used to create a master pattern. Students will design and construct original fashion designs.

FM 416 FASHION MERCHANDISING 3

Prerequisite: FM 317

Includes planning, buying, and selling of fashion merchandise through various distribution channels; fashion management, organization, operations, and image; pricing and retail math; fashion promotion and visual merchandising.

FM 417 FASHION EVOLUTION 3

Prerequisite: None

A chronological study of costume and textiles from ancient civilizations to modern times. Historical and cultural aspects as they influenced period costume will be discussed.

FM 430 FASHION PROMOTION 3

Prerequisite: FM 416

This course focuses on the comprehensive nature of promotion in the merchandising environment of fashion and related goods. Concepts, perspectives, and methods for the development and implementation of integrated marketing communications programs for fashion retailers are analyzed and critiqued. Students plan and develop promotional strategies.

FM 441 INTERIOR DESIGN 3

Prerequisite: None

Application of design principles to furnishing home and other interiors including study of backgrounds, furniture, textiles and accessories, consideration of aesthetic economics and social factors affecting choice.

FRENCH (FREN)

FREN 151 ELEMENTARY FRENCH I 3

Prerequisite: Placement or no prior study of French. Note: Not open to students who placed in other levels

A comprehensive introductory course in French language for today's global world. Students develop oral and written proficiency through cultural studies. Taught in French. Offered annually. Meets Core Credit for CCI.

FREN 152 ELEMENTARY FRENCH II 3

Prerequisite: FREN 151, placement, or transfer equivalent. Note: Not open to students who have placed into other levels

A comprehensive introductory course in French language for today's global world. Students develop oral and written proficiency through cultural studies. Taught in French. Offered annually. Meets Core Credit for CCI

FREN 200 INTERMEDIATE LEVEL INTENSIVE FRENCH STUDY ABROAD 6

Prerequisite: FREN 132, placement, or transfer equivalent. Note: Not open to students who have placed into other levels

A program designed to provide students with an intermediate level immersion experience. Students will attend six hours of language instruction per day, participate in cultural experiences, and live with families of the host culture. Orientation and debriefing sessions on campus are required. Meets Core Credit for CCI

FREN 251 INTERMEDIATE FRENCH I 3

Prerequisite: FREN 152 placement or transfer equivalent. Note: Not open to students who have placed into other levels.

A course designed to increase the students understanding of the language by building on the skills learned in the elementary course. Students develop oral and written proficiency through and exploration of the French arts including architecture, cuisine, fashion, music, painting, etc. Lab work required. Taught in French. Offered annually. Meets Core Credit for CCI.

FREN 252 INTERMEDIATE FRENCH II 3

Prerequisite: FREN 251, placement, or transfer equivalent. Note: Not open to students who have placed into other levels

A continuation of FREN 251. Students develop oral and written proficiency through and exploration of French media sources including music videos, television, film, and social media. Lab work required. Taught in French. Offered annually. Meets Core Credit for CCI.

FREN 300 ADVANCED LEVEL INTENSIVE FRENCH STUDY ABROAD 6

Prerequisite: FREN 252, placement, or transfer equivalent. Note: Not open to students who have placed into other levels

A program designed to provide students with an advanced-level immersion experience. Students will attend six hours of language instruction per day, participate in cultural experiences, and live with families of the host culture. Orientation and debriefing sessions on campus are required. Meets Core Credit for CCI.

FREN 301 FRENCH CIVILIZATION FROM LASCAUX TO VERSAILLES 3

Prerequisite: FREN 200 or 252 or placement/transfer equivalent

In order to understand contemporary France and the French sense of identity, this course explores and analyzes current issues, cultural manifestations, historical and geopolitical developments, and internal and external relations. French social and political institutions from the

Revolution of 1789 to the present will be examined with an emphasis on the evolution of the core values of the Fifth Republic (liberty, equality, social solidarity, and the lay state) and their expression in the French context. Taught in French. Offered alternate years. Meets Core Credit for CCI.

FREN 302 FRENCH CIVILIZATION FROM REVOLUTION TO PRESENT 3

Prerequisite: FREN 200 or 252 or placement/transfer equivalent

In order to understand contemporary France and the French sense of identity, this course explores and analyzes current issues, cultural manifestations, historical and geopolitical developments, and internal and external relations. French social and political institutions from the Revolution of 1789 to the present will be examined with an emphasis on the evolution of the core values of the Fifth Republic (liberty, equality, social solidarity, and the lay state) and their expression in the French context. Taught in French. Offered alternate years. Meets Core Credit for CCI.

FREN 303 FRENCH WRITTEN EXPRESSION 3

Prerequisite: FREN 200 or 252 or placement/transfer equivalent

The course offers intensive review and expansion of grammar and vocabulary through structured reading and writing activities. Reading selections include cultural information from France and other French-speaking countries. Taught in French. Offered alternate years. Meets Core credit for CCI.

FREN 304 FRENCH STYLISTICS 3

Prerequisite: FREN 303 or equivalent

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

FREN 305 FRENCH PHONETICS 3

Prerequisite: FREN 200 or 252 or placement/transfer equivalent

A course designed to provide a review of standard French pronunciation and an introduction to phonology, phonetics, and dialectology including corrective exercises and a contrastive analysis of French and English sound systems. Taught in French. Offered alternate years. Meets Core credit for CCI.

FREN 351-352 INTRODUCTION TO FRENCH FICTION I & II 3-3

Prerequisite: FREN 200 or 252 or placement/transfer equivalent

Introduces the student to complete works of French fiction. Special attention will be given to the novella, short story, and novel as examples of modern and contemporary literary production. Works will be selected from the literature of France and Francophone countries. Taught in French. Meets Core credit for CCI.

FREN 353 FRENCH LITERATURE: MARIE DE FRANCE TO VOLTAIRE 3

Prerequisite: FREN 200 or 252 or placement/transfer equivalent

A close examination of major French literary texts from the Middle ages to the Revolution. The course emphasizes the ways in which representative works of pre-Revolutionary French literature are both products of and windows into their historical and cultural contexts. Students will learn and practice analysis of forms of literary expression as they relate to the production of meaning. All texts and discussions are in French. Offered alternate years. Meets Core credit for humanities.

FREN 354 FRENCH LITERATURE: REVOLUTION TO PRESENT 3

Prerequisite: FREN 200 or 252 or placement/transfer equivalent

A close examination of major French literary texts from the Revolution to the present read as reflections of and reactions to the historical and cultural movements of the periods in which they were written. Students will learn and practice analysis of forms of literary expression as they relate to the production of meaning. All texts and discussions are in French. Offered alternate years. Meets Core credit for humanities.

FREN 357 FRENCH ORAL EXPRESSION 3

Prerequisite: FREN 200 or 252 or placement/transfer equivalent

This course focuses on the practice and development of conversational fluency through a variety of culturally-related themes. Taught in French. Offered alternate years. Meets Core credit for CCI.

FREN 470 SEMINAR ON THE FRENCH-SPEAKING WORLD 3

Prerequisite: FREN 351-352 or 353-354

A seminar on topics pertinent to language, culture, civilization and literature of the French-speaking world known today as "World Literature in French." The content will vary depending upon the interest and needs of students. The course may be repeated for a total of 6 hours. Taught in French. Offered alternate years.

FREN 670 SEMINAR IN FRANCOPHONE STUDIES 3

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

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

GEOLOGY (GEOL)

GEOL 101 PHYSICAL GEOLOGY 4

Prerequisite: None

A study of the origin of minerals and rocks and the processes acting on and in the earth and their results as reflected in topography and earth structure. Three class sessions and one lab per week. Offered every fall.

GEOL 102 HISTORICAL GEOLOGY 4

Prerequisite: None

A study of the record in the rocks, especially the fossil record and the events of the earth's formation through geological time. Three class sessions and one lab per week. This course may also count toward a degree in biology. Offered every even spring.

GEOL 103 PHYSICAL GEOGRAPHY AND THE ENVIRONMENT 3

Prerequisite: None

Analysis of climatic elements and controls leading to an improved understanding of climatic types and their world distribution, followed by a study of the physical and cultural features within the major climatic regions, especially as these features relate to climatic conditions. The climatic regions form the framework for building up general geographic knowledge. Although memorization of geographic facts (including place names) is not stressed, the students are expected to improve greatly their knowledge of such facts. Special offering, contact department.

GEOL 209 NATURAL DISASTERS: VOLCANOES AND EARTHQUAKES 3

Prerequisite: None

What are natural disasters and how can science reduce the damage done by events such as earthquakes, tsunami, and volcanic eruptions? This course will examine these events and how scientists determine why and attempt to predict when and where natural disasters are most likely to occur, as well as identify what steps endangered communities can take in order to avoid or minimize the danger posed by these natural processes. Meets Core credit for natural sciences. Student who are required or elect to take GEOL 101 for their major or minor cannot enroll in this class for credit toward their major or minor.

GEOL 210 NATURAL DISASTERS: SEVERE WEATHER 3

Prerequisite: None

What are natural disasters, and how can science reduce the damage done by events such as severe weather and flooding? This course will examine these events and how scientists attempt to predict when and where natural disasters are most likely to occur, as well as identify what steps endangered communities can take in order to avoid or minimize the danger posed by these natural processes. Meets Core credit for natural sciences.

GEOL 211 DISCOVERING THE ICE AGE 3

Prerequisite: None

How was the Ice Age discovered? This class will examine how 19th century scientists used stones, bones, and landforms to bring about a revolution in our understanding of earth history. It will also examine the scientific evidence upon which current models of the Pleistocene Ice Age are built, as well as how ice, sediment, and rock cores are providing us with new insights into past and future ice ages. Meets Core credit for natural sciences.

GEOL 212 ARCHEOLOGY & HUMAN ANTIQUITY 3

Prerequisite: None

Where did humans come from? How far back in time can we trace the human lineage? The question of human antiquity is a topic of universal interest and speculation. Archaeology is a discipline that seeks to answer this question. This class will critically examine some of the scientific techniques archaeologists have used, discoveries they have made, and conclusions they have reached about human antiquity. Meets Core credit for natural sciences.

GEOL 213 ASTEROIDS, COMETS, AND CATASTROPHISM 3

Prerequisite: None

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

GEOL 275 TOPICS IN REGIONAL GEOLOGY 1-8

Prerequisite: None

A study of various topics relevant to annual field trips conducted by the department, generally 10-14 days in May.

GEOL 297 INTRODUCTION TO LABORATORY AND FIELD RESEARCH 1

Prerequisite: Soph or junior standing

This course will introduce the student to scientific research in the laboratory or field through individual instruction under the direction of a Geology faculty member. Graded S/U. Offered each semester.

GEOL 309 GEOMORPHOLOGY 4

Prerequisite: GEOL 101

The interpretation of landscapes and landforms; their origin, evolution and relation to erosion, structure and rock characteristics. Three lectures and one lab per week. Offered every odd fall.

GEOL 311 MINERALOGY 4

Prerequisite: GEOL 101

A course that includes the elements of crystallography, crystal chemistry and descriptive mineralogy of the important or common minerals. Three class sessions and one lab per week.

GEOL 312 IGNEOUS AND METAMORPHIC PETROLOGY 4

Prerequisite: GEOL 311

Analysis of the principal igneous and metamorphic rocks; their origin, structure and physical and chemical composition. Three class sessions and one lab per week.

GEOL 313 SEDIMENTARY PETROLOGY AND STRATIGRAPHY 4

Prerequisite: GEOL 102

An introduction to the features found in sedimentary rocks and the principles of sedimentology and stratigraphy emphasizing interpretation, correlation, and use in assessing the geologic history of the earth. Three class sessions and one laboratory period per week.

GEOL 324 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) 4

Prerequisite: None

This course covers the fundamental principles of geographic information systems (GIS), which is the merging of cartography, statistical analysis, and database technology into computer-based systems that capture, store, manipulate, analyze, manage, and present all types of geographical data for a wide variety of applications and purposes, but with the goal of informed decision-making. Students will learn how to create interactive queries (user created searches), analyze spatial information, edit data in maps, and present the results of all these operations, primarily applying these to geological and environmental systems. BIO/EVS/GEOL credit.

GEOL 350 SCIENCE AS A CULTURAL FORCE 3

Prerequisite: See CHEM 350 for course description.

GEOL 401 STRUCTURAL GEOLOGY 4

Prerequisite: GEOL 101

A study of the geometrical relationships of rock bodies of the earth, their orientation, distribution and bearing on the theories concerned with the origin and development of major land- scape features, the continents and the ocean basins. Three class sessions and one lab per week. Offered every odd spring.

GEOL 402 ECONOMIC GEOLOGY 3

Prerequisite: GEOL 101, GEOL 311

This course is an introduction to the general geologic and economic features that are important to the discovery, production, and reclamation of commercial concentrations of non-hydrocarbon mineral resources, i.e., metallic and industrial mineral commodities. It also includes the importance of mineral resources to the global economy, mineral evaluation, and risk analysis and the environmental impact of extraction and processing. The course deals with mineral resources in many countries. While the course does not have a laboratory component, materials and techniques are covered in the classroom setting or as outside components.

GEOL 403 ENVIRONMENTAL GEOCHEMISTRY 4

Prerequisite: GEOL 101, CHEM 104, approval of department chair

A quantitative introduction to the distribution and migration of chemical species within the earth in space, and in time, with emphasis on understanding standing the principle chemical control on element distribution. Major chemical systems are investigated within the lithosphere and hydrosphere Three lectures and one two-hour lab per week. This course may be used to satisfy elective hours for chemistry majors.

GEOL 405 PETROLEUM GEOLOGY 4

Prerequisite: GEOL 101, GEOL 313

This course is an introduction to petroleum geology that provides a basic understanding of the geologic origin, migration, and location of hydrocarbon deposits and the concepts and methods in petroleum and natural gas exploration and development. Laboratory exercises supplement lectures and offer practical experience with methods,

especially core and geophysical log and survey analysis and interpretation, subsurface mapping, volumetric calculations, and risk analysis and environmental impact.

GEOL 429 FIELD GEOLOGY 1-8

Prerequisite: GEOL 311 and additional courses from the following are recommended: GEOL 309, 312, 313, 314, and 401

Field analysis and interpretation of the regional geology at several field camp locations. The work includes an introduction to field techniques and geological mapping on aerial photographs and topographic base maps.

GEOL 476 ISSUES IN ENVIRONMENTAL SCIENCE 3

Prerequisite: 30 hours of science courses (MATH, BIO, CHEM, EVS, GEOL, PHYS)

A detailed examination of the scientific dimensions of selected environmental issues, with discussion of the economic**,** policy, and ethical aspects of those problems and with emphasis on global and international perspectives. Case studies will include many examples from other countries, as well as national and regional issues in the U.S. Required for all EVS majors. Biology and Geology majors (but not EVS/Biology or EVS/Geology majors) may use this course as a biology or geology elective. BIO/EVS/GEOL credit.

GEOL 493 INTERNSHIP 1-4

Prerequisite: See CHEM 493 for course description.

GEOL 497 LABORATORY AND FIELD RESEARCH 1-3

Prerequisite: See CHEM 497 for course description.

GEOL 550 GEOLOGY OF OHIO 3

Prerequisite:

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

GERMAN (GER)

GER 161 ELEMENTARY GERMAN I 3

Prerequisite: None

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

GER 162 ELEMENTARY GERMAN II 3

Prerequisite: GER 161 or equivalent

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

GER 261 INTERMEDIATE GERMAN I 3

Prerequisite: GER 162 or equivalent

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

GER 262 INTERMEDIATE GERMAN II 3

Prerequisite: GER 261 or equivalent

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

HISTORY (HIST)

HIST 112 WESTERN CIVILIZATION TO 1500 3

Prerequisite: None

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

HIST 113 WESTERN CIVILIZATION FROM 1500 3

Prerequisite: None

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

HIST 201 TOPICS IN CLASSICAL CIVILIZATION 3

Prerequisite: None

This course will study key topics in Greek and Roman antiquity. Topics may include: imperialism, sport and spectacle, literature, the family, woman, or slavery in the Greek and Roman worlds; or authors such as Plutarch, Cicero, or Seneca. Repeatable as topics change. HIST 201/POLSC 201 credit.

HIST 212 AMERICAN HISTORY THROUGH THE CIVIL WAR 3

Prerequisite: None

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

HIST 213 AMERICAN HISTORY AFTER THE CIVIL WAR 3

Prerequisite: None

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

HIST 218 WOMEN IN AMERICAN HISTORY 3

Prerequisite: None

A view of women as participants in the nation's growth from the earliest colonial settlements to the present. Emphasis on student use of multi-media, including films, tapes, slides, and guest speakers, to rediscover the record of women in American national life.

HIST 236 AMERICAN FOREIGN POLICY 3

Prerequisite: SEE POLSC 236 for course description

HIST 239 HISTORY OF OHIO 3

Prerequisite: None

A study of Ohio Country from its prehistoric inhabitants to the present, with a focus on the state's significance in the nation. Will emphasize the role of Ohio in the United States, including Ohio's role in the Northwest Territory and how it served as the model for statehood; its importance in 19th century political and economic affairs; and its shift from agriculture to industry to a 21st century post-industrial economy.

HIST 261 ANCIENT GREECE 3

Prerequisite: None

This course examines the political, military and intellectual history of Ancient Greece, emphasizing the developments that have most

influenced the Greco-Roman tradition in Western culture. Focusing on selected literary sources written during this period, the course confronts the rise of the polis, the development of political thought, tragedy, comedy, philosophy, and the spread of Hellenism throughout the Mediterranean.

HIST 264 ANCIENT ROME AND THE RISE OF CHRISTIANITY 3

Prerequisite: None

This course examines the political, military and intellectual history of Ancient Rome, including the rise of Christianity within Rome. Focusing on selected literary sources written during this period, the course examines the internal and external tensions that led to the rise and decline of Rome, including the factors in Roman history that were central to the rise of Christianity.

HIST 267 MEDIEVAL EUROPE 3

Prerequisite: None

A study of ideas, events, individuals, and trends of Europe from the late Roman era to the Italian Renaissance, with an emphasis on showing how the modern world arose from a combination of Roman, Christian, and Germanic elements. The course will examine the rise of Christianity (both Roman and Orthodox), the struggle against Islam, the development of feudal society, the revival of trade and towns, and the ongoing battle between the papacy and the European monarchies.

HIST 268 RENAISSANCE AND REFORMATION 3

Prerequisite: None

This course covers the intellectual and political history of the European Renaissance and the Protestant Reformation. Focusing on literary sources written during this period, the course examines the intellectual developments, art, literature, politics, and religious thought that shattered the Medieval world-view and led to the scientific revolution. The central purpose of this course is to understand how Italian and northern Humanism developed and influenced later western history.

HIST 269 AGE OF ENIGHTENMENT (1600-1789) 3

Prerequisite: None

Examines the intellectual and political reformation that swept Europe in the 17th and 18th centuries. Will focus on the revolution in modern natural science, the rise and fall of absolute government, the growth of the English constitution, and the development of a new liberal philosophy.

HIST 270 AGE OF REVOLUTION AND REACTION (1789-1900) 3

Prerequisite: None

Examines the history of Europe from the French Revolution to the years just before the outbreak of WWI. Topics studied include the Congress of Vienna, industrialization, ideologies such as liberalism, socialism, democracy and nationalism, the Franco-Prussian War, and colonial expansion.

HIST 271 20TH CENTURY EUROPE TO THE PRESENT 3

Prerequisite: None

A survey of the ideas, events, individuals, and trends of Europe since 1900, emphasizing the rise of totalitarianism and the two world wars. Through a combination of lecture and discussion of primary sources, the course will examine the origins and outcomes of World War I; the rise of collectivist dictatorships in Russia, Italy, and Germany; the Great Depression and its effects; the road to World War II, and the war itself, the postwar trends toward European union and decolonization; and the Cold War.

HIST 293 INTERNSHIP IN HSITORY 3-12

Prerequisite: Major or Minor in History

This course is designed to provide on-the-job experiences for students working in historical research, or to gain practical experience in an area of potential career interest. Each internship is arranged by the student's advisor with a specific official for a designated purpose, comporting with the student's interest and capabilities. Students will work under the guidance of an on-site supervisor, following a learning plan to be developed jointly by the supervisor, the student, and a faculty advisor. Internships may be for either three or six hours in a local office; nine hours for a summer program; or 12 hours for an off-campus semester.

HIST 301 CULTURAL GEOGRAPHY 3

Prerequisite: None

Survey of human settlement and its relationship with the physical environment, including population, ethnic and cultural patterns, economic and political organizations and the uses of land and natural resources.

HIST 321 WARFARE: ANCIENT AND MODERN 3

Prerequisite: None

This course provides a comparative study of warfare across history, using selected conflicts from the ancient, medieval, and modern worlds to illustrate the underlying themes, causes, and motivations of wars.

HIST 327 AFRICA 3

Prerequisite: None

An introductory discussion of Africa before the age of Imperialism followed by an intensive study of the period of foreign control, and then a study of the independence movement and the Africa of today.

HIST 329 LATIN AMERICA 3

Prerequisite: None

A survey of Latin America from the days of discovery and colonization to present time, focusing on contemporary institutions of selected Latin American countries, especially Argentina, Brazil, Mexico, Cuba, and the Caribbean and Central America Republics, including relations with the United States and the problems confronting the extension of democracy in Latin America.

HIST 341 MODERN MIDDLE EAST 3

Prerequisite: None

This course explores the development and character of important Middle Eastern countries and of relations between them, with emphasis on the influence of geography, history, religion, political ideas, statesmanship, culture, European imperialism, and natural resources. HIST/POLSC credit.

HIST 343 MODERN EAST ASIA 3

Prerequisite: None

In this course, students consider the political, diplomatic, and cultural history of East Asia - specifically Japan, China, Korea, and Vietnam- from roughly 1600 to the present. Of particular interest will be how the civilization of East Asia was transformed in the modern era, mainly as a result of its contract with the West.

HIST 351 COLONIAL AMERICA 3

Prerequisite: None

This course covers colonial America from 1500 to 1776. Stress is laid upon the European backgrounds and the evolution of the political, economic and social institutions of the colonies.

HIST 352 THE AMERICAN FOUNDING 3

Prerequisite: None

A seminar on the principles and practices of America's founding statesmen. We examine how the founders formulated and reconciled ideas (natural rights, separation of powers, federalism) with interests (economic, political, regional, etc.). HIST 352/POLSC 352 credit.

HIST 353 THE EARLY REPUBLIC: US 1791-1820 3

Prerequisite: None

In this course we will examine the political, diplomatic, intellectual, and social history of the United States from 1791 to 1820.

HIST 354 NATIONHOOD AND SECTIONAL CONFLICT: US 1820-1854 3

Prerequisite: None

This course will cover the main events, personalities, developments, and ideas in the United States between 1820 and 1854.

HIST 355 CIVIL WAR AND RECONSTRUCTION 3

Prerequisite: None

An examination of the origins, progress, and consequences - political, historical, and economic - of the American Civil War. In addition to the military aspects of the Civil War, the course looks at the immediate and long-term problems of Reconstruction.

HIST 356 AGE OF ENTERPRISE AND PROGRESSIVISM 3

Prerequisite: None

A study of the rise of modern America. The course begins in 1877 with the end of Reconstruction, and it finishes with America's entry into World War I. Students will examine the beginnings of industrialization, the rise of cities, immigration, progressive reform, and America's ascendency to world power.

HIST 357 AMERICA IN THE AGE OF WORLD WARS 3

Prerequisite: None

A study of the American experience from 1920- 1945, exploring the Roaring Twenties, Great Depression, New Deal, and the Second World War. Political, economic, social, intellectual, and cultural currents will be addressed as well as foreign policy issues

HIST 358 POSTWAR AMERICA: 1945-1973 3

Prerequisite: None

An examination of the United States during the three decades following the Second World War. The social, economic, political, and diplomatic development of the country is stressed with a thematic emphasis.

HIST 359 CONTEMPORARY AMERICA: 1974 TO PRESENT 3

Prerequisite: None

Examines the United States from the end of Watergate to the present, with emphasis on the rise of the new conservatism, the collapse of the Soviet Union, and the search for a new foreign policy. The social, economic, political, and diplomatic development of the country is stressed with a thematic emphasis.

HIST 360 ECONOMIC HISTORY OF THE UNITED STATES 3

Prerequisite: None

This course is a survey of the economic development of the United States from its foundation until the present time. It emphasizes the development of industry and commerce.

HIST 364 WORLD WAR II 3

Prerequisite: None

An examination of World War II, the most widespread, costly, and destructive war in the history of the planet. This course will cover the origins of the war, the strategies pursued by the participants, and the major events in both the Pacific and European theaters from the 1930's until 1945. Further, it will consider the significance of the war for the history of Europe, Asia, and the United States.

HIST 370 TOPICS IN AMERICAN HISTORY 3

Prerequisite: None

Examines various topics, themes or ideas in American History. Students should check schedule and/or instructor to ascertain what topics are currently being offered. May be repeated once if the topic is different.

HIST 375 LINCOLN 3

Prerequisite: None

A seminar that considers the political thought, actions, and statesmanship of Abraham Lincoln before and during the Civil War. Readings include a number of his speeches, with special emphasis on the Lincoln and Douglas debates. HIST 375/POLSC 375 credit.

HIST 380 TOPICS IN HISTORY 3

Prerequisite: None

This course treats various topics, themes and ideas in European or World History. Students should check schedule and/or instructor to ascertain what topics are currently being offered. The course can be taken twice if topics are different.

HIST 381 CHURCHILL 3

Prerequisite: See POLSC 381 for course description.

HIST 393 INTERNSHIP IN HISTORY 3-12

Prerequisite: Major or Minor in History

This course is designed to provide on-the-job experiences for students working in historical research, or to gain practical experience in an area of potential career interest. Each internship is arranged by the student's advisor with a specific official for a designated purpose, comporting with the student's interest and capabilities. Students will work under the guidance of an on-site supervisor, following a learning plan to be developed jointly by the supervisor, the student, and a faculty advisor. Internships may be for either three or six hours in a local office; nine hours for a summer program; or 12 hours for an off-campus semester.

HIST 465 THE STUDY OF HISTORY SEMINAR 3

Prerequisite: History majors with Sr. Status

Introduction to methods of historical research and writing. Exposure to specific writings, emphasizing ideas and trends of either European or American historians, but especially the latter.

HIST 493 INTERNSHIP IN HISTORY 3-12

Prerequisite: Major or Minor in History

This course is designed to provide on-the-job experiences for students working in historical research, or to gain practical experience in an area of potential career interest. Each internship is arranged by the student's advisor with a specific official for a designated purpose, comporting with the student's interest and capabilities. Students will work under the guidance of an on-site supervisor, following a learning plan to be developed jointly by the supervisor, the student, and a faculty advisor. Internships may be for either three or six hours in a local office; nine hours for a summer program; or 12 hours for an off-campus semester.

HIST 497 THESIS SEMINAR 3

Prerequisite: Senior status and departmental major or minor

The course is designed for a major or minor in the Department who is researching and writing a senior thesis. It is a guided, intensive study of some topic of interest to the student, which results in a substantial scholarly paper. The student may not have acquired or be in the process of acquiring more than 3 hours of academic credit for work connected to the project to be undertaken in HIST/POLSC 497 (for example, through Independent Study). *The student may repeat the course if no other academic credit for work connected to the project was acquired.*

HIST 501 THE AMERICAN REVOLUTION 2

Prerequisite:

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

HIST 502 THE AMERICAN FOUNDING 2

Prerequisite:

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

HIST 503 SECTIONALISM AND CIVIL WAR 2

Prerequisite:

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

HIST 505 THE PROGRESSIVE ERA 2

Prerequisite:

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

HIST 506 RISE OF MODERN AMERICA 1914-1945 2

Prerequisite:

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

HIST 510 GREAT AMERICAN TEXTS 2

Prerequisite:

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

HIST 601 SOURCES OF THE AMERICAN REGIME 2

Prerequisite:

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

HIST 602 EUROPEAN DISCOVERY AND SETTLEMENT 2

Prerequisite:

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

HIST 603 COLONIAL AMERICA 2

Prerequisite:

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

HIST 604 THE EARLY REPUBLIC 2

Prerequisite:

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

HIST 605 THE AGE OF ENTERPRISE 2

Prerequisite:

In the last decades of the 19th century, the United States took decisive steps away from its rural, agrarian past toward its industrial future, assuming its place among world powers. This course examines that movement, covering such topics as business-labor relations, political corruption, immigration, imperialism, the New South, and segregation and racism.

HIST 606 AMERICA BETWEEN WORLD WARS 2

Prerequisite:

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

HIST 607 AMERICA DURING THE COLD WAR 2

Prerequisite:

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

HIST 608 CIVIL WAR AND RECONSTRUCTION 2

Prerequisite:

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

HIST 609 WORLD WAR II 2

Prerequisite:

An examination of World War II, the most widespread, costly, and destructive war in the history of the planet. This course will cover the origins of the war, the strategies pursued by the participants, and the major events in both the Pacific and European theaters from the 1930s until 1945. Further, it will consider the significance of the war for the history of Europe, Asia, and the United States.

HIST 610 AMERICAN FOREIGN POLICY 2

Prerequisite:

Students examine events and issues in the foreign policy of the American republic. Topics include the major schools of thought and approaches, the connection between domestic and foreign politics, and the connection between the principles of the American regime and its foreign policy. Course may be taken twice with the permission of the program Chair.

HIST 611 THE AMERICAN WAY OF WAR 2

Prerequisite:

The course examines how Americans have used military force, focusing on the relationship between civilian and military leaders, characteristic strategic approaches, and the connection between our political principles and our military practices.

HIST 613 POSTWAR AMERICA, 1945 TO 1973 2

Prerequisite:

An examination of the United States during the three decades following the Second World War. The social, economic, political, and diplomatic development of the country is stressed with a thematic emphasis.

HIST 614 CONTEMPORARY AMERICA, 1974 TO PRESENT 2

Prerequisite:

Examines the United States from the end of Watergate to the present, with emphasis on the rise of the new conservatism, the collapse of the Soviet Union, and the search for a new foreign policy. The social, economic, political, and diplomatic development of the country is stressed with a thematic emphasis.

HIST 620 THE REFORM TRADITION IN AMERICA 2

Prerequisite:

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

HIST 621 RACE AND EQUALITY IN AMERICA 2

Prerequisite:

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

HIST 622 RELIGION IN AMERICAN HISTORY AND POLITICS 2

Prerequisite:

From the time that the first Europeans arrived in America, religion has been an important part of American life. This course examines the various ways in which religion has played a role in American history, with particular emphasis on the role of religion in American politics.

HIST 623 GENDER AND EQUALITY IN AMERICA 2

Prerequisite:

This course explores the history of women in America from the early 19th century to the present, especially the political struggle to gain increased civil and political rights. Using primary source material from leading female intellectuals and activists, this course will consider the myriad ways that women have helped to shape the course of U.S. history.

HIST 624 AMERICAN CULTURE AND SOCIETY 2

Prerequisite:

An examination of the nature and development of the United States by way of its culture. What does American music, art, literature, and film reveal about America? How has America shaped the culture of its people? The course addresses these questions through a selective examination of some American culture during some distinctive episodes in American History. Because of the breadth of possible topics covered in this course, it may be taken more than once with the permission of the chair.

HIST 630 AMERICAN STATESMEN 2

Prerequisite:

Even though the powers of the American Executive are controlled and limited, extraordinary acts of statesmanship are possible. This seminar examines those presidents who have demonstrated extraordinary political leadership. We will examine such statesmen and the political circumstances in which their prudence revealed itself. Among those examined will be Washington, Jefferson, Jackson, Lincoln, and Franklin Roosevelt. Course may be taken more than once with permission of the program Chair.

HIST 631 AMERICAN POLITICAL RHETORIC 2

Prerequisite:

This course examines the principles and practice of American political rhetoric through the careful reading of the speeches of its leading statesmen.

HIST 632 THE AMERICAN PRESIDENCY I, WASHINGTON TO LINCOLN 2

Prerequisite:

This course is an examination of the political and development of the office of president from the Founding era through the Civil War. It focuses on how the presidency shaped American political life as the country grew and struggled with rising sectional tensions.

HIST 633 THE AMERICAN PRESIDENCY II, JOHNSON TO THE PRESENT 2

Prerequisite:

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.

HIST 640 SPECIAL TOPICS 1

Prerequisite:

Individual or group studies of coursework in history. Graduate standing, permission of the professor of record and the approval of the director of graduate studies in education.

HIST 641 THE SUPREME COURT 2

Prerequisite:

The course is an intensive study of the highest court in the federal judiciary, focusing on the place of the Supreme Court in the American constitutional order. Areas of study may include the relationship between the Court and the other branches of the federal government as well as the states; the Court's power of judicial review; and judicial politics and statesmanship. We will examine these kinds of issues by investigating how the Court has interpreted the Constitution in some of its most historic decisions.

HIST 642 POLITICAL PARTIES 2

Prerequisite:

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

HIST 643 CONSTITUTIONAL RIGHTS AND POWERS 2

Prerequisite:

A study of the American constitutional framework for the exercise of governmental power, as well as the individual rights it was meant to protect. Through reading Court cases and other materials, students address such questions as: how should the Constitution be interpreted? What are the respective powers of the Courts, the Congress and the President? What do "liberty" and "equality" mean in the context of the Constitution? What limits on those powers does the Constitution impose? What is the proper constitutional relationship between the state and the federal government? Because of the breadth of possible topics covered in this course, it may be taken more than once with the permission of the chair.

HIST 644 THE CONGRESS 2

Prerequisite:

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.

HIST 660 TOPICS IN AMERICAN HISTORY AND GOVERNMENT 2

Prerequisite:

Topics courses allow faculty to meet the needs of small groups of students by offering a course specifically designed to examine an important contemporary or historical topic in significant depth and detail. Course may be repeated with permission of the program Chair.

HIST 670 DIRECTED STUDY 2

Prerequisite: Permission of Chair

Students wishing to develop expertise requiring study beyond what is offered in other courses may arrange with a professor to work individually on a topic.

HIST 680 SEMINAR IN HISTORY, GOVERNMENT, AND CIVICS 1-4

Prerequisite: Note: no more than four hours of HIST 680 credit may be applied to MAHG or MASTAHG degree requirements.

An intensive study of topics related to American political, diplomatic, social, and economic history (including state and local history); the origins, philosophies, structures, and practices of national, state and local governments in the United States; and/or the rights and responsibilities of citizens in a self-governing society.

HIST 691 THESIS 4

Prerequisite: Permission of the Thesis/Capstone Coordinator

In order to complete requirements for the degree, each student must complete a thesis, capstone project, or comprehensive exam. The purpose of the thesis is to show mastery of both subject matter and analytical and interpretive skills.

HIST 692 CAPSTONE PROJECT 4

Prerequisite: Permission of the Thesis/Capstone Coordinator

In order to complete requirements for the degree, each student must complete a thesis or capstone project. The purpose of the capstone project is to show mastery of both subject matter and analytical and interpretive skills.

HIST 693 QUALIFYING EXAMINATION 0

Prerequisite: Completion of all required coursework and permission of Program Director

The qualifying examination evaluates the candidates' understanding of significant ideas, events, persons, and text in American history and government. Additionally, the exam will evaluate the candidate's ability to analyze and use documentary evidence in academic writing. Exams are offered as arranged by the student and the student's examination advisor.

HIST 6XX EFFECTIVE WRITING FOR MAHG AND MASTAHG 0

Prerequisite: Permission

Students in this course will work to improve basic writing skills, with the specific intent of becoming more effective writers in general, and during their time in the MAHG or MASTAHG programs. The purpose of the course is for the student to develop an extended essay meeting at least the minimal requirements specified in the MAHG and MASTAHG grading rubric for content knowledge, analysis of, and interpretation. The focus will be on improving the organization, structure, and logic of written work; improving clarity and readability; and identifying and correcting errors in grammar and usage. The course is offered concurrently with other courses and may be taken more than once upon the recommendation of the chair.

HONORS PROGRAM (HON)

HON 101 FIRST YEAR HONORS SEMINAR 1

Prerequisite: Enrolled in Honors Program

A course designed for students admitted to the Honors Program in their first year. The course introduces students to the Honors Program and Ashland University through classes offered in seminar format, involving assigned readings, discussion, and written assignments.

HON 201 HONORS COMMUNITY ENGAGEMENT PROJECT 0

Prerequisite: Enrolled in Honors Program

To fulfill the Honors elective through the community engagement option, an Honors student must complete 3 community engagement projects, with each project involving at least 30 hours of community engagement and a 2-3 page reflection paper. The Honors student must fill out an Honors Community Engagement Contract for each project.

HON 310 HONORS CAPSTONE PREPARATION 1

Prerequisite: Enrolled in Honors Program; at least junior status

The process of preparing a capstone project, including selecting a topic, choosing mentors, preparing a bibliography, constructing a written thesis prospectus, and outlining a timetable for completing the Capstone Project. This course is required for all juniors who plan to complete an honors thesis their senior year. The course may be taken by conference if there is a scheduling conflict. Graded S/U.

HON 390 HONORS INTERDISCIPLINARY SEMINAR 3

Prerequisite: Enrollment in Honors Program; at least sophomore status

A course devoted to various topics related to the Honors Program Mission of challenging the mind and participating in an intellectual community devoted to discussion and dialogue. Topics will be cross-disciplinary in nature, and the course may be team taught. Typically, the course will be tied to a study abroad opportunity in the spring semesters of odd-numbered years. May be repeated once with a different topic. Meets CCI credit when completing the course with the study away component and the corresponding CCI narrative.

HEALTH SCIENCES (HS)

HS 104 FITNESS WALKING 1

Prerequisite: Admission

Each section meets two hours per week (or equivalency) for a half semester. Each section earns one semester credit. Sport skills and activities are taught for recreational and health outcomes. Special corrective work is given to meet individual needs upon recommendation of the school physician. Graded S/U.

HS 116 CONSUMER HEALTH 3

Prerequisite: Admission

A broad survey of health products and information available in the market place which may help or hinder the development of a healthy lifestyle.

HS 117 SELF DEFENSE/MARTIAL ARTS 1

Prerequisite: Admission

Each section meets two hours per week (or equivalency) for a half semester. Each section earns one semester credit. Sport skills and activities are taught for recreational and health outcomes. Special corrective work is given to meet individual needs upon recommendation of the school physician. Graded S/U.

HS 138 PHYSICAL FITNESS 1

Prerequisite: Admission

Each section meets two hours per week (or equivalency) for a half semester. Each section earns one semester credit. Sport skills and

activities are taught for recreational and health outcomes. Special corrective work is given to meet individual needs upon recommendation of the school physician. Graded S/U.

HS 153 WEIGHT TRAINING 1

Prerequisite: Admission

Each section meets two hours per week (or equivalency) for a half semester. Each section earns one semester credit. Sport skills and activities are taught for recreational and health outcomes. Special corrective work is given to meet individual needs upon recommendation of the school physician. Graded S/U.

HS 180 LIFETIME WELLNESS 3

Prerequisite: Admission

An examination and application of the components that contribute to the concept of personal wellness. This course will develop a process of moving toward optimal health and vitality that emphasizes individual responsibility for well-being through the practice of self-assessment and the adoption of health-promoting lifestyle behaviors. The health behaviors self-assessment will culminate with a personal portfolio that includes the three pillars of optimal health as the individual prepares his/her path to a better lifestyle.

HS 201 IMPACT OF CHRONIC ILLNESS 3

Prerequisite: Admission

This course will explore the effects of chronic health issues on individuals and families, including lay caregivers. Psychosocial, economic, social environment, behavioral, and health care system factors influencing chronic health issues will be examined by reading 4 first-hand accounts of chronic illness. These readings will be analyzed for patterns and themes and compared with theoretical bases and research support related to chronic health experiences of the individual and family. Social justice concerns related to chronic illness, such as social stigma, availability of resources, access to care, and extension of life, will be discussed.

HS 202 GLOBAL CHALLENGES IN PUBLIC HEALTH 3

Prerequisite: Admission

This course explores the challenges of public health from an international perspective through the focused examination of three historical case studies. In addition, a prospective assessment of public health will analyze its future role in promoting and protecting the health of populations across the globe (ex. South Asia or Sub-Saharan Africa). The core functions of public health will be discussed within the context of key case studies and compared with current public health policy and practice. Students will critically examine both historical and current public health challenges in order to gain a unique understanding of the public health needs of aggregates living in other nations, under differing socioeconomic, political and cultural conditions and the impact of those needs on allocation, constraints, and availability of resources.

HS 221 FOOD AND CULTURE 3

Prerequisite: Admission

Global view of the nutritional needs of individuals and how food needs are met; issues with food supply around the world, and consideration of factors which determine what societies and families eat (i.e., taboos, beliefs, rituals, and symbolism surrounding food.) The history of how people have met their food needs and potential future developments are covered. Meets CCI credit when completing the course with the study away component and the corresponding CCI narrative.

HS 320 EDUCATIONAL STRATEGIES FOR HEALTHCARE PROVIDERS 2-4

Prerequisite: Admission

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

HS 322 PHYSICAL AGING 3

Prerequisite: Admission

This course emphasizes health promotion in relation to the physiological aspects of aging. The functional consequences theory, which looks at how normal age-related changes and risk factors intersect to impact functioning in older adults, forms the framework for the course. Assessment of various aspects of the older adult's functioning in relation to normal aging and secondary aging due to chronic disease will be covered. Interventions for maximizing function and promoting health in the elderly will be presented. (Note: This will also count in the nursing major as one of the options for the advanced human biological science elective.)

HS 360 RESEARCH IN HEALTH SCIENCES 3

Prerequisite: MATH 208; ATR 165 or EXS 309 or DIET 320

This course will examine research methodologies and study designs associated with the health sciences, athletic training, dietetics, and exercise science. Students will complete a research proposal focusing on a research question related to their field of study, including a literature review, methodology, and statistical analyses. Basic quantitative statistical procedures and qualitative data analyses will be discussed. Procedures associated with Human Subject Review Board (HSRB) applications will be reviewed.

HS 380 NAVAJO RESERVATION CULTURAL IMMERSION 3

Prerequisite: NUR 105

All students will examine the Navajo culture in the context of health care. After the semester, students in the course with Study Away option will conclude with a weeklong immersion at a Navajo reservation in Arizona. Students will interact with the Navajo people at Tsehootsooi. Medical Center and the surrounding community. Meets CCI credit when completing the course with the study away component and the corresponding CCI narrative.

HS 425 TRENDS & ISSUES IN GLOBAL HEALTH 3

Prerequisite: PUBH 330, 345, 355, HS360 and HS320 for HS Students. See NUR 425 for course description.

HOMELAND SECURITY (HSEC)

HSEC 180 INTRODUCTION TO THE HOMELAND SECURITY 3

Prerequisite: None

Students will study the components of federal, state, and local homeland security agencies and the relationships between these agencies and the private sector. Particular attention will be placed on policy, plans, and procedures for disaster preparation, mitigation, and response in the government as well as private sector. HSEC/CJ credit.

HSEC 200 POLICING IN AN ERA OF HOMELAND SECURITY 3

Prerequisite: HSEC/CJ 180

Students will develop an understanding of police operations within the context of homeland security. Issues to be discussed include a detailed exploration of federal homeland security law enforcement agencies, policing strategies, and contextual tactics.

HSEC 210 BORDER AND TRANSPORTATION SECURITY 3

Prerequisite: HSEC/CJ 180

Provides an introduction to modern border and transportation security challenges as well as different strategies to mitigate issues related to border and transportation security. Students will be required to discuss cultural,

economic, legal, and political concerns and impacts associated with border and transportation security.

HSEC 220 INFRASTRUCTURE AND ENVIRONMENTAL SECURITY 3

Prerequisite: HSEC/CJ 180

Provides an introduction to the policy, strategy, and practical application of critical infrastructure and environmental security from an all-hazards perspective. Discusses a strategic context for 21st century risks to critical infrastructure systems and environmental concerns as well as the challenges and opportunities associated with these risks.

HSEC 250 COMMAND AND CONTROL SYSTEMS 3

Prerequisite: HSEC 200, 210, 220

Students will explore the various emergency plans developed to address various homeland security threats including terrorist actions, natural disasters, and manmade catastrophes. Topics include the Incident Command System (ICS), specific roles and responsibilities and communications systems within the ICS, as well as event planning and operations within the Joint Information Center (JIC).

HSEC 332 TERRORISM 3

Prerequisite: HSEC/CJ 180

This course will examine the various definitions of terrorism and terrorist groups. This course will also examine theories explaining terrorist behavior and how economics, race, religion and other factors influence terrorism and motivate terrorist groups. The course will explore the responses to terrorism, and particularly how terrorism is being fought globally through a Homeland Security lens. HSEC/CJ credit.

HSEC 355 HOMELAND SECURITY PLANNING 3

Prerequisite: HSEC 250

Students will explore the concepts of emergency operations plans. Students will analyze and evaluate emergency operations plans that address terrorist events and natural and manmade disasters using all-hazards risk analysis. Students will evaluate the processes of hazard identification and plan creation to address the events presented.

HSEC 403 FIELD EXPERIENCES IN HOMELAND SECURITY 3

Prerequisite: HSEC 410 or 432; Sr. Status

Provides an opportunity for Homeland Security students to apply learned knowledge and experience field work in an appropriate homeland security program, under the supervision of experienced homeland security and/or emergency management personnel.

HSEC 410 INTELLIGENCE OPERATIONS 3

Prerequisite: HSEC 250

Students will explore the collection, analysis, sharing and dissemination of information in local, state and federal governments and the private sector. Students will examine the interdependence of intelligence-gathering agencies. Students will compare and contrast criminal and national security intelligence. Students will apply domestic and international intelligence efforts to policy decisions.

HSEC 432 EMERGENCY MANAGEMENT 3

Prerequisite: HSEC/CJ 180

This course will introduce students to homeland security and emergency management protocols, natural disaster management, and the network of government, business, and non-profit resources. The course will also discuss policies and processes involved in emergency management. HSEC/CJ Credit.

HOSPITALITY MANAGEMENT (HSM)

HSM 135 INTRODUCTION TO THE HOSPITALITY INDUSTRY 3

Prerequisite: None

An introduction to the hospitality industry through an overview of structure and financial performance of the hospitality industry, food and lodging, resorts, attractions, and related operations. Special attention will be focused on orientation to customer service, cultural/economic trends, and career opportunities.

HSM 234 HOTEL OPERATIONS 3

Prerequisite: HSM 135, MGT 240, ACCT 201

A systematic study of accounting principles as they apply to the lodging industry, the requirements for special accounting procedures and records and their use in maintaining sound control and in supporting management decisions.

HSM 235 HOSPITALITY COST CONTROL 3

Prerequisite: MATH 208

Introduction to the application of computers in the hospitality industry. A study of how computers are used in hotels and restaurants for controlling reservations, making room assignments helping keep track of food and beverage charges, forecasting and scheduling. The course will serve as a foundation for integrating computer usage in other hospitality curriculum. Special emphasis will be directed to computerized front office operations.

HSM 250 FOOD & BEVERAGE OPERATIONS MANAGEMENT 3

Prerequisite: HSM 135 and HSM 235 or DIET 210; MGT 240; HSM 335 concurrent

Students will receive an overview of food and beverage operations and management. Topics include careers, equipment layout and décor, menu planning, management development, customer service and procurement.

HSM 334 MANAGEMENT OF INSTITUTIONAL EMPLOYEES 3

Prerequisite: Sophomore status

A study of acquiring, maintaining, motivating and utilizing a work force under the special conditions found in hotels, restaurants and other personal service type institutions.

HSM 335 ENVIRONMENTAL MANAGEMENT 3

Prerequisite: None

Examines the organization and operation of the housekeeping and engineering departments of food service facilities. The course stresses training and record keeping and provides essential technical information in electricity, heating, plumbing and other equipment. Additional significance of sanitation and personal hygiene in all food service operations will be studied. Knowledge needed to implement a sanitation program for any facility will be discussed.

HSM 336 FOOD PREPARATION I 3

Prerequisite: HSM 335

The course is designed to teach those with management responsibilities how quality foods are produced. Additionally, purchasing criteria and guidelines for the major groups of foods purchased by quantity buyers will be discussed. Topics including all the major food groups, cost implications, and cooking theory will be conducted by lecture format. Culinary techniques and practical production concentration will be provided at two- team member stations in a laboratory environment.

HSM 337 FOOD PREPARATION II 3

Prerequisite: HSM 336

A continuation of Food Preparation 1 The completion of all major food groups with relation to preparation and purchasing will be integrated in class lecture and lab. Emphasis on practical production procedures and

culinary techniques via team-station laboratory performance is continued.

HSM 410 GAMING & CASINO MANAGEMENT 3

Prerequisite: HSM 135, MATH 208

This course gives an overview of the various games and of managing odds. Emphasizes the financial, operational, marketing, legal, and ethical aspects of running gaming operations.

HSM 430 BEVERAGE MANAGEMENT 3

Prerequisite: HSM 135, HSM 235

This course looks at principles and practices regarding the production, selection, purchasing, storage, and service of beverage alcohol in the hospitality industry.

HSM 433 HOSPITALITY MARKETING 3

Prerequisite: MKT 233

A study of the controllable and non-controllable factors involved in marketing the food and lodging institution. Introduces the role of marketing, analyzes the consumer, and delves into the product planning, distribution planning, promotion planning and price planning roles of the hospitality manager. Hands-on class project developing an actual marketing and communication plan.

HSM 434 STRATEGIES IN THE HOSPITALITY INDUSTRY 3

Prerequisite: MGT 401, HSM 234 or HSM 250

A presentation of the many responsibilities which the law imposes upon institutional management and ownership.

HSM 435 QUANTITY FOOD PRODUCTION 3

Prerequisite: HSM 337

Practical application of management and production skills via laboratory procedures. Emphasis will be placed on the menu planning, menu costing, production scheduling, cost control and quality controls.

HSM 437 EVENT PLANNING 3

Prerequisite: HSM 135, HSM 235, HSM 335, ACCT 201

Practical application of the aspects of catering beginning with the requirements of banquet hall, mobile and off-premise catering, staffing requirements and service standards. Theme dinners will be served on a reservation basis in the Accent Room. Students will be responsible for all planning, implementation and control of these events.

HSM 480 HOSPITALITY SPECIAL TOPICS 3

Prerequisite: HSM Major

A course devoted to various topics related to issues in hospitality repeated once for different topics with approval of the chair.

INTERDISCIPLINARY STUDIES (IDS)

IDS 210 HUMAN NATURE 3

Prerequisite: See PHIL 210 for course information

IDS 215 ETHICS 3

Prerequisite: See PHIL 215 for course information

IDS 220 PRACTICAL THINKING 3

Prerequisite: See PHIL 220 for course information

IDS 280 APPLIED ETHICS 1-3

Prerequisite: See PHIL 280 for course information

IDS 320 SYMBOLIC LOGIC 3

Prerequisite: IDS/PHIL 220 recommended, see PHIL 320 for course information

IDS 490 INTERDISCIPLINARY STUDIES CAPSTONE 1

Prerequisite: Senior status in the program

This capstone experience will require students completing the Interdisciplinary Studies major to produce a written thesis that will identify important concepts, skills, and values necessary to unify the program foundation of *practical thinking* and *ethics* with their two chosen concentrations. Students will work with a faculty mentor to discern an appropriate topic that involves gathering and presenting research from multiple sources.

JOURNALISM AND DIGITAL MEDIA (JDM)

JDM 103 INTRODUCTION TO JOURNALISM AND MASS COMMUNICATION 3

Prerequisite: None

An introductory, yet critical examination of the history of journalism and the media and how mass media continues to influence society. Attention will be given to advances in technology and how they have changed journalism, the development and role of mediated communication and competition between traditional and emerging media.

JDM 133 VIDEO AESTHETICS I 3

Prerequisite: None

This course is an introduction and exploration of basic visual storytelling techniques using digital content creation tools such as video cameras and computer editing software. Students will learn the principles of visual aesthetics through the use of single-camera shooting technique. The focus will be on the creation and interpretation of meaning through the use of framing, shot composition, lighting, and editing.

JDM 203 WRITING FOR THE MEDIA 3

Prerequisite: None

This course stresses with development of practical skills in news writing for mass media in print, broadcast, and web formats. Emphasis is placed on news values and judgment, effective leads and organization, writing clarity, and style. Class assignments will involve writing projects on a variety of news topics.

JDM 211 PROFESSIONAL PRACTICE: NEWS PRODUCTION 1

Prerequisite: Major or minor with the Department of Journalism and Digital Media

Students in this course will get practical, hands-on experience working within the JDM facilities producing news and sports content for AUTV-20, The Collegian, and WRDL-FM. Students will focus on creating multi- media news and sports stories that will air during shows on AUTV-20 and WRDL-FM, and also be published in the paper and online for The Collegian. Students will also work with other students in JDM 212 and 213 to coordinate news and sports coverage. This one credit course is repeatable and is for JDM majors and minors only. Digital Media Journalism majors and minors are required to take at least four credits of this course. Course is graded S/U.

JDM 212 PROFESSIONAL PRACTICE: RADIO PRODUCTION 1

Prerequisite: Major or minor with the Department of Journalism and Digital Media

Students in this course will get practical, hands-on experience working within the JDM facilities producing media content for WRDL-FM. Students will work within all facets of radio production, including working as DJs, board operations for sporting events and shows, remotes, audio production, and working with JDM 211 students to coordinate content for various shows. This one credit course is repeatable and is for JDM majors and minors only. Digital Media Production majors and minors are required to take at least two credits of this course. Course is graded S/U.

JDM 213 PROFESSIONAL PRACTICE: TELEVISION PRODUCTION 1

Prerequisite: Major or minor with the Department of Journalism and Digital Media

Students in this course will get practical, hands-on experience working within the JDM facilities producing media content for AUTV-20. Students will work within all facets of television production, including working as crew for remote and studio productions, creating graphics, shooting and editing video, and working with JDM 211 students to coordinate content for various shows. This one credit course is repeatable and is for JDM majors and minors only. Digital Media Production majors and minors are required to take at least two credits of this course. Course is graded S/U.

JDM 214 PROFESSIONAL PRACTICE: SPECIAL TOPICS 1

Prerequisite: Major or minor with the Department of Journalism and Digital Media

Students in this course will get practical, hands-on experience producing media content for various purposes that are not part of the existing Journalism and Digital Media curriculum or professional practice offerings. This course is offered once a year and specific topic varies. This one credit course is repeatable and is for JDM majors and minors only. Course is graded S/U.

JDM 224 SPECIAL TOPICS IN DIGITAL MEDIA 3

Prerequisite: JDM 103

This course covers various topics and content related to today's media industry that are not a part of the Journalism and Digital Media curriculum. Topics reflect new techniques, areas, and issues facing the media currently. May be repeated for credit as topics change.

JDM 232 VIDEO AESTHETICS II 3

Prerequisite: JDM 133

In this course, students will build on the skills learned in JDM 133 to create more advanced video shooting and editing projects. The focus will be on the aesthetics and creative techniques associated with lighting, audio, and shooting video in the field. Additionally, students will learn the appropriate use of advanced editing techniques (effects, transitions, graphics, and color correction) to create meaning within a piece.

JDM 234 STUDIO PRODUCTION 3

Prerequisite: JDM 133

Course covers the practices, procedures, and techniques associated with the production of studio television programs.

JDM 237 BASIC AUDIO PRODUCTION 3

Prerequisite: JDM 133

Covers the basic theories of field and studio audio production. Students will become familiar with the use of field and studio audio equipment and will learn the basics of audio pre- and post-production techniques.

JDM 243 SPORTS BROADCASTING & PRODUCTION 3

Prerequisite: JDM 133

The course examines the history of multi-camera sports production techniques, the technology used and coverage formulas utilized by the broadcast and cable networks producing sporting events today.

JDM 245 FUNDAMENTALS OF RESEARCH AND REPORTING 3

Prerequisite: JDM 103, JDM 203

A course designed to instruct students in the fundamentals of news-gathering. Emphasis will be on interviewing techniques, computer-assisted research, public records laws, and how to glean important information from historical archives. The course will also focus on information literacy and the importance of sound news judgment.

JDM 246 MULTIMEDIA REPORTING 3

Prerequisite: JDM 103, JDM 203

This course is designed to teach students the fundamentals of creating news and information content for the web. The focus will be on writing techniques, information gathering and relevant software. Skills learned in this course will serve as the basis for longer-form web content created in JDM 307 and 336.

JDM 303 MEDIA LAW AND ETHICS 3

Prerequisite: None

An examination of the roles of the law and ethics in determining appropriate conduct in the fields of journalism, media production, and other areas of public communication. A fundamental understanding of first amendment principles and legal philosophy affecting freedom of expression in the media industries will be stressed.

JDM 307 ADVANCED REPORTING AND EDITING 3

Prerequisite: JDM 245, JDM 246 or Permission

A course designed to instruct students in comprehensive news gathering skills and new disseminating skills. Emphasis on investigation journalism that is assisted by gathering material derived from interviews, observation, public records, and other documents, and on using such research material to construct effective, in-depth news articles. The class will also analyze selected examples of hard news reporting from contemporary journalistic practice. Class assignments will involve extensive field research, in-depth written news stories and multi-media productions for the web.

JDM 311 SCRIPT WRITING AND DIRECTING 3

Prerequisite: JDM 234

An examination and practice in the two most basic functions in media production; directing and scriptwriting. Working collaboratively, students will execute a series of scriptwriting and direction projects of various format and lengths.

JDM 320 FEATURE WRITING 3

Prerequisite: JDM 245

A course stressing the development of effective techniques for researching and writing various forms of feature writing, including advances, entertainment reviews, columns, human interest and trend stories. The class will also analyze selected examples of feature writing from contemporary journalistic practice. Class assignments will involve a series of practical writing projects.

JDM 330 ORGANIZATION AND CORPORTATE VIDEO 3

Prerequisite: JDM 232

This course covers the practices and procedures associated with producing video for organizations and corporations. Pre- and post-production, as well as field and studio production work are all addressed in a corporate training video setting. Working with clients is also a key component to the course.

JDM 331 DIGITAL MEDIA MANAGEMENT 3

Prerequisite: JDM 103

A course exploring management theories and practices as they apply to radio and television broadcast stations, cable outlets and other electronic media facilities. Course topics include station management, programming, and formats, sales, marketing and research, promotion, engineering, consultants and syndication.

JDM 332 RADIO PRODUCTION AND PROGRAMMING 3

Prerequisite: JDM 237

Instruction in production technique with special emphasis on producing a full scale radio program. This course examines the role of the production director, state-of-the-art gear and how radio formats impact production mix down.

JDM 333 DIGITAL MEDIA TECHNOLOGIES 3

Prerequisite: JDM 232

This course explores more advanced and specialized video content using software-based tools. Students will go beyond basic shooting and editing and use the latest software tools to create broadcast-ready content including show opens, film trailers, graphics, and stop frame animation projects.

JDM 335 BROADCAST ANNOUNCING 3

Prerequisite: JDM 133

This is a course designed to improve presentation skills in the area of radio and television announcing. Students will learn proper techniques and voicing skills associated with announcing various types of radio and TV copy, including commercials, news, and sports. Assignments are written and performance based.

JDM 336 BROADCAST REPORTING AND WRITING 3

Prerequisite: JDM 245, JDM 246

Building off the foundation built in JDM 245 and 246, students will focus on the process of gathering, writing and presenting news for broadcast. Students will gather and edit video and audio, as well as prepare web versions of their stories. Student work will air on WRDL and AUTV-20 and be posted on The Collegian website.

JDM 337 ADVANCED AUDIO PRODUCTION 3

Prerequisite: JDM 237

Building from the skills learned in JDM 237, this course covers more advanced practices, procedures and techniques of audio field and studio production and post-production with emphasis on the design and construction of professional quality audio production involving complex mixture of audio techniques. Advanced non-linear soft-ware-based sound editing is also introduced.

JDM 342 SPORTS JOURNALISM 3

Prerequisite: JDM 245, JDM 246

This course is designed to instruct students in comprehensive news gathering and disseminating skills within the specific context of sports. Emphasis will be placed on the practices of sports reporting including game stories, interviews, features, the gathering and use of sports statistics, and the use of social media in sports journalism. Students will cover Ashland University sporting events and produce written pieces for use in The Collegian, and multi-media pieces for use on AshlandCollegian.com, WRDL-FM, and AUTV-20.

JDM 403 MASS MEDIA EFFECTS 3

Prerequisite: Junior status

This course is an intensive study of the effects of different forms of mass media on the audiences who consume media content. Students will explore the different theories and research in this field in order to gain a better understanding of the social and cultural impact of media systems.

JDM 405 THE GLOBAL IMPACT OF SOCIAL MEDIA 3

Prerequisite: Junior status

This course will study the evolution of social media and how it has changed the way society communicates and consumes information and content on a global scale. The course will focus on the application of relevant media theories in order to better understand how social media has shaped us as individuals and restructured interpersonal and mass communication on a societal level.

JDM 407 NARRATIVE JOURNALISM 3

Prerequisite: JDM 307 or JDM 336

A course designed to instruct students in the development of long form narrative journalism and the study of contemporary journalism. Class assignments will involve extensive field research and the writing of in-depth, nuanced narrative stories with multimedia components accompanying.

JDM 412 ADVANCED POST PRODUCTION AND EDITING 3

Prerequisite: JDM 333

This course covers the advanced techniques of non-linear video editing and special effect creation. It includes the creation and use of computer-generated graphics and digital video effects during the editing process. Students will produce video and web content. This course builds on skills learned in JDM 133, 232, 333.

JDM 436 INTERNSHIP IN DIGITAL MEDIA 3

Prerequisite: Junior status

A - Digital Media Journalism. B- Digital Media Production

All students enrolled in one of the majors are required to complete an internship. Students should apply the knowledge attained through their studies in a workplace similar to what they might seek after graduation. Internships can be started any time after the student's sophomore year, must reflect the student's area of study, and must be pre-approved by the faculty internship advisor for that major. Students must complete 100 hours of work at their internship in order to receive credit. Graded S/U.

JDM 437 MULTIPLATFORM AUDIO PRODUCTION 3

Prerequisite: JDM 337

This course is designed to develop an understanding of the relationship of audio production or podcasting to various related media including multimedia and broadcast. Sound design and the creation and recording of audio assets are stressed as the student develops the conceptual and practical know-how to operate as a creative producer of digital media.

LATIN (LTN)

LTN 110 ELEMENTARY LATIN I 3

Prerequisite: None

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

LTN 210 ELEMENTARY LATIN II 3

Prerequisite: LTN 110

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

LTN 310 INTERMEDIATE LATIN I 3

Prerequisite: LTN 210

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

MATHEMATICS (MATH)

MATH 100 DEVELOPMENTAL MATHEMATICS 3

Prerequisite: None

Designed to prepare students for courses having a prerequisite of one year of high school algebra. Students are placed in the course by ACT/SAT scores and high school records. This course is not open to a student with grade C or higher in any of the courses below. May not be applied to any mathematics/science requirement for graduation. Course will be graded A,B,C (with pluses or minuses) or U. If a U is earned, course must be repeated.

MATH 110 FINITE MATHEMATICS 3

Prerequisite: Two years of high school algebra or MATH 100

Covers some topics of modern mathematics including principles of counting, probability, matrices, linear programming, and mathematics of finance with applications to biology, business, economics, and other social sciences. Meets Core credit for math/logic.

MATH 111 PRECALCULUS 3

Prerequisite: Two years of high school algebra

A study of functions, functional notation, trigonometric functions, logarithmic and exponential functions. Preparation for calculus.

MATH 201 CALCULUS WITH APPLICATIONS TO MANAGEMENT, LIFE, AND SOCIAL SCIENCE I 3

Prerequisite: Two years of high school algebra; one year of high school geometry;

This is the first course in the Calculus with Applications sequence for non-mathematics majors. Functions, limits, derivatives and techniques of differentiation with applications to natural, social and management sciences are studied. Meets Core credit for math/logic.

MATH 202 CALCULUS WITH APPLICATIONS TO MANAGEMENT, LIFE, AND SOCIAL SCIENCE II 3

Prerequisite: MATH 201

A continuation of Math 201. Techniques of integration and multivariate calculus with applications to natural, social and management sciences are studied.

MATH 205 THE CALCULUS I 5

Prerequisite: MATH 111 or equivalent

This is the first course in the Calculus sequence for science and math majors. The focus is on theory and techniques for limits, derivatives, antiderivatives and definite integrals, and their applications. Meets Core credit for math/logic.

MATH 206 THE CALCULUS II 5

Prerequisite: MATH 205

This is the second course in the Calculus sequence for science and math majors. The focus is on transcendental functions and their applications, techniques of integration, indeterminate forms and improper integrals, and an introduction to infinite sequences and series.

MATH 208 ELEMENTARY STATISTICS 3

Prerequisite: Math ACT score of 18 or math SAT score of 480 or MATH 100

An introductory course designed to meet the needs of students in biology, business, economics, education, nursing, psychology, and sociology. Sample and theoretical frequency distributions, data dispersion and central tendency, estimation, hypothesis testing, correlation, and analysis of variance are topics studied. Meets Core credit for math/logic.

MATH 217 THEORY OF ARITHMETIC AND GEOMETRY 3

Prerequisite: Math ACT score of 18, Math SAT score of 480, or MATH 100

A study of the mathematical theories and concepts underlying intermediate arithmetic and geometry. Topics include number theory, number systems, elementary probability, geometry, estimation, mathematical reasoning, problem solving, and communication. The course will emphasize the use of group work and manipulatives. Meets Core credit for math/logic.

MATH 218 GEOMETRY FOR MIDDLE GRADES TEACHERS 3

Prerequisite: MATH 217

A study of mathematical concepts and procedures for teaching in the middle schools. Topics include knowledge of the NCTM Standards, 3-dimensional geometry, axiomatic systems, experimental probability, algebra, algorithmic techniques, and technology. Emphasis on group work and manipulatives.

MATH 223 DISCRETE MATHEMATICS I 3

Prerequisite: Three years high school college prep math

An introduction to set theory, logic, relations, functions, sequences, algorithms, number theory, and combinatorics. Meets Core credit for math/logic.

MATH 224 DISCRETE MATHEMATICS II 3

Prerequisite: MATH 223

A continuation of Math 223. A further exploration of foundational discrete structures and their applications to computer science. Topics include recurrence relations, graph theory, tree structures, and network models.

MATH 230 MATHEMATICAL MODELING 3

Prerequisite: MATH 206, MATH 223

This course is an introduction to the elements of mathematical modeling. It presents application-driven mathematical methods motivated by problems from within and outside of mathematics, exemplifies the usefulness of mathematics in problem solving, and demonstrates the connections among different mathematical topics.

MATH 250 MATHEMATICAL PROOF 1

Prerequisite: MATH 223

An introduction to the elements of mathematical proofs. Various forms and techniques of writing mathematical proofs are covered.

MATH 305 THE CALCULUS III 4

Prerequisite: MATH 206

A study of infinite series, power series, solid analytical geometry, and multivariate calculus.

MATH 307 LINEAR ALGEBRA 3

Prerequisite: MATH 202, MATH 206 or MATH 224

A study of vector spaces, linear transformations, determinants, and matrices.

MATH 308 OPERATIONS RESEARCH 3

Prerequisite: MATH 224

An introduction to the theory and computer assisted solution of problems in operations research, such as Markov chains, replacement models, inventory models, queuing theory, linear programming, and transportation models.

MATH 309 HISTORY OF MATHEMATICS 3

Prerequisite: MATH 206 OR 202, and MATH 223

A survey of the historical development of mathematics through the calculus, together with problems appropriate to the topics and period being studied.

MATH 311 MODERN GEOMETRY 3

Prerequisite: MATH 206, MATH 223, MATH 250

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

MATH 313 ELEMENTARY DIFFERENTIAL EQUATIONS 3

Prerequisite: MATH 305

An introductory course in elementary differential equations with applications to geometry, chemistry, physics, and the life and social sciences. Some topics include exactness, Bernoulli's equations, differential operators, and Laplace transform.

MATH 317 PROBABILITY 3

Prerequisite: MATH 223, MATH 250; MATH 202 or MATH 206

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 318 MATHEMATICS OF STATISTICS 3

Prerequisite: MATH 250, MATH 305, and MATH 317

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

MATH 319 NUMBER THEORY 3

Prerequisite: MATH 206, MATH 223, and MATH 250; CS 121 recommended

An introductory course in the fundamentals of number theory. Emphasis on proof techniques, Euclidean algorithm, primes, congruencies, continued fractions, and Euler Phi function, with applications to computer science, cryptography, and mathematics education.

MATH 320 FINANCIAL MATHEMATICS 3

Prerequisite: MATH 223, MATH 305

Introduction to the fundamental concepts of financial mathematics, and how these concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, asset/liability management, investment income, capital budgeting, and valuing contingent cash flows. The course content is based on the syllabus for the Society of Actuaries (SOA) professional Exam FM - Financial Mathematics.

MATH 341 APPLIED REGRESSION ANALYSIS 3

Prerequisite: MATH 208 or MATH 318

The student will learn to execute three major steps in the data analysis process: to identify the appropriate statistical technique for a given research problem; to conduct analyses (one-sample, dependent-samples, and independent-samples t tests, one-way ANOVA, two-way ANOVA, simple regression and correlation, multiple regression, chi-square tests, discriminant analysis, factor analysis, and multivariate analyses) using statistical software (such as SPSS or R); and to interpret the statistical values generated by these various analytical tools.

MATH 415 INTRODUCTION TO MODERN ALGEBRA 3

Prerequisite: MATH 223, MATH 250, and MATH 307

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

MATH 417 INTRODUCTION TO ANALYSIS 3

Prerequisite: MATH 250 and MATH 305

The real number system, indeterminate forms, partial differentiation, infinite series, and multiple and improper integrals are treated more rigorously than in the elementary calculus course.

MATH 450 SEMINAR 1

Prerequisite: Junior or Senior math/integrated math/actuarial science minors and majors

Various topics in mathematics will be investigated. Content will vary depending upon the interests and needs of the students. Students, invited speakers, and faculty will present topics. May be repeated for a total of 4 hours.

MATH 470 SPECIAL TOPICS IN MATHEMATICS 1-3

Prerequisite: MATH 305 or MATH 307

A course devoted to various topics of mathematical interest. May be repeated for credit as topics change.

The following graduate-level mathematics courses are intended for high school teachers seeking the credentials necessary in order to teach introductory college-level mathematics courses at their schools as part of their College Credit Plus program.

MATH 610 COMPLEX ANALYSIS 3

Prerequisite: An undergraduate course in Real Analysis

Complex variables; elementary functions, differentiation and analytic functions; integration and Cauchy's theorem; power series and Laurent series; residue theorem; applications such as conformal mappings, inversion of integral transform.

MATH 620 ABSTRACT ALGEBRA 3

Prerequisite: An undergraduate course in Modern/Abstract Algebra

Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory.

MATH 630 NUMBER THEORY 3

Prerequisite: None

Euclidean algorithm, unique factorization theorem, congruencies, primitive roots, indices, quadratic residues, number-theoretic functions, Gaussian integers and continued fractions.

MATH 640 SPECIAL TOPICS 1-3

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.

MATH 650 COMBINATORICS 3

Prerequisite: None

An introduction to the basics of enumerative combinatorics: counting methods such as generating functions, recurrence relations, and the inclusion-exclusion formula.

MATH 660 NUMERICAL ANALYSIS 3

Prerequisite: None

Numerical methods for solving systems of linear equations and nonlinear equations. Polynomial and spline interpolation techniques, and numerical approximation of derivatives and integrals. Approximate solutions of ordinary differential equations.

MATH 670 STATISTICAL METHODS 3

Prerequisite: An undergraduate course in Elementary Statistics

Steps in the data analysis process: how to identify the appropriate statistical technique for a given research problem; how to conduct analysis using software; and how to interpret the statistical values generated by various analytical tools.

MASTER OF BUSINESS ADMINISTRATION (MBA)

MBA 501 ORGANIZATIONAL DESIGN, DEVELOPMENT, AND CHANGE MANAGEMENT 3

Prerequisite:

This course explores the theories and concepts managers can apply, on their own or in collaboration with an OD consultant, to drive effective change management initiatives within their departments or organizations. The course examines how to create and enact positive change in business at the systems level by understanding the elements of organizational design as well as theories and models pertinent to organizational change. The course focuses on large-scale OD interventions as well as strategies and tactics managers can employ to plan, enact, and monitor change within their spheres of influence. Topics covered in this course include understanding the fundamentals of organizational design; systems thinking and its impact on the change process; defining OD and the dynamics of change in relationship to organizational culture; exploring core OD values in the content of globalization; various OD interventions used at the individual, group and organizational levels; and key issues managers should weigh to initiate and successfully manage change processes within their organizations.

MBA 502 MANAGERIAL ECONOMICS 3

Prerequisite:

Managerial economics instructs managers on the economic approach to management. This course stresses three areas of management decision making: allocative, controlling behavior, and profit analysis. Central to any organization's functioning is the allocation of resources to competing ends for the purpose of accomplishing a final goal. Managerial economics teaches the logic of this process using the classical optimization vocabulary of resource, constraint, competing ends, accounting prices, economic prices, final goal, and choice. Humans, being a highly social species with a high-level consciousness, want to describe, explain, control, and predict behavior. Any human organization, if it is to be successful, requires behavioral technologies to deal with its own members and outsiders. Managerial economics teaches the rational actor's approach to describing, explaining, controlling, and predicting behavior. Finally, the sine qua non of a capitalistic business is profit. Yet few managers appreciate the constellation of variables that determines it. Managerial economics employs a profit model that allows managers to see the connections among demand, resource prices, technology, quantities of fixed input, a product's price, a firm's capacity utilization rate, and profit. Emphasized throughout this course are reasoning and problem solving skills as opposed to memorization.

MBA 503 OPERATIONS MANAGEMENT 3

Prerequisite: MBA 500H Quantitative and Statistical Methods or equivalent

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

MBA 504 BUSINESS STATISTICS 3

Prerequisite: MBA 500H Quantitative and Statistical Methods or undergraduate statistics course

Included in this course are the topics of descriptive statistics, sampling procedures, hypotheses testing, statistical quality control charting, confidence limits, analysis of variance, chi-square tests, and simple and multiple regression. These concepts are related to business decisions and form the basis for data analysis and model building encountered in other MBA courses.

MBA 505 FINANCIAL MANAGEMENT 3

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

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

MBA 507 MARKETING MANAGEMENT 3

Prerequisite: MBA 500E Marketing or equivalent

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

MBA 509 INTERNATIONAL BUSINESS MANAGEMENT 3

Prerequisite:

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

MBA 510 ORGANIZATIONAL BEHAVIOR 3

Prerequisite: MBA 500A Business Organization or equivalent

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

MBA 511 MANAGERIAL ACCOUNTING 3

Prerequisite: MBA 500B Accounting or equivalent

The study and evaluation of accounting information relevant to internal management decisions. Topics include cost behavior concepts, product costing, cost-volume-profit analysis, budgeting, variance analysis, and performance measurement.

MBA 513 MANAGEMENT INFORMATION SYSTEMS 3

Prerequisite:

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

MBA 514 SPECIAL TOPICS IN BUSINESS 3

Prerequisite:

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

MBA 516 MBA SEMINARS 1

Prerequisite:

The purpose of these seminars is to provide MBA graduates, active students and prospective students the opportunity to broaden their knowledge of current issues in business. These courses will be presented in seminar format, such as all day Friday and Saturday

morning sessions, taught by educators as well as business professionals. Some seminars may feature a keynote speaker at either a luncheon or dinner included in the seminar. The prerequisites required for a specified seminar would depend upon the detail and rigor of the topic. Students may apply credit from a maximum of three of these seminars as a substitution for only one MBA course.

MBA 517 STRATEGIC PLANNING AND POLICY 3

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

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

MBA 530 FOUNDATIONS OF PROJECT MANAGEMENT 3

Prerequisite:

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

MBA 531 INCREASING ORGANIZATIONAL CAPACITY IN PROJECT MANAGEMENT 3

Prerequisite:

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

MBA 533 ADVANCED TOPICS IN COMMUNICATIONS FOR PROJECT MANAGERS 3

Prerequisite:

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

MBA 535 SYSTEMS ANALYSIS AND DESIGN 3

Prerequisite:

This course is designed for those who want to equip themselves with business systems analysis and design skills, which is a specific category of information systems dealing with methodologies and procedures to analysis business needs in evaluation existing and proposed systems. The course will examine the life cycle of an information system from initial business problem through system development, implementation, and maintenance. Students will follow the development of various systems stems through the use of select business cases. This course will address issues important to managers when considering the big picture of providing the right information to the right person in the right format at the right time.

MBA 540 ENTREPRENEURSHIP AND INTRAPRENEURSHIP 3

Prerequisite:

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

MBA 541 BUSINESS INFORMATION SYSTEMS FOR THE SMALL BUSINESS 3

Prerequisite:

This course will examine business information systems as they relate to small businesses. It will examine the various cycles of a small business- revenue cycle, purchase cycle, human resources, financial statement 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.

MBA 542 BUSINESS TAX PLANNING 3

Prerequisite:

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

MBA 543 ENTREPRENEURIAL LAW 3

Prerequisite:

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

MBA 544 SMALL BUSINESS MANAGEMENT 3

Prerequisite:

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

MBA 545 BUSINESS INTELLIGENCE AND DATA ANALYTICS 3

Prerequisite:

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

MBA 546 BUSINESS ANALYTICS I 3

Prerequisite:

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

MBA 547 BUSINESS ANALYTICS II 3

Prerequisite: MBA 546

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

MBA 548 ANALYTICAL MODELING FOR DECISION MAKING 3

Prerequisite: MBA 546 or MBA 500H, or equiv.

Analytical modeling is the important tool used in business analytics to improve an organization's ability to enact rational and meaningful management decisions. This class will expose students to the use of optimization and simulation models to assist in decision-making in a variety of business applications, including production, logistics, marketing, accounting and finance. Topics covered include linear/nonlinear optimization, simulation, and decision analysis. A strong emphasis on case studies and experiential learning will be used throughout the course, in order to give students practical experience with the tools. Students will develop and apply optimization and emulation models using Microsoft Excel and Excel's add-in, solver

MBA 550 FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT 3

Prerequisite:

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

MBA 551 LABOR RELATIONS AND COLLECTIVE BARGAINING 3

Prerequisite:

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

MBA 552 TRAINING AND DEVELOPMENT 3

Prerequisite:

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

MBA 553 COMPENSATION AND BENEFITS 3

Prerequisite:

This course surveys both the theories behind employee reward, including basic compensation and the basis therefore, as well as additional employee benefits provided by the company. Developing an effective and efficient system of compensation for labor and benefits created should be a principal goal of the cost-conscious organization. Consideration is made for discriminatory pay that may significantly play into the manager's response to wage concerns. The course examines both processes of employee performance appraisal and administration of benefits.

MBA 560 INVESTMENTS 3

Prerequisite:

This course is designed to improve students understanding of the fundamentals of money and capital markets and how it relates to personal investing. During this course we will discuss stocks, bonds, and mutual funds. Students will gain a better understanding of equity and income security pricing models. Construction of an investment portfolio will also be developed. This course will require students to develop their own investment strategies through the management of a group of investments.

MBA 561 EMERGING FINANCIAL MARKETS 3

Prerequisite:

This course focuses on the characteristics of financial markets, instruments, and practices in transition economies where economic liberalization and financial deregulation have recently been implemented as a strategic response to globalization.

MBA 562 GLOBAL FINANCE 3

Prerequisite:

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

MBA 564 FINANCIAL MARKETS TOUR (CHICAGO OR NEW YORK CITY 3

Prerequisite:

This course is to help the MBA student understand the different vehicles and instruments available for the investor and how they are traded, purchased and sold, in the market place. It is designed to emphasize the institutions that create markets for investment purpose. This course will culminate in a tour to Chicago/New York to visit financial districts.

MBA 567 MULTINATIONAL MANAGEMENT 3

Prerequisite:

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

MBA 568 INTERNATIONAL BUSINESS STUDY TOUR 3

Prerequisite:

This course integrates class theory with practical observation of the global market activity today's manager may experience. Students will have an opportunity to visit and interact with foreign business managers, financial markets, government representatives and other cultural events that will provide the student with a better understanding of the intricacies when working in an international setting. This course may be repeated for credit for different study tours at different destinations.

MBA 570 SUPPLY CHAIN MANAGEMENT 3

Prerequisite:

This course will introduce the student to the fundamentals of Supply Chain Management systems. The student will demonstrate knowledge in topics such as purchasing, logistics, operations, and system development.

MBA 571 LOGISTICS AND PROCUREMENT 3

Prerequisite:

This course will introduce the student to the basic principles of Logistics and Procurement. The course will focus on information, warehousing, and transportation mode requirements necessary for the development of a comprehensive logistics system. It will introduce the student to the basic principles of Procurement by focusing on the purchasing process and structure, as well as, supplier evaluation.

MBA 572 SUPPLY CHAIN STRATEGY 3

Prerequisite:

This course will introduce the student to the basic principles of Supply Chain Strategy. The course will focus on the integration of the warehousing, inventory, and transportation requirements to form an operational Supply Chain Strategy.

MBA 575 THE HEALTH CARE ORGANIZATION 3

Prerequisite: None

This course provides a comprehensive overview of the health care system in the United States by examining the various components that collectively define the health care industry. The course will enable the student to develop a global understanding of health care management and leadership.

MBA 577 MANAGING THE HEALTH CARE ORGANIZATION-THE FINANCIAL PERSPECTIVE 3

Prerequisite: MBA 575 or permission

This course provides the student with a set of strategies and techniques from managerial finance and economics that can be applied to financial and operational problems in the health care industry.

MBA 579 IMPROVING THE HEALTH CARE ORGANIZATION 3

Prerequisite: MBA 575 or permission

This course focuses on the application of business analytics, informatics, performance and quality improvement in the health care sector with the goal of integrating each of the factors into the overall improvement of a health care organization.

MBA 601 INDEPENDENT RESEARCH PROJECT 3

Prerequisite:

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

MBA 602 INDEPENDENT RESEARCH PROJECT 3

Prerequisite:

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

MASTER OF BUSINESS ADMINISTRATION FOUNDATIONS (MBAF)

MBAF 500A BUSINESS ORGANIZATION 3

Prerequisite:

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

MBAF 500B ACCOUNTING 3

Prerequisite:

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

MBAF 500C ECONOMICS 3

Prerequisite:

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

MBAF 500E MARKETING 3

Prerequisite:

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

MBAF 500F FINANCE 3

Prerequisite:

This course introduces the student to finance terminology, types of financial instruments, and the role of financial planning in the corporate setting.

MBAF 500G INFORMATION TECHNOLOGY 3

Prerequisite:

This course is designed to develop the student's basic skills in the use of information technology, including spreadsheets, presentation graphics, and the Internet.

MBAF 500H QUANTITATIVE AND STATISTICAL METHODS 3

Prerequisite:

This course is designed to develop the student's quantitative and statistical knowledge to a level required to perform the mathematical and statistical operations contained in MBA 503 Operations Management, and MBA 504 Business Statistics.

MBAF 500I PROFESSIONAL INTERNSHIP 0

Prerequisite:

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

MULTIDISCIPLINARY STUDIES (MDS)

MDS 490 MULTIDISCIPLINARY CAPSTONE EXPERIENCE 1

Prerequisite: None

This capstone experience requires students completing a multidisciplinary major to complete a mentored project addressing characteristics that distinguish each of their cognate areas, identifying how the cognate areas connect, compliment, or reinforce elements from one another. Students will apply their learning through an internship and/or appropriate project that involves gathering and presenting information from multiple sources and must include a written component.

MANUFACTURING MANAGEMENT (MFG)

MFG 201 MANUFACTURING PROCESSES 3

Prerequisite: None

Students will investigate a variety of manufacturing techniques including casting, powder metallurgy, metal forming, hot and cold working, arc and gas flame welding, rapid prototyping, microelectronic manufacturing, and chip-type machining processes.

MFG 202 APPLIED MECHANICS & HYDRAULICS 3

Prerequisite: None

This course is the study of fluids and air pressure, their properties, behaviors and applications.

MFG 306 OCCUPATIONAL SAFETY & HEALTH 3

Prerequisite: MFG 201

This course is the study of safety and health care practices used in industry.

MFG 310 ELECTRICAL CIRCUITS & DEVICES 3

Prerequisite: MFG 201

This course is to provide a general understanding of electricity and the operation of electrical devices; to be able to make electrical measurements and basic calculations involving voltage, current, resistance, reactance, capacitance, and power; and to learn how to supply power to commercial equipment.

MFG 405 FOUNDATIONS OF PROJECT MANAGEMENT 3

Prerequisite: MFG 201

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

MANAGEMENT (MGT)

MGT 100 CONTEMPORARY BUSINESS 3

Prerequisite: None

The purpose of this course is to introduce the student to the organization and operation of the basic product- and service-producing institutions in our society-business firms-and the economic environment in which these businesses make decisions.

MGT 240 INTRODUCTION TO MANAGEMENT 3

Prerequisite: None

A survey course which aims to familiarize students with accepted management theory as well as contemporary thinking that might challenge the assumption forming the foundation of traditional management practices. Students will learn the management functions of planning, organizing, leading and controlling in the context of a changing global environment and explore ethical issues facing managers working with today's diverse workforce.

MGT 307 ORGANIZATIONAL THEORY & DESIGN 3

Prerequisite: MGT 240

An advanced macro approach to business organizational studies with a comprehensive survey and analysis of contemporary findings interpreted with current theory and its application to all phases of business management, personnel, production and/or service, material and control.

MGT 318 ORGANIZATIONAL BEHAVIOR 3

Prerequisite: MGT 240

A human relations approach to personnel selection and development, human engineering and motivation, supervision and work efficiency, individual and group behavior in business organizations, evaluation and testing, organizational development and control.

MGT 319 OPERATIONS MANAGEMENT 3

Prerequisite: MGT 240 and MATH 208

This is an introduction to the operations function A study of modern theory and practice relating to the operations function in both manufacturing and service organizations. Quantitative management tools will be surveyed.

MGT 323 BUSINESS COMMUNICATION 3

Prerequisite: ENG 102

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

MGT 324 HUMAN RESOURCE MANAGEMENT 3

Prerequisite: MGT 307, MGT 318

The basic function of management as applied to personnel problems of a business organization. Consideration given to special problems of employment, health, safety, labor relations and morale, employee education and training, wages and salaries.

MGT 325 INTERPERSONAL COMMUNICATION FOR BUSINESS 3

Prerequisite: MGT 318 and MGT 323

Students will investigate and practice a variety of communication techniques in face-to-face situations as they arise in the relationship between supervisors and their subordinates. Orientation will be toward communication objectives and methods needed to effectively manage a productive enterprise or project.

MGT 327 RISK AND INSURANCE 3

Prerequisite: ECON 232, ECON 233, MATH 208

Economic theory of risk, its significance and treatment; theory and practice of property, liability, life and health insurance.

MGT 340 MANAGEMENT SCIENCE 3

Prerequisite: MIS 221, MATH 208

A survey of techniques of management science, an approach to managerial decision making that involves the use of quantitative tools of analysis. Topics covered will include linear programming, queuing models, simulation, decision analysis, and networking models for project management.

MGT 343 SOCIAL RESPONSIBILITY AND BUSINESS ETHICS 3

Prerequisite: MGT 240

A study of the moral, ethical and social roles of enterprise. Working from a historical perspective, the changing patterns of values and

normative models of behavior tolerated, expected or required by society will be explored. Contributions from other disciplines will be utilized.

MGT 401 BUSINESS LAW I 3

Prerequisite: Junior status

Introduces the business student to the legal principles involved with contract law, real property, personal property, bailment law and agency law.

MGT 402 BUSINESS LAW II 3

Prerequisite: MGT 401

An in-depth examination of particular legal principles including, but not limited to, business formation and design, regulatory compliance, consumer protection, and administrative agency law.

MGT 423 COMPENSATION AND BENEFITS 3

Prerequisite: MGT 324

This course is an introduction to the use, design, and effectiveness of strategic compensation and reward programs within an organization. A systematic approach will be utilized in investigating organizational and employee behavior, practices, and legal constraints in designing/implementing compensation and benefit programs.

MGT 424 TRAINING & DEVELOPMENT 3

Prerequisite: MGT 324

This course is an introduction to training and development in organizations. Students will have the opportunity to analyze, assess, design, plan, and evaluate training programs. The course will examine the process in assembling and delivering a training program. This includes assessment of training needs and the evaluation of training programs within the context of organization and global markets.

MGT 425 EMPLOYMENT LAW & LABOR RELATIONS 3

Prerequisite: MGT 324

A comprehensive course designed to investigate employment law, employee and labor relations and their resulting impacts in organizations. It introduces employment law examining the application of statutes and case law. This course studies the evolution of U.S. employment laws, labor unions, bargaining techniques, contract administration, with emerging issues in the U.S. and globally.

MGT 450 SPECIAL TOPICS FOR MANAGEMENT 1-3

Prerequisite: Senior status

A course devoted to various topics of current management issues. May be repeated once for different topics with approval of management faculty.

MGT 480 GLOBAL MANAGMENT 3

Prerequisite: MGT 240, Senior status

The course deals with the strategic management of multinational/translational corporations, focusing on the international environment, competitive strategy formulation, implementation and control along with MNC organization design and structure. Figuring prominently in the course will be comparative management issues related to managing in different international settings, particularly issues that relate to increasing firm competitiveness in the global context.

MGT 489 SENIOR SEMINAR-BUSINESS CAPSTONE 3

Prerequisite: COBE major and senior status

This interdisciplinary course integrates content from a variety of disciplines, including business and economics. Students will examine multiple objectives, synthesize concepts, identify problems, analyze and evaluate alternate solutions, and put knowledge into practice.

MGT 499 SENIOR ASSESSMENT 1

Prerequisite: COBE major and senior status

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

MANAGEMENT INFORMATION SYSTEMS (MIS)

MIS 221 INFORMATION TECHNOLOGY 3

Prerequisite: None

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

MIS 346 E-COMMERCE 3

Prerequisite: MIS 221; MKT 233 or MGT 240

This course is designed to introduce students to business, cultural, technical, and social/legal aspects of using the Web for business in a global context transcending the U.S. or any specific national boundary. Figuring prominently in the course will be examination of cultural, business and social dimensions of e-commerce, including web site design, across multiple countries. Students will work on a group project that involves the development of a business plan and the design of an e-commerce business using IS skills and knowledge you have obtained from this course and other courses taken.

MIS 370 PROGRAMMING FOR BUSINESS I 3

Prerequisite: MIS 221

An introduction to computer programming in the business environment. Using Visual Basic, students will design, flowchart, program, enter, test and debug, and document programs of minimal to medium degree of difficulty.

MIS 371 PROGRAMMING FOR BUSINESS II 3

Prerequisite: MIS 370

A continuation of MIS 370. Will involve advanced programming techniques, including file handling. Complex problem-solving situations will be under- taken in order to provide the student with applications-oriented experience.

MIS 372 SYSTEMS ANALYSIS AND DESIGN 3

Prerequisite: MIS 221

An introduction to the concepts and methods of systems analysis and design. The course will examine the life cycle of an information system from initial business problems through system development, implementation, and maintenance. Students will follow the development of various systems through the use of select business cases.

MIS 452 SPECIAL TOPICS IN INFORMATION SYSTEMS 1-3

Prerequisite: MIS 372

Examines various topics related to current issues in information systems. May be repeated once for different topics with the approval of IS faculty.

MIS 470 DATABASE MANAGEMENT 3

Prerequisite: None

An introduction to database management which combines theory with application. The course will present aspects of relational database theory including cardinality, normalization, and referential integrity. Students will then apply these theories to design, and implement databases using a variety of database management systems.

MIS 472 BUSINESS INTELLIGENCE, ANALYTICS, AND DATA VISUALIZATION 3

Prerequisite: MIS 221 or CS 121

An examination of the role of information systems in managerial decision making. The course describes the decision making process and examines how various information systems are used to support this process. Specific topics covered in the course include decision support systems, business intelligence, and knowledge management.

MIS 473 ADVANCED SYSTEMS DEVELOPMENT 3

Prerequisite: MIS 371, MIS 372, MIS 470

A study of advanced systems design and development methodologies. The course will include a project requiring the student to develop and implement a computer-based information systems.

MIS 475 NETWORK FUNDAMENTALS AND INFORMATION SECURITY 3

Prerequisite: MIS 370 or CS 121

Overview of network technology for local area networks (LANs), wide area networks (WANs), and the internet. Focus will be placed on designing, implementing, managing, and troubleshooting a network environment. A foundation-level understanding of the various domains for certification as an information systems security professional will also be discussed

MIS 479 MANAGEMENT OF INFORMATION SYSTEMS 3

Prerequisite: MIS 372

The theory and practice of planning, control and administration of the management aspects of IS installations will be analyzed in general, and information resource management in particular. This course will develop the background necessary for relating the practice of information systems support to the realities of management needs. The student will be responsible for researching and reporting on current topics in the field.

MARKETING (MKT)

MKT 233 PRINCIPLES OF MARKETING 3

Prerequisite: None

This course outlines the essential concepts, principles and terminology required to understand basic marketing. Materials will deal with the areas of promotion, distribution, product development, the general marketing environment and information sources for marketing decisions.

MKT 310 INTERNATIONAL BUSINESS/CULTURE 3

Prerequisite: None

Treats the interrelationship of the cultures of other nations with that of the U.S. within a business setting. The first half of the course focuses on cross- cultural relations, using role- playing and cross-cultural awareness games. The second half focuses on the impact of culture on international and multi- national business, including such subjects as bribery, morality, and people- relations.

MKT 311 MARKET ANALYSIS AND RESEARCH 3

Prerequisite: MKT 233

Students will be exposed to the research process with a focus on the analysis of the data provided through this process. Topics covered will include investigation into market stratification, validation of data and statistical analysis and significance of data.

MKT 313 SALESMANSHIP 3

Prerequisite: MKT 233

Techniques of effective selling, the psychological marketing and economic elements of the salesman's job. Designed for students in all fields, as well as for those majoring in marketing and commercial education.

MKT 314 ADVERTISING PRINCIPLES 3

Prerequisite: MKT 233

A course in the general principles of advertising and sales promotion as applied to the sale of goods and services. A study of advertising agencies, advertising departments, copy, layouts, illustration and media and advertising research.

MKT 315 RETAIL MERCHANDISING 3

Prerequisite: MKT 233

A study of the operation and management of retail establishments, including detailed consideration of problems in store policies, organizations, location, services, buying, sales systems and records.

MKT 317 INTERNATIONAL MARKETING 3

Prerequisite: MKT 233

The integration of the basic elements of marketing into the international marketing system. The application of marketing strategies into the global market, creating an international business entity and arranging all elements of the business to compete globally.

MKT 326 CONSUMER BEHAVIOR 3

Prerequisite: MKT 233

See PSYC 306 for course description.

MKT 333 SERVICES MARKETING 3

Prerequisite: MKT 233

Presents the concepts that differentiate the marketing of services from the marketing of products. Topics for discussion include the services marketing mix, customer retention, and service quality.

MKT 402 SOCIAL MEDIA MARKETING 3

Prerequisite: MKT 233

Students will be introduced to social media strategies and tactics with a focus on applying these concepts to small to medium businesses (SMBs) and/or enterprises (SMEs) and Large Enterprise. Topics covered will include incorporating social media platforms into a brand’s marketing communications, channel strategy execution, and harnessing resultant social media channel data to yield valuable and actionable customer insights.

MKT 403 DIGITAL MARKETING 3

Prerequisite: MKT 233

Students will be exposed to digital marketing strategies and tactics with a focus on applying these concepts to SMBs, SMEs and Large Enterprise. Topics covered will include metrics and conversions, social and community, e-mail marketing, user interface and experience, online advertising, search engine optimization, and content marketing.

MKT 411 MARKETING MANAGEMENT 3

Prerequisite: MKT 233, 311, 326

A study of the factors involved in the management of the marketing function. Focus is on the achievement of the firm's goals through product development, promotion, pricing and physical distribution. The marketing structure is studied as a system within the competitive market economy.

MKT 451 SPECIAL TOPICS IN MARKETING 3

Prerequisite: Senior Status

A course devoted to various topics related to current issues in marketing. May be repeated once for different topics with approval of marketing faculty.

MUSIC (MUSIC)

MUSIC CORE CREDIT FOR APPLIED MUSIC AND ENSEMBLES

Private applied music courses and all ensembles, except for 040 Orchestra, meet up to 3 hours of Core credit for aesthetics. All applied music courses and ensembles may be repeated for credit.

MUSIC 010A UNIVERSITY BAND-MARCHING 1

Prerequisite: None

Marching Band meets in the fall semester only. Membership is open to students from all majors. The band appears at all home football games, selected campus and community events, and a selected away game or marching exhibition. The ability to play a wind or percussion instrument or ability to be part of the auxiliary units (color guard or feature twirler) is a prerequisite. Auxiliary members must audition. Major ensemble. No audition is required. Up to 3 hrs. combined for Core Aesthetics Requirement.

MUSIC 010B-C UNIVERSITY BAND-SYMPHONIC .5-1

Prerequisite: Audition

Symphonic Band meets in the late fall semester and in the spring semester. Membership is open to students of all majors. This ensemble stresses a high level of artistry and membership and is intended to be an active medium for the study and performance of fine literature for the modern band. For music majors, it also provides the opportunity to observe rehearsal techniques and to reinforce and synthesize other aspects of their musical study. The ability to play a wind or percussion instrument is a prerequisite. Major ensemble. Up to 3 hrs. combined for Core Aesthetics Requirement.

MUSIC 011 BRASS ENSEMBLE .5

Prerequisite: Audition

Students will study, practice, and perform brass chamber music. Up to 3 hrs. combined for Core Aesthetics Requirement.

MUSIC 012 WOODWIND ENSEMBLE .5

Prerequisite: Audition

Students will study, practice, and perform woodwind chamber music. Up to 3 hrs. combined for Core Aesthetics Requirement.

MUSIC 013 PERCUSSION ENSEMBLE .5

Prerequisite: Audition

Students will study, practice, and perform percussion ensemble music. Up to 3 hrs. combined for Core Aesthetics Requirement.

MUSIC 014 JAZZ ENSEMBLE 1

Prerequisite: Audition

Students will sight read, rehearse and perform jazz music in the big band idiom at their highest potential. In addition to campus performances, there will be concerts and tours off campus. Up to 3 hrs. combined for Core Aesthetics Requirement.

MUSIC 015 JAZZ COMBO .5

Prerequisite: Audition

Students will study, practice, and perform jazz music with emphasis on improvisation. Up to 3 hrs. combined for Core Aesthetics Requirement.

MUSIC 017 STRING ENSEMBLE .5

Prerequisite: Audition

Students will study, practice and perform ensemble music for orchestral string instruments. Core Aesthetics course.

MUSIC 020 WOMEN'S CHORUS .5

Prerequisite: Audition

Promotes healthy vocalization, musical literacy and artistic development through choral music for treble voices. Up to 3 hrs. combined for Core Aesthetics Requirement.

MUSIC 022 UNIVERSITY CHOIR 1

Prerequisite: Audition

Allows students to rehearse, learn, and perform music suitable for the choral medium to a high degree of artistic excellence. Up to 3 hrs. combined for Core Aesthetics Requirement.

MUSIC 030 CHAMBER SINGERS .5

Prerequisite: Audition

Allows students to rehearse, learn, and perform music suitable for vocal chamber ensembles to a high degree of artistic excellence. In the fall semester, the focus is usually on a traditional Renaissance Madrigal Feaste. Up to 3 hrs. combined for Core Aesthetics Requirement.

MUSIC 031 OPERA WORKSHOP .5

Prerequisite: Audition

Students will rehearse, learn, and perform operatic literature resulting in a staged and costumed production at the end of the semester. Up to 3 hrs. combined for Core Aesthetics Requirement.

MUSIC 040 ORCHESTRA .5

Prerequisite: Audition

Students study, practice, and perform symphonic music. Participation is by invitation of the Personnel Manager of the Ashland Symphony Orchestra. Graded S/U.

MUSIC 050 SPECIAL ENSEMBLE .5

Prerequisite: Audition

The preparation and performance of music composed for a particular combination of resources not covered by other ensembles. Up to 3 hrs. combined for Core Aesthetics Requirement.

MUSIC 051 ASHLAND AREA COMMUNITY CONCERT BAND .5

Prerequisite: None

This band is intended for both university students and members of the Ashland community to continue their musical study, creative activity and aesthetic enrichment. It meets one evening per week in both fall and spring semesters. The band performs once in the fall semester and several times in the spring. It performs a wide variety of literature from Broadway selections and classic marches to masterworks transcribed or written for concert band. The ability to play a wind or percussion instrument is a prerequisite. No audition is required. Up to 3 hrs. combined for Core Aesthetics Requirement.

MUSIC 052 ASHLAND AREA CHORUS .5

Prerequisite: None

A mixed chorus that allows students to rehearse, learn, and perform choral music to a high degree of artistic excellence. Previous choral singing is helpful, though not required. This chorus sings regularly with the Ashland Symphony Orchestra. No Audition is required. Up to 3 hrs. combined for Core Aesthetics Requirement.

MUSIC 102 RECITAL ATTENDANCE 0

Prerequisite: None

A course in which music majors document their attendance at music performances both on and off campus.

MUSIC 130 BASIC GUITAR MUSICIANSHIP 3

Prerequisite: None

An introduction to musical skills and concepts taught primarily through study of the guitar. Topics include music reading and notation, performance skills, and listening. Meets Core credit for aesthetics.

MUSIC 150 PRINCIPLES OF MUSIC MAKING 3

Prerequisite: None

An introduction to musical skills and concepts including notation, piano, treble recorder, and singing. Meets Core credit for aesthetics.

MUSIC 204 GENERAL MUSIC METHODS I 3

Prerequisite: MUSIC 259, EDFN 130, music education major

Curriculum, methodology, materials, and practice in music appropriate for K-8, including observations, experiences, and lectures pertaining to actual classroom procedure. Limited work in pre-K (ages 3-4) will be included. For music education majors only.

MUSIC 209 BRASS TECHNIQUES 1

Prerequisite: Music major

Playing skills and pedagogical principles and techniques of common brass instruments.

MUSIC 211 CLASS PIANO I 1

Prerequisite: Diagnostic exam

This course is designed primarily to serve music majors and minors. Content includes basic piano technique, beginning repertoire, harmonization of melodies, major scales and arpeggios, and building of overall musicality.

MUSIC 212 CLASS PIANO II 1

Prerequisite: MUSIC 211

This course is designed primarily to serve music majors and minors. Content includes intermediate piano technique, advanced beginning level repertoire, harmonization of melodies, minor scales and arpeggios, and continued building of overall musicality.

MUSIC 213 STRING TECHNIQUES 1

Prerequisite: Music major

Playing skills and pedagogical principles and techniques of orchestral string instruments.

MUSIC 216 VOCAL DICTION I 1

Prerequisite: MUSIC 330 or 340

A study of English and foreign language diction for singers encompassing the fundamentals of the International Phonetic Alphabet and its direct application to repertoire.

MUSIC 217 VOCAL DICTION II 2

Prerequisite: MUSIC 216 and music major

A continuation of 216, with emphasis on French and German.

MUSIC 218 WOODWIND TECHNIQUES 1

Prerequisite: Music major

Playing skills and pedagogical principles and techniques of common woodwind instruments.

MUSIC 220 PERCUSSION TECHNIQUES 1

Prerequisite: Music major

Playing skills and pedagogical principles and techniques of common percussion instruments and accessories.

MUSIC 225 MUSICAL STYLE 3

Prerequisite: None

This course will examine the fundamental question of what distinguishes different styles of music. The emphasis will be on music from the Western Art Tradition, although some popular or non-Western styles may be discussed as well. Meets Core credit for aesthetics.

MUSIC 226 MUSIC IN WORLD CULTURES 3

Prerequisite: None

There is no culture in the world that does not have music. Music can therefore help foster cross-cultural connections. In this course, we journey around the world, exploring the music of various non-Western and folk cultures. We explore the sound of this music, the setting in which it takes place, and the significance it holds for each culture. In the process, we not only broaden our enjoyment and understanding of a wide variety of music, but also deepen cross-cultural understanding through our shared use of music. Meets core credit for Aesthetics.

MUSIC 227 AURAL SKILLS I 1

Prerequisite: Diagnostic exam

Beginning training in aural skills for musicians, including sight singing, prepared singing, dictation, and aural identification of musical items.

MUSIC 228 AURAL SKILLS II 1

Prerequisite: MUSIC 227

Continued training in aural skills for musicians, including sight singing, prepared singing, dictation, and aural identification of musical items.

MUSIC 237 FUNDAMENTALS OF CONDUCTING 3

Prerequisite: MUSIC 259 and MUSIC 260

An introduction to basic baton technique, terminology, score reading, and communication.

MUSIC 250 TOPICS IN MUSIC APPRECIATION 2

Prerequisite: None

An introductory course for non-music majors dealing with various single topics in music appreciation. For the specific topic offered, consult the course schedule. Topics may include Jazz, World Music, American Musical Theatre, Understanding Opera, American Music, or 20th Century Music. Meets core credit for aesthetics.

MUSIC 251 LOVE SONGS 3

Prerequisite: None

Musicians from a wide variety of time periods and styles have composed songs about love. This course will explore selected love songs from Western culture, from medieval troubadour ballads to current show and pop tunes. Emphasis will be on understanding how artists have used music to express texts about love and how musical expressions of love have changed over time. Meets Core credit for aesthetics.

MUSIC 252 MUSIC AND DRAMA ACROSS CULTURES 3

Prerequisite: None

Whether you attend a puppet show, a movie, or an opera, and whether you live in New York or New Delhi, you rarely find drama separated from music. What does music add to drama? Why have so many cultures found it effective? Which uses of music in drama are universal? Local? This course examines the interaction of music and drama in a variety of cultural traditions, from ancient Chinese opera to the latest Hollywood blockbuster. Meets Core credit for aesthetics.

MUSIC 253 LISTENING TO JAZZ 3

Prerequisite: None

Jazz music is a significant art form created in the United States that relies on improvisation and re-interpretation of existing songs and previous performances. What are the components of a jazz performance? How have selected major jazz artists used diverse influences to create their unique musical style? Students will not only understand the basic parameters of what makes music jazz, but will understand how specific jazz artists continually reinvented jazz through the 20th and 21st centuries. Core Aesthetics course.

MUSIC 259 MUSIC THEORY I 3

Prerequisite: Diagnostic Exam

Introductory materials in music theory, focusing on music fundamentals.

MUSIC 260 MUSIC THEORY II 3

Prerequisite: MUSIC 259

A continued study of materials in music theory, including part-writing of diatonic and chromatic music.

MUSIC 265 MUSIC TECHNOLOGY 3

Prerequisite: None

This course introduces students to a broad range of music technology, both hardware and software, and how that technology is used in today's music industry.

MUSIC 290 MUSIC COMPOSITION 2

Prerequisite: MUSIC 260

The study of traditional, contemporary compositional techniques through score analysis and the composition of original works.

MUSIC 303 JUNIOR RECITAL 0

Prerequisite: Concurrent with MUSIC 44-

Performance of the Junior Recital as required for music majors.

MUSIC 311 CLASS PIANO III 2

Prerequisite: MUSIC 212

This course is designed primarily to serve music majors and minors. Content includes intermediate piano technique, intermediate level repertoire, harmonization and transposition of melodies, scales and arpeggios, and continued building of overall musicality.

MUSIC 312 CLASS PIANO IV 1

Prerequisite: MUSIC 311

This course is designed primarily to serve music majors and minors. Content includes intermediate piano technique, more difficult intermediate level repertoire, harmonization and transposition of melodies, scales and arpeggios, advanced classroom keyboard skills, and continued building of overall musicality.

MUSIC 320 MUSIC HISTORY SURVEY 1

Prerequisite: MUSIC 150 or MUSIC 259 or MUSIC 260

This course surveys the history of Western Classical music. Students will become familiar with the major composers, historical periods, genres, and stylistics trends of Western classical music history.

MUSIC 327 AURAL SKILLS III 1

Prerequisite: MUSIC 228

Continued training in aural skills for musicians, including sight singing, prepared singing, dictation, and aural identification of musical items.

MUSIC 328 AURAL SKILLS IV 1

Prerequisite: MUSIC 327

Continued training in aural skills for musicians, including sight singing, prepared singing, dictation, and aural identification of musical items.

MUSIC 359 MUSIC THEORY III 3

Prerequisite: MUSIC 260

A continued study of materials in music theory, including part-writing of diatonic and chromatic music and analysis of form.

MUSIC 360 MUSIC THEORY IV 3

Prerequisite: MUSIC 359

A continued study of materials in music theory, including chromaticism, analysis of form, and the analysis of 20th century music.

MUSIC 365 DIGITAL MUSIC APPLICATIONS 3

Prerequisite: MUSIC 259, MUSIC 265

Students in this course will utilize the rudimentary skills and knowledge obtained in Music Technology I to create projects that simulate a variety of responsibilities found in the music industry, focusing primarily on the creation and production of music for media (film, television, games, etc.) and popular recordings. This class uses a hands on approach giving students access to the hardware and software found in the lab. Students will also engage in critical discussions of each other's work, along with collaborating on several projects.

MUSIC 380 MUSIC HISTORY SEMINAR I 3

Prerequisite: MUSIC 150 or MUSIC 259 or MUSIC 260

This is a seminar that explores Western classical music. A variety of topics, spread across the history of Western classical music, will be chosen to explore. Students will gain an in-depth understanding of several representative periods, styles, genres, and composers of Western classical music and be able to understand and place them within their historical context.

MUSIC 381 MUSIC HISTORY SEMINAR II 3

Prerequisite: MUSIC 150 or MUSIC 259 or MUSIC 260

This seminar focuses on global, popular and avant-garde music. A small number of focused topics will be chosen to explore, and students will learn about the major styles, genres, composers, and performers of these musics, as well as the function of these musics in their society. Meets Core credit for aesthetics.

MUSIC 382 ADVANCED CONDUCTING 3

Prerequisite: MUSIC 237

Conducting techniques and rehearsal materials designed to prepare choral and instrumental conductors.

MUSIC 385 THE BUSINESS OF MUSIC 3

Prerequisite: None

This course will focus on developing a foundational understanding of certain areas of the music industry and the structure of the music industry. Subjects will include music law, music marketing, concert production/touring, retail and music products.

MUSIC 390 SONGWRITING IN POPULAR MUSIC 2

Prerequisite: MUSIC 260

A practical and critical approach to the composition of songs, focusing on techniques found in commercial songwriting.

MUSIC 393 MUSIC INTERNSHIP 3

Prerequisite: MUSIC 265, 385

This course helps the Music student meet the internship/work-experience graduation requirement for their degree, or as an elective. Prior approval of the academic internship advisor and completion of the appropriate paperwork, including the learning contract, are required. The student will earn three credit hours per field experience and can repeat the course once to earn a total of no more than 6 credit hours for internships.

MUSIC 395 CURRICULUM AND METHODS OF TEACHING INSTRUMENTAL MUSIC 3

To provide the instrumental music education student with a foundation for the teaching and administration of the instrumental music program in elementary schools, secondary schools, pre-band/orchestra programs, and adult community ensembles. Includes methodology for effective teaching of performance based classes and non-performance courses as well as licensure issues.

MUSIC 396 CURRICULUM AND METHODS OF TEACHING CHORAL MUSIC 3

Prerequisite: MUSIC 259, EDCI 230PK

A study of music teaching which provides the choral music education student with a foundation of teaching methodologies, classroom management strategies, and insights to effectively teach and administer the choral music program in the secondary schools.

MUSIC 403 SENIOR RECITAL 0

Prerequisite: Concurrent with MUSIC 44- or MUSIC 45-

Performance of the Senior Recital as required for music majors.

MUSIC 466 ARRANGING FOR POPULAR MUSIC 3

Prerequisite: MUSIC 359

Knowledge of a wide array of popular styles and techniques is important for musicians today. In this course students will explore the compositional aspects of popular music styles and explore how they are implemented in instrumental and vocal arrangements. Students will demonstrate their knowledge through arranging projects specifically designed to simulate situations found in today's music industry.

MUSIC 479 SEMINAR IN PEDAGOGY AND LITERATURE 2

Prerequisite: MUSIC 45X

Survey of standard musical repertoire for voice or a specific instrument; study of common pedagogical principles, concepts and materials for voice or a specific instrument.

MUSIC 480 ARRANGING 2

Prerequisite: MUSIC 359

Basic skills in arranging for music educators, including practical applications of music technology. This course seeks to develop the skills and knowledge that enable students to write simple choral and instrumental arrangements.

MUSIC 490 FILM & MULTIMEDIA COMPOSITION 2

Prerequisite: MUSIC 359

This course is designed to explore the myriad of topics associated with setting music to moving images, including film, television, and games.

MUSIC 493 MUSIC INTERNSHIP 3

Prerequisite: MUSIC 265, 385

This course helps the Music student meet the internship/work-experience graduation requirement for their degree, or as an elective. Prior approval of the academic internship advisor and completion of the appropriate paperwork, including the learning contract, are required. The student will earn three credit hours per field experience and can repeat the course once to earn a total of no more than 6 credit hours for internships.

MUSIC 497 SENIOR PROJECT 2

Prerequisite: MUSIC 359

The Senior Project is a music composition, a research paper, analysis paper, or another project required of those students seeking a B.A. in music. The project proposal must be approved by the Music faculty before the student may proceed. One faculty member should serve as the project advisor.

MUSIC 499 MUSIC SKILLS EXAMS 0

Prerequisite: Music major

Exams in keyboard skills and classroom music skills as required by program. Exams are offered at least once per semester.

MUSIC 540 APPLIED MUSIC-SECONDARY INSTRUMENT 1

Prerequisite: Permission of Chair

The private applied study of the performance of an instrument or voice, limited to students demonstrating the equivalent skills to an undergraduate degree in music. May be repeated for additional credit.

MUSIC 640 APPLIED MUSIC-PRIMARY INSTRUMENT 2

Prerequisite: Permission of Chair

The private applied study of the performance of an instrument or voice, limited to students demonstrating the equivalent skills to an undergraduate degree in music. May be repeated for additional credit.

Applied Music Courses

Prerequisites: For Music Major: acceptance to program, written permission each semester before enrolling, and for the 400 level, pass 300 level change. For Music Minor: acceptance to program, written permission each semester before enrolling availability of instructor, and passing grade in MUSIC 150 or demonstrated proficiency. General Student (not major or minor): 120 level--ability to read melodic and rhythmic music notation in clef appropriate to instrument or voice appropriate for successful study; or passing grade in MUSIC 150 or demonstrated proficiency; and availability of instructor; written permission each semester before enrolling.

Weekly individual and group instruction. Content includes the study of standard repertoire for the instrument or voice comprising but not limited to solo classical repertoire. Emphasis is placed on use of listening skills, development of proper technique, and productive practice. Outside practice is essential. (Meets up to 3 hours of Core aesthetics credit).

Applied Music Juries and Recitals

Any student receiving two hours credit in applied music will be required to perform satisfactorily at two (2) departmental/area recitals per semester. Any student receiving one hour credit will be required to perform satisfactorily at one departmental/area recital per semester. Faculty members present at the recitals will determine whether or not the performances are satisfactory or unsatisfactory. Failure to comply with recital performance requirements will result in the reduction of applied lesson grades

Juries are required of all students studying applied music for credit. At least three faculty members will be present at all juries. The student will receive a written, graded critique from each faculty member present. These evaluations will be considered by the instructor in determining the student's final applied grade.

Any solo for a recital or jury which requires accompaniment will not be accepted unless it is performed with the appropriate accompaniment.

(For Applied Music Fees see University Fees and Charges brochure)

- Students must pass a level change jury to pass from the 300 level to the 400 level.
- Non-majors may enroll at the 400 level following a 300-level jury with written permission.
- Non-majors may enroll at the 300 level with written permission.
- 440/450 level: music major (upper level-jr./sr.) on principal applied, 60 min. lesson
- 330/340 level: music major (lower level-fr./soph., all degrees) on principal applied, 60 min. lesson
- 200 level: music major on secondary instrument, 30 min. lesson
- 140 level: music minors, 30 min. lesson
- 120 level: general student, not music majors or minors, 30 min. lesson

APPLIED MUSIC COURSES AND INFORMATION

	Non-Major	**Minor**	**Secondary**	**Major Fr/So**	**Major Jr/Sr**	**Perf Fr/So**	**Perf Jr/So**
CREDITS	1	1	1	1	2	2	2
Voice	120	140	240	340	440	330	450
Piano	121	141	241	341	441	331	451
Organ	122a	142a	242a	342a	442a	332a	452a
Harpsichord	122b	142b	242b	342b	442b	332b	452b
Flute	123a	143a	243a	343a	443a	333a	453a
Oboe	124b	143b	243b	343b	443b	333b	453b
Clarinet	123c	143c	243c	343c	443c	333c	453c
Bassoon	123d	143d	243d	343d	443d	333d	453d
Saxophone	123e	143e	243e	343e	443e	333e	453e
Jazz improv.	123j	143j	243j	n/a	n/a	n/a	n/a
Trumpet	124a	144a	244a	344a	444a	334a	454a
Horn	124b	144b	244b	344b	444b	334b	454b
Trombone	124c	144c	244c	344c	444c	334c	454c
Baritone	124d	144d	244d	344d	444d	334d	454d
Tuba	124e	144e	244e	344e	444e	334e	454e
Jazz improv.	124j	144j	244j	n/a	n/a	n/a	n/a
Violin	125a	145a	245a	345a	445a	335a	455a
Viola	125b	145b	245b	345b	445b	335b	455b
Cello	125c	145c	245c	345c	445c	335c	455c
Bass	125d	145d	245d	345d	445d	335d	455d
Guitar	126	146	246	346	446	336	456
Percussion	127	147	247	347	447	337	457

NURSING AND HEALTH SCIENCES (NUHS)

NUHS 509 QUANTITATIVE DATA ANALYSIS 3

Prerequisite: Admission

This course is designed to prepare the graduate student to be an informed consumer of descriptive and inferential statistics through the use of data analysis. The focus of this course is on understanding the role of quantitative analysis in computation and the research process. Introduction of research techniques, sampling procedures, and interpretation of statistical procedures are emphasized. Student will become familiar with the use of statistical software to perform data analysis.

NUHS 510 ETHICS AND PROFESSIONAL RESPONSIBILITY 3

Prerequisite: Admission

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

NUHS 558 RESEARCH FOUNDATIONS AND METHODS OF HEALTH SCIENCES 3

Prerequisite: Admission

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

NUHS 598 INDEPENDENT STUDY 1-3

Prerequisite: Admission

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

NUHS 747 INTERNSHIP 3

Prerequisite:

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

NUHS 778 PRACTICUM 3

Prerequisite:

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

NUHS 781 THESIS 6

Prerequisite: CORE and 21 Semester Hours

This course offers a coordinated research experience in which the candidate will design and conduct an in-depth study of a discipline-specific issue or innovation, through field-based gathering of data, extensive reading, and synthesis of the professional literature. Candidates work with an advisor to develop and implement an inquiry project. Students will document the project in a written scholarly document.

NURSING (NUR)

NUR 105 NURSING CONCEPTS AND VALUES 1

Prerequisite: Admission to CONHS

This course is designed to introduce students to the profession of nursing. The course provides an introduction to core values of nursing, insights into nursing as a profession, and a brief introduction to nursing history. Emphasis is on communication, caring, and ethics. Curricular concepts are incorporated as foundational to the nursing program.

NUR 225 PATHOPHYSIOLOGY/PHARMACOLOGY I 3

Prerequisite: BIO 223, CHEM 253

This course introduces the study of pathophysiology and pharmacology as a scientific foundation for nursing practice. The course focuses on specific pharmacotherapeutics employed in treating pathophysiologic conditions. Topics included are: cell biology, genes and genetic diseases, fluid and electrolytes, acids and bases, immunity, inflammation, the neurological system including pain and pain management, and the cardiovascular system.

NUR 226 PATHOPHYSIOLOGY/PHARMACOLOGY II 3

Prerequisite: NUR 225

This course continues NUR 225 in the study of pathophysiology and pharmacology as a scientific foundation for nursing practice. The course focuses on specific pharmacotherapeutics employed in treating pathophysiologic conditions. Topics included are: pulmonary, renal, endocrine, hematology, gastrointestinal, musculoskeletal and reproductive, as well as anti-infectives and infectious disease, and vitamins and minerals.

NUR 250 LPN TO BSN TRANSITION 3

Prerequisite: NUR 225 (or concurrent), PSYC 209

This course builds upon prior knowledge, skills, and abilities of qualified licensed practical nurses (LPNs) and facilitates advanced placement into the Bachelor of Science in Nursing program. The course provides an introduction to the roles of the professional nurse. Emphasis is on critical thinking skills, communication, health assessment, test taking strategies, and application of the nursing process across the life span. Students completing the 4-hour transition course will be eligible to advance to NUR 311, NUR 312, NUR 310, and NUR 336.

NUR 301 HEALTH ASSESSMENT 3

Prerequisite: BIO 223, CHEM 253

This course introduces the student to the concepts, theory, and skills needed to perform a holistic health assessment, which is the basis for the nursing process and care of the patient across the lifespan.

NUR 302 THEORETICAL BASES 3

Prerequisite: Admission

This course identifies factors influencing the RN student's acculturation into baccalaureate nursing as presented at Ashland University. Students are assisted to integrate their existing roles, philosophies, and expectations with those of the nursing program (e.g., nursing metaparadigm and ICARE nursing values). The focus for study is selected middle-range and practice level theories that support the nursing process with serves as the mechanism for implementation of theory and research based nursing interventions. Curriculum concepts emphasized are communication, critical thinking, therapeutic nursing interventions, and values/valuing.

NUR 303 INDIVIDUAL HEALTH 3

Prerequisite: RN Licensure or approval

The course focuses on the nursing process as a tool to facilitate nursing practice with individual clients. For BSN completion students, the course will enhance the RN student's established assessment and diagnostic skills/competencies and facilitate development of new psychomotor, cognitive, and affective skills needed for comprehensive health care plans. Communication and assessment skills are utilized to establish a database for analysis. Health strengths and needs across the lifespan are determined through the individual analysis and synthesis of assessment data. Planning nursing care and implementing teaching for the purpose of health care promotion is emphasized.

NUR 304 HEALTH FOUNDATIONS I 3

Prerequisite: NUR 105, NUR 225, NUR 301 (or all concurrent), PSYC 209/FCS 270

Introduces the fundamental nursing concepts and skills, which makes up the foundation of nursing practice across the lifespan. The nursing process, communication, and caring is emphasized. Students will have the opportunity to apply concepts and psychomotor skills to an adult in a variety of health care settings.

NUR 306 HEALTH FOUNDATIONS II 5

Prerequisite: NUR 226 (or concurrent), NUR 301, NUR 304

Continues to build on the concepts of NUR 304. Topics include the nursing process, problem solving, critical thinking, communication, physical assessment, and the psychomotor skills needed to provide holistic care for patients across the lifespan.

NUR 307 TOPICS IN NURSING 3

Prerequisite: Admission

A study of a specific aspect of nursing reflecting the changing focus of nursing practice. Topics will include such areas of nursing as computers in nursing, etc. May be repeated as topics change.

NUR 309 INTERNATIONAL AND TRANSCULTURAL PERSPECTIVES 3

Prerequisite: Admission

The focus of this course is to gain an international perspective of health care issues. Through small group work, students will compare health-related values, beliefs, and practices in selected countries outside the United States with health-related values, beliefs, and practices within the United States. Incorporating this knowledge, students will then develop appropriate professional interventions for a specific sub-cultural group.

NUR 310 PSYCHIATRIC/MENTAL HEALTH 4

Prerequisite: DIET 320, NUR 226, NUR 306

Focuses on nursing care of individuals, families and groups; health promoting behaviors and strategies for optimal mental health; and prevention of illness. Course content further builds upon and develops relationship-centered caring; reflective and evidence-based practice; and application of the nursing process. The course explores theories, concepts, and symptoms of mental illnesses along with therapeutic interventions for those experiencing mental health alternations.

NUR 311 ADULT HEALTH CONCEPTS: REGULATION AND TRANSPORT 5

Prerequisite: DIET 320, NUR 226, NUR 306

This course is one of two companion courses that combine the nursing process and evidence-based practice while caring for diverse patient populations with acute and chronic health alterations. This course prepares students to communicate, think critically and make clinical judgments that focus on safety, health promotion and maintenance, psychosocial and physiological integrity. Topics include, concepts related to regulation and transport. Clinical and simulation lab experiences are included in this course.

NUR 312 ADULT HEALTH CONCEPTS: PROTECTION, SENSATION, AND MOBILITY 5

Prerequisite: DIET 320, NUR 226, NUR 306

This course is one of two companion courses that combine the nursing process and evidence-based practice while caring for diverse patient populations with acute and chronic health alterations. This course prepares students to communicate, think critically, and make clinical judgments that focus on safety, health promotion and maintenance, psychosocial and physiological integrity. Topic include concepts related to protection, sensation and mobility. Clinical and simulation experiences are included in this course.

NUR 321 OVERVIEW OF DISASTER RESPONSE NURSING 3

Prerequisite: Admission

This course provides an overview of the latest concepts in disaster response. The focus for study is specific roles and responsibilities of the civilian RN in response to natural and intentional disasters. Curriculum concepts emphasized are types of disasters, disaster preparedness, disaster management, unique populations, and legal/ethical concerns.

NUR 325 INTRODUCTION TO INFORMATICS IN HEALTHCARE 3

Prerequisite: RN License or approval

The course will introduce the student to healthcare informatics. The course will provide an introductory foundation in the history of healthcare informatics and the impact healthcare informatics has on the current and future healthcare landscape. Content will include technical aspects of healthcare information technology (HIT) and clinical processes and workflows to make a positive impact on patient safety and quality.

NUR 336 GENETICS IN NURSING AND HEALTH CARE 3

Prerequisite: Admission

This course will provide the student with the foundational information necessary to facilitate multidisciplinary care for patients from a genetic perspective. Professional nursing standards for genetics and genomics will guide the structure of the course presentation. Genetic concepts of health, illness, and wellness as they relate to patient care will be emphasized.

NUR 362 NURSING RESEARCH AND EVIDENCE-BASED PRACTICE 3

Prerequisite: Admission

This course focuses on the contribution of theory and research to professional practice. The student is assisted in the development of skills for critical appraisal of research reports to determine scientific merit and clinical relevance. The emphasis is on the application of established findings of research to practice. Each student will identify a researchable problem and complete a literature search. Role of members of the research team will be explored.

NUR 405 HEALTH CARE SYSTEMS 3

Prerequisite: MATH 208; NUR 302, NUR 303, NUR 309, NUR 362

This course expands the utilization of the nursing process to health care delivery systems. The focus of the course is the professional nurse's leadership and management role in working effectively within various types of organizational systems. The course emphasizes a systems theory approach to the management of organizations. The management process is related to the nursing process in the context of planning, change, and evaluation. Organizational behavior, the change process and the management of the health care delivery, and the nursing care within organizations are components of this course. Professionalism, leadership-management concepts, and teaching- learning strategies are integrated with the nurse manager role to prepare the student to function as a change agent for health promotion, maintenance, and restoration in organized health care delivery systems. Clinical practice experiences focus on the application of relevant theory and research as a basis for critical thinking and decision making.

NUR 408 LEGAL, ETHICAL AND POLITICAL PERSPECTIVES 3

Prerequisite: MATH 208; NUR 302, NUR 303, NUR 309, NUR 362

This course concentrates on the professional role of the nurse as change agent for the profession and society. Present and future nursing roles related to public policy formation are identified while exploring their ethical, legal and political dimensions. Selected field experiences are an integral part of the courses. Emphasis is placed on strategies to influence public policy decisions that will promote ethical health care delivery.

NUR 410 COMPLEX HEALTH ALTERATIONS 5

Prerequisite: NUR 311, NUR 312

This course focuses on the holistic nursing process of selected complex health problems and their impact on the patient, the family, and the adjustment to changes in patient and family lifestyles. The integration of conceptual models of nursing, nursing informatics, and evidence-based practice prepares students to communicate, collaborate, think critically, and make clinical judgments that focus on maintaining optimum safety, health promotion and maintenance, psychosocial integrity, and physiological integrity when caring for diverse patients with complex needs. Clinical experiences are in a wide variety of health-care settings.

NUR 414 COMMUNITY AND PUBLIC HEALTH 3

Prerequisite: NUR 302, NUR 309

This course applies the nursing process to care of individuals, families, groups, communities, or populations with a strong focus on health promotion and disease prevention. In addition, public health nursing practice and United States public health organization/system will be addressed. Students will complete observation and a simulated clinical experience designed to familiarize them with nursing roles and decision-making related to public health.

NUR 420 COMMUNITY AND GLOBAL HEALTH 4

Prerequisite: NUR 310, NUR 410, NUR 438, NUR 440, NUR 460

This course engages students to extend the application of the nursing process to the community environment for clients, families, and aggregates, focusing on health promotion and disease prevention. Concepts of epidemiology, diverse and vulnerable populations, and health care systems are explored. International health challenges are examined to provide perspectives on global health. Students assess cultural, socioeconomic and political influences on both health and nursing practice.

NUR 425 TRENDS & ISSUES IN GLOBAL HEALTH 3

Prerequisite: NUR 310, NUR 410, NUR 438, NUR 440, NUR 460

PUBH 330, 345, 355, HS360 and HS320 for HS Students

The student will explore in-depth the impact of political, economic , social, ethical, and legal factors on the health care delivery systems, both in the United States and around the world. The interrelationships of these factors will be explored from a healthcare perspective.

NUR 428 LEADERSHIP MANAGEMENT OF HEALTH ORGANIZATIONS 3

Prerequisite: NUR 310, NUR 410, NUR 438, NUR 440, NUR 460

Students will explore various management, organizational, leadership and change theories, and discuss their application to the nursing care of patients and groups of patients. Examination of health care environments, with emphasis on safety and quality, interdisciplinary collaboration, and systems assessments will be incorporated.

NUR 430 ADVANCED SIMULATION 1

Prerequisite: NUR 310, NUR 410, NUR 438, NUR 440, NUR 460

In this course students will enhance their skills in the treatment of complex medical-surgical patients through active participation in a series of simulated studies scenarios. These simulations are designed to reinforce important concepts and achieve certification in Advanced Cardiovascular Life Support (ACLS).

NUR 435 CAPSTONE PRECEPTORSHIP 2

Prerequisite: NUR 310, NUR 410, NUR 438, NUR 440, NUR 460

The capstone clinical experience provides students with concentrated preceptor clinical opportunities in a variety of acute care settings, providing opportunities to refine development of nursing management of patients and groups of patients. Students synthesize knowledge from all previous courses to provide safe holistic care as they transition to the nursing profession.

NUR 438 MATERNAL NEWBORN HEALTH 4

Prerequisite: NUR 311, NUR 312

This course provides evidence-based knowledge and skills essential to caring for women and families during the childbearing years. The experience of the healthy childbearing family, as well as the family with health alterations, is in the theoretical context of nursing process and practice. Emphasis is placed on physical, emotional, developmental, spiritual, ethical, legal, socio-economical-political and cultural care from the perspective of the individual and family, and local and global communities.

NUR 440 PEDIATRIC HEALTH 4

Prerequisite: NUR 311, NUR 312

This course focuses on nursing care of infants, children, adolescents and families and is designed to provide the student with pediatric nursing knowledge and skills integral to the practice of professional nursing.

NUR 448 BIO-MEDICAL ISSUES FOR CHILDHOOD PROFESSIONALS 3

Prerequisite: See EDEC 448 for course information.

NUR 460 THEORETICAL FOUNDATIONS IN HEALTH RESEARCH 3

Prerequisite: NUR 311, NUR 312, MATH 208

The application of nursing research to substantiate nursing theory and practice is explored. Appreciation for nursing theory evolution is developed as key nursing theorists are compared and contrasted. Research foundations are introduced, with emphasis on interpretation and critique of nursing research.

NUR 530 NURSE EDUCATOR ROLE 3

Prerequisite: Admission

The course provides students in the Nurse Educator Certificate Program with the roles and responsibilities of nurse educators in any setting where healthcare is delivered. The scope of practice for highly qualified nurse educators will be emphasized along with content related to the academic community, diverse learner needs, creating supportive learning environments, leading change, and quality improvement measures. Legal and ethical issues in education will be explored in the context of academic policies.

NUR 531 NURSING CURRICULUM DEVELOPMENT AND DESIGN 3

Prerequisite: NUR 530 or concurrent

The course provides students in the Nurse Educator Certificate Program with educational principles, theory, and research of curriculum development. Specific content will address professional techniques of curriculum development in terms of learning outcomes and competencies. Course will align with the academic setting philosophical framework and external governing agencies standards.

NUR 532 FACILITATING THE TEACHING AND LEARNING PROCESS 3

Prerequisite: NUR 530 or concurrent

The course provides students in the Nurse Educator Certificate Program with information about learning theories and evidence-based teaching strategies. Content expands upon the role of the nurse educator as professional advisor and mentor and emphasizes relationship-building required for successful clinical and service learning. Students will be assigned with a preceptor.

NUR 533 PRINCIPLES AND PRACTICES OF ASSESSMENT AND EVALUATION 3

Prerequisite: NUR 532 or concurrent

The course provides students in the Nurse Educator Certificate Program with content specific to evidence-based assessment and evaluation of learning outcomes, item writing and analysis, assessment tools for laboratory and clinical experiences, and conducting self and peer faculty evaluations. Students will receive 48 hours of practicum experience with a highly qualified nurse educator.

NUR 9110 DNP ROLE & INTERPROFESSIONALISM 3

Prerequisite: Admission to Program

This course provides an onsite and online orientation to the doctoral program, an overview of the advanced practice role. Students will initiate a personal DNP portfolio. Topics include legal dimensions and professional issues in advanced nursing practice. The attributes, benefits, and opportunities for interprofessional collaboration are emphasized

NUR 9210 ADVANDCED PATHOPHYSIOLOGY I 3

Prerequisite: NUR 9110

This course provides an in-depth study of the physiological responses to altered health states and their impact on the functional status of patients. Students will focus on the essential knowledge of human health and disease across the lifespan necessary for advanced nursing practice.

NUR 9211 ADVANDCED PATHOPHYSIOLOGY II 3

Prerequisite: NUR 9110, NUR 9210

This course continues to provide an in-depth study of the physiological changes and responses to altered health states and their impact on the functional status of patients. Students will focus on the essential knowledge of human health and disease across the lifespan necessary for advanced nursing practice.

NUR 9220 ADVANCED PHARMACOLOGY 3

Prerequisite: NUR 9210

This course focuses on concepts, principles, and application of pharmacotherapeutics used by nurse practitioners in the management of health problems encountered in primary care. Emphasis is placed on theories and principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics which provide a foundation for critical thinking and the application of research findings. The focus of pharmacology is aimed at the treatment of acute and chronic health problems in populations over the life span.

NUR 9221 ADVANCED PHARMACOLOGY II 3

Prerequisite: NUR 9220

This course continues to build on the concepts, principles, and application of pharmacotherapeutics used by nurse practitioners in the management of health problems encountered in primary care. Emphasis is placed on theories and principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics which provide a foundation for critical thinking and the application of research findings. The focus on pharmacology is aimed at the treatment of acute and chronic health problems in populations over the life span.

NUR 9230 ADVANCED HEALTH ASSESSMENT & PROMOTION I 3

Prerequisite: NUR 9210

This course builds upon health assessment skills developed in the registered nurse's basic educational program. The theoretical and clinical basis for assessment in advanced nursing practice will be expanded upon. The process whereby the advanced practitioner utilizes comprehensive physical, psychosocial, and cultural assessment across the lifespan to gather specific data relevant to common health problems is demonstrated. Faculty and preceptors facilitate laboratory and clinical experiences, which focus on assessment of clients and presentation of findings in a variety of settings. On-site hours are associated with this course

NUR 9231 ADVANCED HEALTH ASSESSMENT & PROMOTION II 3

Prerequisite: NUR 9230

This course continues to build upon health assessment skills developed in the registered nurse's basic educational program. The theoretical and clinical basis for assessment in advanced nursing practice will be expanded upon. The process whereby the advanced practitioner utilizes comprehensive physical, psychosocial, and cultural assessment across the lifespan to gather specific data relevant to common health problems is demonstrated. Faculty and preceptors facilitate laboratory and clinical experiences, which focus on assessment of clients and presentation of findings in a variety of settings. On-site hours are associated with this course

NUR 9240 SCIENTIFIC BASIS FOR ADVANCED NURSING PRACTICE 3

Prerequisite: NUR 9110

This course allows students to analyze and critique concepts, constructs, models, and theories that guide advanced nursing practice. The course builds on existing knowledge of nursing and borrowed theories and considers the progression of theory development in nursing. Student's progress in their knowledge about logic, empiricism, and deductive-inductive approaches in the context of advanced nursing practice.

NUR 9310 PRIMARY CARE I 5

Prerequisite: NUR 9220, 9230

This course begins with a focus on health promotion, anticipatory guidance, counseling, and disease prevention, and progresses to the evaluation and management of common primary care problems. Clinical settings include populations across the lifespan with an emphasis on family history, ethnicity, risk and genetic profile. Students will demonstrate the ability to synthesize knowledge learned in the classroom and demonstrated in an onsite laboratory experience and in a clinical setting with an appropriate provider of care. 120 hour clinical experience.

NUR 9321 PRIMARY CARE II 5

Prerequisite: NUR 9310

This seminar and practicum focuses on evidence-based approaches to care across the lifespan, particularly in childbearing and child rearing families and individuals. An emphasis is placed on gender-based issues, reproductive health, psychological, and psychobiological functioning. Students will demonstrate the ability to synthesize knowledge learned in the classroom and demonstrated in an onsite laboratory experience and in a clinical setting with an appropriate provider of care. 120-hour clinical experience.

NUR 9330 PRIMARY CARE III 6

Prerequisite: NUR 9321

The course focuses on the evaluation and management of complex care problems across the lifespan in a variety of health care settings. Emphasis will be on seamless flow of patient data and continuity of care between alternative care settings. Geriatric syndromes and co-morbidity management will be addressed. Palliative and end of life care will be presented. Students will demonstrate the ability to synthesize knowledge learned in the classroom and demonstrated in an onsite laboratory experience and in a clinical setting with an appropriate provider of care. 180 hour clinical experience.

NUR 9341 PRIMARY CARE IV 6

Prerequisite: NUR 9330

This course focuses on the scientific and theoretical basis for managing, co-managing, and coordinating care of individuals in acute and sub-acute care primary care settings. Emphasis will be on collaborative inter- professional practice. Students will demonstrate the ability to synthesize knowledge learned in the classroom and demonstrated in an onsite laboratory experience and in a clinical setting with an appropriate provider of care. 180 hour clinical experience.

NUR 9520 EPIDEMIOLOGY & BIOSTATISTICS 3

Prerequisite: NUR 9110

In this course students apply principles of epidemiology, environmental health, and bio-statistics to understand the etiology, progression, and prevention of disease. Emphasis is on identification of population - and geographically-based risk factors of illness.

NUR 9530 RESEARCH METHODS & EVIDENCE - BASED PRACTICE 3

Prerequisite: NUR 9240, 9520

Fundamentals of scientific inquiry prepare students for interpreting, critiquing, and synthesizing research findings to guide and inform evidence-based practice. Students conceptualize research problems, review and critique current literature, and select appropriate study design and analysis methods.

NUR 9540 HEALTHCARE INFORMATICS 3

Prerequisite: NUR 9110

This course will introduce the student to healthcare informatics from a clinical perspective. The course provides a solid foundation in the history of healthcare informatics and the impact healthcare informatics has on the current and future healthcare landscape. The course will prepare the student to understand technical and clinical aspects of healthcare information technology (HIT). An emphasis is placed on the utilization, adoption, and change of clinical processes and workflows to make a positive impact on patient safety and quality.

NUR 9550 HEALTHCARE DELIVERY, QUALITY, AND SAFETY 3

Prerequisite: NUR 9110

This course examines concepts and strategies to assist the nurse leader in developing skills to improve and strengthen nursing practice, patient outcomes, and health care delivery. Goals for healthcare outcomes and the delivery of healthcare will be identified relative to health promotion, disease prevention, disease management, and the design of innovative healthcare delivery models. Students utilize and synthesize evidence from practice and patient databases, and perform data mining. This course introduces the evaluation of patient care outcomes within the context of continuous quality improvement and safety.

NUR 9560 HEALTH POLICY & ADVOCACY 3

Prerequisite: NUR 9110

This course provides a study of historical and current healthcare policy determinants, the impact of policy on the health of society, how scarce resources are allocated, and funding for healthcare. Students analyze policy issues that impact nursing and health care delivery to diverse populations. The importance of advocating for social justice in healthcare arenas is emphasized. Advocacy related activities such as legislative visits and attendance at political events supplement the didactic learning in this course.

NUR 9570 PRINCIPLES OF PRACTICE MANAGEMENT 2

Prerequisite: NUR 9110

This course explores the professional and business aspects of advanced practice nursing. As future healthcare leaders, students focus on gaining expertise beyond direct patient care. Entrepreneur potential, nurse led patient centered health care homes, business models, case management, cost containment, coding, and reimbursement will be emphasized.

NUR 9575 THE HEALTH CARE ORGANIZATION 3

Prerequisite: NUR 9240 and NUR 9550

This course provides a comprehensive overview of the health care system in the United States by examining the various components that collectively define the health care industry. The course will enable the student to develop a global understanding of health care management and leadership.

NUR 9576 THE HEALTH CARE ORGANIZATION - CLINICAL 3

Prerequisite: NUR 9240, NUR 9550, NUR 9575 or concurrent

This course enables the student to begin to analyze the health care system in the United States by examining the various components that collectively define the health care industry. Students will apply the knowledge obtained in the on line course in the healthcare system of choice to further develop a global understanding of health care management and leadership.

NUR 9577 MANAGING THE HEALTH CARE ORGANIZATION – THE FINANCIAL PERSPECTIVE 3

Prerequisite: NUR 9575

This course provides the student with a set of strategies and techniques from managerial finance and economics that can be applied to financial and operational problems in the health care industry.

NUR 9578 MANAGING THE HEALTH CARE ORGANIZATION – THE FINANCIAL PERSPECTIVE - CLINICAL 2

Prerequisite: NUR 9577 or concurrent

This course provides the student with an opportunity to evaluate the strategies and techniques learned in the on line course about managerial finance and economics in the health care setting. During this clinical rotation students will identify financial and operational problems in the health care industry.

NUR 9579 IMPROVING THE HEALTH CARE ORGANIZATION 3

Prerequisite: NUR 9577

This course focuses on the application of business analytics, informatics, performance and quality improvement in the health care sector with the goal of integrating each of the factors into the overall improvement of a health care organization.

NUR 9580 INTERPROFESSIONAL SEMINAR 2

Prerequisite: NUR 9110

This interprofessionally focused course explores the perspectives of nurses and other healthcare professionals on current issues and trends in healthcare. Collaborative methods to equip the students with the skills to function effectively in multi-disciplinary health care team will be explored.

NUR 9581 HEALTHCARE ORGANIZATION: LEADERSHIP, MANAGEMENT, AND COMMUNICATION 5

Prerequisite: NUR 9579

This course examines leadership concepts, principles and styles. Students will evaluate themselves and employees, assist with career planning, and creation of a healthy work environment. Exploration of the concepts of human capital management, communication and innovative idea development will prepare students for effective leadership.

NUR 9582 IMPROVING THE HEALTH CARE ORGANIZATION - CLINICAL 3

Prerequisite: NUR 9579 or concurrent

This course allows students to analyze the concepts of business analytics, informatics, performance, and quality improvement in the health care sector. In this clinical rotation students will integrate each of these factors into the health care organization to improve patient and health system outcomes. These are clinical hours for a total of 120 hours.

NUR 9810 SCHOLARLY PROJECT I 1-2

Prerequisite: NUR 9530, 9540

Students will conduct an evidence-based practice project to improve practice and patient outcomes. The project will serve as a basis for future projects. Projects are individualized according to the student's

areas of interest, specialty, or expertise and should demonstrate assimilation of knowledge at a doctoral level. Project foci may include clinical issues, educational topics, health policy initiatives, informatics, and public health. For BSN-DNP students, two semesters of coursework allow the student the span of time to develop and carry out this project. The project culminates in an oral defense and a publishable paper.

NUR 9820 SCHOLARLY PROJECT II 1-2

Prerequisite: NUR 9810

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

NUR 9830 RESIDENCY I 1-2

Prerequisite: NUR 9210

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

NUR 9831 MSN-DNP RESIDENCY 2-4

Prerequisite: NUR 9530, 9540, 9550, 9560, 9570

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

***NUR 9840* RESIDENCY II 1-4**

Prerequisite: NUR 9830

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

PHILOSOPHY (PHIL)

PHIL 104 CONCEPT OF TRUTH 3

Prerequisite: None

This course intensively examines the concept of truth as it has been manifested in major western philosophers from the ancient and medieval period, the classical modern period, and the contemporary period in the history of philosophy. Students will consider how the philosophical concepts of truth in their respective time periods served as underpinnings for the entirety of culture at the time, and how that sheds light on how contemporary considerations of truth hold sway. This course satisfies a portion of the AU Core Requirement for the Humanities.

PHIL 205 INTRODUCTION TO PHILOSOPHY 3

Prerequisite: None

Examines formal and informal fallacies as well as deductive and non-deductive reasoning as they emerge from actual historical philosophical texts. Major themes will include fundamental questioning and the search for meaning and truth which have characterized philosophical thinking. Meets Core credit for math/logic.

PHIL 208 MAJOR THINKERS IN DIALOGUE 3

Prerequisite: None

This course introduces students to the history of ideas through analyses of central and original texts of two great philosophers whose works form a dialogue, focusing not merely on the study of major works of philosophy, but also on the intellectual milieu in which those works are situated and the impact those works have had on a variety of other fields and on society in general. Students will come to know philosophical ideas and will strengthen their critical abilities in regard to basic concepts. Meets Core credit for humanities.

PHIL 210 PHILOSOPHY OF HUMAN NATURE 3

Prerequisite: None

Many fields of inquiry traffic in a conception of some fixed essence of humanity, in which we all share. The idea of there being a human nature serves as a kind of Archimedean point from which we can learn to judge whether particular virtues possessed by this or that society represent the best life for us, given that essential human nature. What makes this a philosophical issue is precisely that there is disagreement among philosophers as to whether or not there is such a constant, and what the possessions of such a notion entails. Meets Core credit for humanities.

PHIL 215 ETHICS 3

Prerequisite: None

This course is a substantive study of major classical figures in western moral philosophy, including Plato, Aristotle, Aquinas, Kant, Mill, and Nietzsche. It deals with the questions: What are the fundamental rules that guide our actions? Can we ever rationally justify moral judgments? What is the relationship between ethics and religion? While this course emphasizes theory, the philosophers' views are explicated with regard to contemporary issues. Meets Core credit for humanities.

PHIL 217 THOUGHT AND BELIEF 3

Prerequisite: None

The course will probe specific areas where Western philosophy and the Christian tradition interrelate focusing on various religious topics that have philosophical implications, such as the nature of faith, salvation, the character of God, the problem of evil, and the practice of faith. Meets Core credit for humanities.

PHIL 220 PRACTICAL THINKING 3

Prerequisite: None

Examines formal and informal fallacies, symbolic translation, and deductive and non-deductive reasoning as they emerge in everyday practical contexts. The student will learn the basics of argument, master the notions of validity and soundness, and perform some real world proofs to enable him to defend against the persuasive tools and against him daily. Meets Core credit for math/logic.

PHIL 280 APPLIED ETHICS 1-3

Prerequisite: None

Five-, ten-, or fifteen-week sections which investigate moral philosophy as it manifests itself in practical contexts. The focus is on how to arrive at the best moral reasons for acting within practical parameters which present their own special tasks, vocabularies, and sets of problems.

A-SPORTS AND ETHICS 1-3

This course is an examination of ethical theory and moral deliberation as applied to the context of sports, specifically youth sports, college athletics, and professional sports.

B-ENVIRONMENTAL ETHICS 1-3

This course is an examination of ethical theory and moral issues as

applied to the context of environmentalism. Does nature have inherent world independent of the uses to which it is put by human beings: Do humans have moral duties to animals, plants, or even ecosystems? These and other questions will be critically examined.

D-BIOETHICS 1-3

This course is comprised of three-separable, one-credit courses regarding medical ethics. Part I has to do with moral foundations in medicine concerning paternalism, informed consent, and professional responsibilities. Part II deals with medical resource allocation, analysis of social policy from various ethical perspectives, and issues surrounding physician-assisted suicide. Part III focuses on research on humans and various issues in reproductive ethics.

H-APPLIED ETHICS: WORKPLACE ETHICS 1-3

This course is an examination of ethical theory and moral issues with particular attention to specific workplace contexts. Includes issues such as the moral foundations of business involving at-will termination policies, workplace speech-codes, privacy issues concerning drug and genetic pre- screening, sexual harassment policies, workplace safety, whistle blowing, intellectual property, bribery, advertising, and moral obligations businesses have to family, community, and the environment.

PHIL 309 SOCIAL AND POLITICAL PHILOSOPHY 3

Prerequisite: PHIL 104, 205, 208, 210, 215, or 217 recommended

This course is the philosophical study of people in societies with particular attention to the abstract claims they have on each other in the form of individual rights, duties, and privileges, and their demands for equality, justice, and freedom. The course addresses the overlap between political and moral duties and obligations, how moral themes are translated into political rights, and how social categories of concern often conflict with their political articulation. Meets Core credit for humanities. May be repeated for credit as topics change.

PHIL 311 HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY 3

Prerequisite: PHIL 104, 205, 208, 210, 215, or 217 recommended

An historical overview of the Greek, Roman and medieval philosophers, with special emphasis upon Plato, Aristotle, Augustine and Aquinas.

PHIL 312 HISTORY OF MODERN PHILOSOPHY 3

Prerequisite: PHIL 104, 205, 208, 210, 215, or 217 recommended

A study of influential Western philosophers from the Renaissance and the Enlightenment including Descartes, Hume, and Kant. Issues raised include empiricism and rationalism, human freedom, the nature and existence of God, skepticism, conceptual meaning, and the philosophy of mind.

PHIL 313 HISTORY OF CONTEMPORARY PHILOSOPHY 3

Prerequisite: PHIL 104, 205, 208, 210, 215, or 217 recommended

A study of recent Western philosophy, including but not limited to, phenomenology, existentialism, pragmatism, analytic, and post-modern philosophy.

PHIL 314 HISTORY OF 19th CENTURY PHILOSOPHY 3

Prerequisite: PHIL 104, 205, 208, 210, 215, or 217 recommended

A study of major 19th century philosophical movements and figures, roughly covering the time period between Kant and Husserl, including Hegel and German idealism, historicism, Kierkegaard, Nietzsche, Schopenhauer, Marx, and neo-Kantianism.

PHIL 317 PHILOSOPHY OF RELIGION 3

Prerequisite: PHIL 104, 205, 208, 210, 215, or 217 recommended

Philosophy of religion is the critical examination of basic religious beliefs and concepts. Its focus is to philosophically consider the claims that people make about religion, e.g., about the nature of God, and assess the conceptual grounds upon which these claims stand. The course evaluates the facts and theories available for and against certain religious claims, facts and theories that are available to any rational person, whether religious or not. The usual topic for this course will be making sense of the concept of God. Other topics may be offered on occasion. Meets Core credit for humanities.

PHIL 318 TOPICS IN PHILOSOPHY 3

Prerequisite: PHIL 104, 205, 208, 210, 215, or 217 recommended

Focuses on unique, particular issues and their accompanying sets of arguments that have formed their own research categories in philosophy, such as the mind-body problem, the problem of evil, freedom vs. determinism, the issue of reference in the philosophy of language, the problem of universals, the problem of contextualism, or the problem of induction in the philosophy of science. The focus is on the arguments rather than on great books or individuals of historical significance. May be repeated for credit as topics change. Meets Core credit for humanities.

PHIL 320 SYMBOLIC LOGIC 3

Prerequisite: PHIL 220 recommended

This course is a more advanced offering of techniques in logical analysis. Students will focus on constructing deductive arguments, engage in symbolic translation, recognize formal argument forms, do truth-table analysis, conduct proofs, and employ sentential and quantificational logics. Meets Core credit for math/logic.

PHIL 330 PHILOSOPHICAL READINGS 3

Prerequisite: PHIL 104, 205, 208, 210, 215, or 217 recommended

Philosophical readings courses are to be thought of as a series of great works which when taken together form a sustained whole. The course will conduct its inquiry in complete works which cross time periods and traditions within philosophy. Meets Core credit for humanities. May be repeated for credit as topics change.

PHIL 350 SCIENCE AS A CULTURAL FORCE 3

Prerequisite: See CHEM 350 for course information

PHIL 450 GREAT PHILOSOPHERS 3

Prerequisite: PHIL 104, 205, 208, 210, 215, or 217 recommended

This course evaluates the thinking of a single major theoretical figure across a series of original texts addressing different subjects, but usually including combinations of that thinker's views on metaphysics, epistemology, ethics, and aesthetics. The course shows how thinker's views often form an organic whole unified across texts and time periods in their lives, and how ideas develop from earlier to later views, or in response to personal or world events. Meets Core credit for humanities. May be repeated for credit as topics change.

PHYSICS (PHYS)

PHYS 107 THE HIDDEN LIFE OF THE STARS 3

Prerequisite: High school geometry and trigonometry

Stars have a rich history in the development of our understanding of nature. Stellar life cycles will be used to illustrate concepts in modern astronomy. The history of understanding the stars will lead from Copernicus and Galileo to modern ideas in particle physics and relativity. Basic concepts from astronomy will be developed in an algebraic framework and applied to understanding the life cycle of a star, including birth, main cycle, and death. There may be evening observation field trips. Meets Core credit for natural sciences.

PHYS 201-202 GENERAL PHYSICS 4-4

Prerequisite: High school algebra and geometry; PHYS 201 for 202

This course presents to liberal arts and pre-professional students the basic concepts, unifying principles and cultural aspects of the whole field of physics. Three lectures-recitations and one two-hour laboratory per week.

PHYS 205-206 UNIVERSITY PHYSICS 5-5

Prerequisite: MATH 206; PHYS 205 for 206

This is a thorough course designed to impart a working knowledge of the fundamental principles, practical applications and techniques of general physics to physics majors, pre-engineering students and others specializing in the physical sciences. Four lecture-recitations and one two-hour laboratory per week.

PHYS 297 INTRODUCTION TO LABORATORY FIELD RESEARCH 1

Prerequisite: Sophomore or junior standing

This course will introduce the student to scientific research in the laboratory or field through individual instruction under the direction of a Physics faculty member. Graded S/U. Offered each semester.

PHYS 301-302 ELECTRICITY AND MAGNETISM I-II 3-3

Prerequisite: MATH 305, PHYS 206, PHYS 301 for 302

This is an intermediate electricity and magnetism course mainly for students majoring in physics or for pre-engineering students. It is a further study of electric and magnetic forces, fields, potentials and energies, along with the electric currents and Maxwell equations. Three lecture recitations per week.

PHYS 303-304 MECHANICS I-II 3-3

Prerequisite: MATH 305, PHYS 206, PHYS 303 for 304

This intermediate mechanics course is a further study of Newtonian mechanics, such as harmonic motions, 3-dimensional motion, noninertial reference systems, central forces, dynamics of a system of particles and motions of rigid bodies Lagrangian mechanics is included. Three lecture recitations per week.

PHYS 305 MODERN PHYSICS 4

Prerequisite: PHYS 206 and MATH 305

The nature and properties of the electron, thermionic and photoelectric emission of electrons atomic, and molecular spectra, relativity, quantum mechanics, X-rays, natural and induced radio-activity, nuclear physics, cosmic rays, etc. Four lecture-recitations per week.

PHYS 306 HEAT 3

Prerequisite: PHYS 206 and MATH 206

Temperature and thermal expansion; nature, quantity and transfer of heat, change of state, laws and equations of thermodynamics, heat engines, refrigeration and air conditioning, liquefaction of gases and cryogenics, measurement of low and high temperatures, kinetic theory of gases. Three lecture recitations per week.

PHYS 320 ORIGINS OF THE UNIVERSE 3

Prerequisite: High school algebra and trigonometry

A look from the scientific view point into the origin of the universe. The course takes a conceptual approach in understanding the two great physical theories of the twentieth century, Relativity and Quantum Mechanics, followed by applications in particle physics and cosmology. No previous science knowledge is assumed or required. Meets Core credit for natural sciences.

PHYS 350 SCIENCE AS A CULTURAL FORCE 3

Prerequisite: See CHEM 350 for course information

PHYS 402 OPTICS 3

Prerequisite: PHYS 206 and MATH 206

Nature, propagation and intensity of light, sources of light; formation of images, description and use of optical instruments, dispersion, spectra, color theory, interference and diffraction, polarization, and other properties and effects of light. Three lecture-recitations per week.

PHYS 403 QUANTUM MECHANICS 3

Prerequisite: PHYS 305, MATH 313

This course is an introduction to the formal theory of quantum mechanics. The stress through- out is on the formulation of quantum mechanics and not on its application. It is a concise, axiomatic development of the theory with a view to bring out the main features of its mathematical and conceptual structure. Three lecture-recitations per week.

PHYS 404 SOLID STATE PHYSICS 3

Prerequisite: PHYS 305, MATH 313

This is an introductory course to solid state physics. Free electron model, Lattice structure, energy bands, semiconductors, and magnetic properties of solids are discussed. Three lecture-recitations per week.

PHYS 410 TOPICS IN THEORETICAL PHYSICS 3

Prerequisite: PHYS301, 303; MATH 313

An advanced course in current topics and/or advanced theories of modern physics, taught at the advanced undergraduate or beginning graduate level. Application of Hamiltonian mechanics, Maxwell's equations, and quantum mechanics will be emphasized throughout the course. Possible topics of study include general relativity, nuclear physics, particle physics, solid state physics, and string theory. May be repeated for credit as topics change.

PHYS 493 INTERNSHIP 1-4

Prerequisite: See CHEM 493 for course description.

PHYS 497 LABORATORY AND FIELD RESEARCH 1-3

Prerequisite: Sophomore status

Laboratory research performed under faculty supervision. This course allows undergraduate students the opportunity to become involved in original research projects directed by Chemistry/Geology/Physics faculty members. Repeatable up to 8 credits.

PHYS 552 HISTORICAL PERSPECTIVES IN MODERN PHYSICS 3

Prerequisite:

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

POLITICAL ECONOMY (POLEC)

POLEC 200 FOUNDATIONS OF POLITICAL ECONOMY 3

Prerequisite: None

An introduction to the fundamental alternative ways of thinking about the relation between government and economic life and to the main concepts necessary for thinking about this relation.

POLEC 310 THE POLITICAL ECONOMY OF A FREE SOCIETY 3

Prerequisite: None

Examines the fundamental change that occurred in political economy in the 17th and 18th centuries. Emphasis will fall on the Enlightenment impetus towards freedom and the rise of classical liberalism. An examination of the original arguments for classical liberal political economy found in the works of thinkers such as Smith, Ricardo, Bastiat, Cobden, and others.

POLEC 320 LATE MODERN POLITICAL ECONOMY: THE WELFARE STATE AND BEYOND 3

Prerequisite: None

Examines the most influential thinkers on political economy in the 19th Century to the present, including Marx, von Mises, Keynes, Hayek, and Friedman.

POLEC 410 AMERICAN POLITICAL ECONOMY I: FOUNDING THROUGH CIVIL WAR 3

Prerequisite: None

Examines the theory and practice of government's role in the American economy through the Civil War. May include the arguments of Jefferson, Madison, Hamilton, Clay, and Lincoln as well as topics such as assumption of Revolutionary debt, slavery, the National Bank, government funding of internal improvements, the development of railroads, and the opening of Western lands.

POLEC 420 AMERICAN POLITICAL ECONOMY II: RECONSTRUCTION THROUGH THE GREAT SOCIETY 3

Prerequisite: None

Examines the theory, practice, and consequences of government's role in the American economy from Reconstruction through the Great Society. May include the arguments of Teddy Roosevelt, Woodrow Wilson, Calvin Coolidge, FDR, Dwight Eisenhower, and LBJ as well as topics such as trust-busting, creation of the Federal Reserve, the impact of World War, the New Deal, the federal highway system, and the Great Society.

POLEC 430 INTERNATIONAL POLITICAL ECONOMY AND GLOBALIZATION 3

Prerequisite: None

Examines the attempts to develop, preserve, and regulate an international economy based on the principle of free trade. Considers questions such as what political institutions are required for free trade as well as specific issues such as the World Bank, the dollar standard, exchange rates, national borrowing and lending, and sovereign debt.

POLEC 440 TOPICS IN POLITICAL ECONOMY 3

Prerequisite: None

An intensive examination of an important topic, text, or controversy in political economy. Topics will change from year to year. May be taken twice with department approval.

POLITICAL SCIENCE (POLSC)

POLSC 101 UNDERSTANDING POLITICS 3

Prerequisite: None

This course immerses students in the intensive study of the fundamental question: What is politics? Our goal is to understand how politics shapes society and what distinguishes the political from the economic social, artistic, religious, etc. We will read several fundamental works of political thought and statesmanship which may include the Bible, Plato's Apology, Aristotle's Politics, Machiavelli's The Prince, Shakespeare's Julius Caesar or Henry V, Locke's Two treatises of Government, Rousseau's Social Contract, Penn Warren's All the King's Men, or Churchill's The Gathering Storm. Meets Core credit for social sciences.

POLSC 102 DEMOCRACY IN AMERICA 3

Prerequisite: None

An introduction to American politics, with primary emphasis on national institutions. Course topics include the political theory of the American Constitution, the relations among the different branches of government and between state and federal institutions, and the role of the courts in the protection of civil liberties.

POLSC 201 TOPICS IN CLASSICAL CIVILIZATION 3

Prerequisite: None

See HIST 201 for course description.

POLSC 205 COMPARATIVE POLITICS 3

Prerequisite: None

This course immerses students in the comparative study of regimes such as liberal democracy, monarchy, tyranny, and theocracy, especially as these are found in historical or contemporary city-states, nations, or empires. Such study can be comparative either because two or more different regimes are being examined together (e.g., aristocracy and democracy) or because the same regime is being investigated from different perspectives (e.g., liberal democracy in Germany and France) or with different means (e.g. tyranny is studied using contemporary and historical information, literature, political biography, geography, religious traditions, political theory, etc.). In every case, at least two different countries will be studied.

POLSC 231 INTERNATIONAL RELATIONS 3

Prerequisite: None

This course will immerse students in the study of international relations, especially how and why countries fight wars and make and maintain peace. Drawing on both historical and contemporary examples, the course may examine both the writings of theorists and the speeches and deeds of leading statesmen.

POLSC 236 AMERICAN FOREIGN POLICY 3

Prerequisite: None

A study of the foreign relations of the United States, underscoring the factors that determine formulation, execution and substance of U.S. foreign policy, traditional and contemporary, with emphasis on the place of the United States in today's world. HIST 236/POLSC 236 credit.

POLSC 305 POLITICAL PARTIES AND INTEREST GROUPS 3

Prerequisite: None

A study of the origins, development and contemporary character and problems of American political parties and the party system, and an examination of the role of interest groups in the political process.

POLSC 310 THE PRESIDENCY 3

Prerequisite: None

A study of the nation's Chief Executive Office.

POLSC 312 CONGRESS 3

Prerequisite: None

A study of the nation's legislative body, focusing on the nature of representation in Congress, the place of Congress within the framers' constitutional design, the historical development of the institution and its powers, and the operation of the modern Congress.

POLSC 320 AMERICAN POLITICAL THOUGHT I: REVOLUTION TO THE CIVIL WAR 3

Prerequisite: None

A study of the political ideas of American statesmen and writers from the 18th century to the secession crisis. Candidates for consideration include Jefferson, Franklin, Adams, Madison, Hamilton, and Calhoun.

POLSC 321 AMERICAN POLITICAL THOUGHT II: RECONSTRUCTION TO THE PRESENT 3

Prerequisite: None

A study of the political ideas of American statesmen and writers from the Civil War period to the present. Candidates for consideration include Lincoln, Frederick Douglass, Twain, Melville, Booker T. Washington, Woodrow Wilson and Franklin Roosevelt.

POLSC 336 CONSTITUTIONAL POWERS 3

Prerequisite: POLSC 102

A study of the American constitutional framework for the exercise of governmental power, with particular emphasis on the role of the Supreme Court in articulating that framework. Through reading Court cases and other materials, students address such questions as: how should the Constitution be interpreted? What are the respective powers of the Courts, the Congress and the President? What limits on those powers does the Constitution impose? What is the proper constitutional relationship between the state and the federal government?

POLSC 337 CONSTITUTIONAL RIGHTS 3

Prerequisite: POLSC 102

A study of the individual rights protected by the U.S. Constitution, as viewed through Supreme Court cases and other materials. The primary focus will be on the First Amendment rights of freedom of speech and press and of religious liberty, the 14th Amendment's guarantee to each person of the equal protection of the laws, rights of political participation and constitutional protections of property and privacy.

POLSC 341 MODERN MIDDLE EAST 3

Prerequisite: See HIST 341 for course description.

POLSC 343 WESTERN POLITICAL THOUGHT I: ANCIENT POLITICAL THOUGHT 3

Prerequisite: POLSC 101

This course immerses students in the study of ancient political thought, whose central concern is the search for the best regime-the one that most cultivates human excellence. We will examine this politics of virtue by reading several great works of political philosophy from thinkers such as Plato and Aristotle.

POLSC 344 WESTERN POLITICAL THOUGHT II: MEDIEVAL POLITICAL THOUGHT 3

Prerequisite: POLSC 101

This course is an intensive study of major texts in medieval political thought. Particular attention will be given to the issue of how medieval thinkers from a variety of backgrounds attempted to deal with the relationship between reason and revelation in politics. Thinkers to be studied may include Augustine, Aquinas, Dante, Marsilius of Padua, Maimonides, Alfarabi, Averroes, or Avicenna.

POLSC 345 WESTERN POLITICAL THOUGHT III: EARLY MODERN POLITICAL THOUGHT 3

Prerequisite: POLSC 101

This course is designed to immerse students in the study of modern political thought, whose central concerns are human security, comfort, and liberty. We will examine this new politics of freedom by reading several great works of political philosophy from thinkers such as Machiavelli, Hobbes, and Locke. Meets Core credit for social sciences.

POLSC 346 WESTERN POLITICAL THOUGHT IV: LATE MODERN POLITICAL THOUGHT 3

Prerequisite: POLSC 101

A study of selected works of leading political thinkers from the end of the 18th century to the present, such as Kant, Hegel, Mill, Marx, Nietzsche, Strauss and Rawls.

POLSC 351 POLITICS AND RELIGION 3

Prerequisite: POLSC 101

This course is an intensive study of important thinkers, texts, or issues focusing on the proper relation between political authority and religious authority, law, or faith. Topics may include Christianity and politics, the rise of the political principle of religious toleration in the West, Islamic political thought, or the contemporary relation between religion and liberal democracy.

POLSC 352 THE AMERICAN FOUNDING 3

Prerequisite: None

A seminar on the principles and practices of America's founding statesmen. We examine how the founders formulated and reconciled ideas (natural rights, separation of powers, federalism) with interests (economic, political, regional, etc.). HIST 352/POLSC 352 credit.

POLSC 355 INTERNATIONAL ORGANIZATION 3

Prerequisite: None

A study of historical movements toward world cooperation, including an evaluation of the League of Nations and a study of the United Nations as well as regional organizations established since World War II.

POLSC 360 REGIONAL STUDIES 3

Prerequisite: None

A study of political systems of different countries or regions selected on a rotating basis, including such geographic areas or nations as Western Europe, Asia, Latin America, the Soviet Union and Japan. May be repeated for credit for different topical or area studies.

POLSC 365 CONTEMPORARY GERMANY 3

Prerequisite: None

A study of contemporary Germany with an emphasis on the establishment and character of democracy in that country. Examines the statesmen and politicians, as well as the constitutional, social, economic and intellectual factors that help to explain the German polity since World War II. Meets Social Science core requirement.

POLSC 370 TOPICS IN AMERICAN POLITICS 3

Prerequisite: None

Intensive study of a topic in the field of American government and politics. May be repeated for credit as topics change.

POLSC 375 LINCOLN 3

Prerequisite: See HIST 375 for course description

POLSC 380 TOPICS IN POLITICAL THOUGHT 3

Prerequisite: None

Intensive study of some theme or thinkers in the field of political thought. May be repeated for credit as topics change.

POLSC 381 CHURCHILL 3

Prerequisite: None

A seminar that considers the political thought and actions of Winston S. Churchill. Readings include a number of his speeches, essays and books. e.g., My Early Life, Savrola and The Gathering Storm. HIST 381/POLSC 381 credit.

POLSC 385 SHAKESPEARE'S POLITICS 3

Prerequisite: None

An examination of those plays of Shakespeare that shed particular light on essential political issues, such as tyranny, legitimacy, and statesmanship.

POLSC 390 TOPICS IN COMPARATIVE AND INTERNATIONAL POLITICS 3

Prerequisite: None

Intensive study of a topic in the fields of comparative and international politics. May be repeated for credit as topics change.

A-MODERN REVOLUTIONS

A comparative examination of the three most influential revolutions of the modern world: American, French and Soviet.

POLSC 430 INTERNSHIP IN GOVERNMENT AND POLITICS 3-12

Prerequisite: Junior status and major or minor in political science or International political studies

To provide for on-the-job experiences for students of government and politics on an individual basis in selected offices or installations at the local state, or federal level. Each internship is arranged by the student's advisor with a specific official for a designated purpose, comporting with the student's interest and capabilities. Internships may be for either three or six hours in a local office, nine hours for a summer program, or 12 hours for an off-campus semester.

POLSC 431 HUMAN BEING AND CITIZEN 3

Prerequisite: Senior status

An attempt to understand the great issues animating politics-freedom, justice, equality, ethnicity-from the point of view of other disciplines and perspectives. The seminar will examine what it means to be a citizen, something of what it means to be a human being, and how each depends upon the other. Meets Core credit for social sciences

POLSC 497 THESIS SEMINAR 3

Prerequisite: Senior status and departmental major or minor

The course is designed for a major or minor in the Department who is researching and writing a senior thesis. It is a guided, intensive study of some topic of interest to the student, which results in a substantial scholarly paper. The student may not have acquired or be in the process of acquiring more than 3 hours of academic credit for work connected to the project to be undertaken in HIST/POLSC 497 (for example, through Independent Study). *The student may repeat the course if no other academic credit for work connected to the project was acquired.*

POLSC 501 THE AMERICAN REVOLUTION 2

Prerequisite:

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

POLSC 502 THE AMERICAN FOUNDING 2

Prerequisite:

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

POLSC 503 SECTIONALISM AND CIVIL WAR 2

Prerequisite:

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

POLSC 505 THE PROGRESSIVE ERA 2

Prerequisite:

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

POLSC 506 RISE OF MODERN AMERICA 1914-1945 2

Prerequisite:

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

POLSC 510 GREAT AMERICAN TEXTS 2

Prerequisite:

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

POLSC 601 SOURCES OF THE AMERICAN REGIME 2

Prerequisite:

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

POLSC 602 EUROPEAN DISCOVERY AND SETTLEMENT 2

Prerequisite:

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

POLSC 603 COLONIAL AMERICA 2

Prerequisite:

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

POLSC 604 THE EARLY REPUBLIC 2

Prerequisite:

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

POLSC 605 THE AGE OF ENTERPRISE 2

Prerequisite:

In the last decades of the 19th century, the United States took decisive steps away from its rural, agrarian past toward its industrial future, assuming its place among world powers. This course examines that movement, covering such topics as business-labor relations, political corruption, immigration, imperialism, the New South, and segregation and racism.

POLSC 606 AMERICA BETWEEN WORLD WARS 2

Prerequisite:

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

POLSC 607 AMERICA DURING THE COLD WAR 2

Prerequisite:

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

POLSC 608 CIVIL WAR AND RECONSTRUCTION 2

Prerequisite:

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

POLSC 609 WORLD WAR II 2

Prerequisite:

An examination of World War II, the most widespread, costly, and destructive war in the history of the planet. This course will cover the origins of the war, the strategies pursued by the participants, and the major events in both the Pacific and European theaters from the 1930s until 1945. Further, it will consider the significance of the war for the history of Europe, Asia, and the United States.

POLSC 610 AMERICAN FOREIGN POLICY 2

Prerequisite:

Students examine events and issues in the foreign policy of the American republic. Topics include the major schools of thought and approaches, the connection between domestic and foreign politics, and the connection between the principles of the American regime and its foreign policy. Course may be taken twice with the permission of the program Chair.

POLSC 611 THE AMERICAN WAY OF WAR 2

Prerequisite:

The course examines how Americans have used military force, focusing on the relationship between civilian and military leaders, characteristic strategic approaches, and the connection between our political principles and our military practices.

POLSC 613 POSTWAR AMERICA, 1945 TO 1973 2

Prerequisite:

An examination of the United States during the three decades following the Second World War. The social, economic, political, and diplomatic development of the country is stressed with a thematic emphasis.

POLSC 614 CONTEMPORARY AMERICA, 1974 TO PRESENT 2

Prerequisite:

Examines the United States from the end of Watergate to the present, with emphasis on the rise of the new conservatism, the collapse of the Soviet Union, and the search for a new foreign policy. The social, economic, political, and diplomatic development of the country is stressed with a thematic emphasis.

POLSC 620 THE REFORM TRADITION IN AMERICA 2

Prerequisite:

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

POLSC 621 RACE AND EQUALITY IN AMERICA 2

Prerequisite:

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

POLSC 622 RELIGION IN AMERICAN HISTORY AND POLITICS 2

Prerequisite:

From the time that the first Europeans arrived in America, religion has been an important part of American life. This course examines the various ways in which religion has played a role in American history, with particular emphasis on the role of religion in American politics.

POLSC 623 GENDER AND EQUALITY IN AMERICA 2

Prerequisite:

This course explores the history of women in America from the early 19th century to the present, especially the political struggle to gain increased civil and political rights. Using primary source material from leading female intellectuals and activists, this course will consider the myriad ways that women have helped to shape the course of U.S. history.

POLSC 624 AMERICAN CULTURE AND SOCIETY 2

Prerequisite:

An examination of the nature and development of the United States by way of its culture. What does American music, art, literature, and film reveal about America? How has America shaped the culture of its people? The course addresses these questions through a selective examination of some American culture during some distinctive episodes in American History. Because of the breadth of possible topics covered in this course, it may be taken more than once with the permission of the chair.

POLSC 630 AMERICAN STATESMEN 2

Prerequisite:

Even though the powers of the American Executive are controlled and limited, extraordinary acts of statesmanship are possible. This seminar examines those presidents who have demonstrated extraordinary political leadership. We will examine such statesmen and the political circumstances in which their prudence revealed itself. Among those examined will be Washington, Jefferson, Jackson, Lincoln, and Franklin Roosevelt. Course may be taken more than once with permission of the program Chair.

POLSC 631 AMERICAN POLITICAL RHETORIC 2

Prerequisite:

This course examines the principles and practice of American political rhetoric through the careful reading of the speeches of its leading statesmen.

POLSC 632 THE AMERICAN PRESIDENCY I, WASHINGTON TO LINCOLN 2

Prerequisite:

This course is an examination of the political and development of the office of president from the Founding era through the Civil War. It focuses on how the presidency shaped American political life as the country grew and struggled with rising sectional tensions.

POLSC 633 THE AMERICAN PRESIDENCY II, JOHNSON TO THE PRESENT 2

Prerequisite:

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.

POLSC 640 SPECIAL TOPICS 1

Prerequisite:

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

POLSC 641 THE SUPREME COURT 2

Prerequisite:

The course is an intensive study of the highest court in the federal judiciary, focusing on the place of the Supreme Court in the American constitutional order. Areas of study may include the relationship between the Court and the other branches of the federal government as well as the states; the Court's power of judicial review; and judicial politics and statesmanship. We will examine these kinds of issues by investigating how the Court has interpreted the Constitution in some of its most historic decisions.

POLSC 642 POLITICAL PARTIES 2

Prerequisite:

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

POLSC 643 CONSTITUTIONAL RIGHTS AND POWERS 2

Prerequisite:

A study of the American constitutional framework for the exercise of governmental power, as well as the individual rights it was meant to protect. Through reading Court cases and other materials, students address such questions as: how should the Constitution be interpreted? What are the respective powers of the Courts, the Congress and the President? What do "liberty" and "equality" mean in the context of the Constitution? What limits on those powers does the Constitution impose? What is the proper constitutional relationship between the state and the federal government? Because of the breadth of possible topics covered in this course, it may be taken more than once with the permission of the chair.

POLSC 644 THE CONGRESS 2

Prerequisite:

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.

POLSC 660 TOPICS IN AMERICAN HISTORY AND GOVERNMENT 2

Prerequisite:

Topics courses allow faculty to meet the needs of small groups of students by offering a course specifically designed to examine an important contemporary or historical topic in significant depth and detail. Course may be repeated with permission of the program Chair.

POLSC 670 DIRECTED STUDY 2

Prerequisite: Permission of Chair

Students wishing to develop expertise requiring study beyond what is offered in other courses may arrange with a professor to work individually on a topic.

POLSC 680 SEMINAR IN HISTORY, GOVERNMENT, AND CIVICS 1-4

Prerequisite: Note: no more than four hours of HIST/POLSC 680 credit may be applied to MAHG or MASTAHG degree requirements.

An intensive study of topics related to American political, diplomatic, social, and economic history (including state and local history); the origins, philosophies, structures, and practices of national, state and local governments in the United States; and/or the rights and responsibilities of citizens in a self-governing society.

POLSC 691 THESIS 4

Prerequisite: Permission of the Thesis/Capstone Coordinator

In order to complete requirements for the degree, each student must complete a thesis, capstone project, or comprehensive exam. The purpose of the thesis is to show mastery of both subject matter and analytical and interpretive skills.

POLSC 692 CAPSTONE PROJECT 4

Prerequisite: Permission of the Thesis/Capstone Coordinator

In order to complete requirements for the degree, each student must complete a thesis or capstone project. The purpose of the capstone project is to show mastery of both subject matter and analytical and interpretive skills.

POLSC 693 QUALIFYING EXAMINATION 0

Prerequisite: Completion of all required coursework and permission of Program Director

The qualifying examination evaluates the candidates' understanding of significant ideas, events, persons, and text in American history and government. Additionally, the exam will evaluate the candidate's ability to analyze and use documentary evidence in academic writing. Exams are offered as arranged by the student and the student's examination advisor.

POLSC 6XX EFFECTIVE WRITING FOR MAHG AND MASTAHG 0

Prerequisite: Permission

Students in this course will work to improve basic writing skills, with the specific intent of becoming more effective writers in general, and during their time in the MAHG or MASTAHG programs. The purpose of the course is for the student to develop an extended essay meeting at least the minimal requirements specified in the MAHG and MASTAHG grading rubric for content knowledge, analysis of, and interpretation. The focus will be on improving the organization, structure, and logic of written work; improving clarity and readability; and identifying and correcting errors in grammar and usage. The course is offered concurrently with other courses and may be taken more than once upon the recommendation of the chair.

PORTUGUESE (PORT)

PORT 141 ELEMENTARY PORTUGUESE I 3

Prerequisite: None

An introduction to Portuguese language and culture with practice in the basic skills of the language. There will be a one-hour per week required laboratory. Taught in Portuguese. Offered infrequently. Meets Core credit for CCI.

PORT 142 ELEMENTARY PORTUGUESE II 3

Prerequisite: PORT 141

A continuation of PORT 141 Elementary Portuguese I. Taught in Portuguese. Offered infrequently. Meets Core credit for CCI.

PORT 241 INTERMEDIATE PORTUGUESE I 3

Prerequisite: PORT 142

A course designed to increase the student's understanding of the language by building on the skills learned in the elementary course. There will be a one-hour per week required laboratory. Taught in Portuguese. Offered infrequently. Meets Core credit for CCI.

PORT 242 INTERMEDIATE PORTUGUESE II 3

Prerequisite: PORT 241

A continuation of PORT 241. One-hour per week lab. Taught in Portuguese. Offered infrequently. Meets Core Credit for CCI.

PSYCHOLOGY (PSYC)

PSYC 101 GENERAL PSYCHOLOGY I 3

Prerequisite: None

This course centers around the question, How do we explain human behavior? Inquiries are framed in the context of the major theoretical perspectives emergent from the sociohistorical evolution of psychology as a field of study. Behavior topics are examined by comparing and contrasting the assumptions, research methods, and conclusions embedded within the biological, psychoanalytical, behavioral, humanistic, cognitive, and sociocultural theories. Psychological inquiries also include evaluation of how these diverse approaches converge on questions about multiple influences on human behavior. Meets Core credit for social sciences.

PSYC 102 GENERAL PSYCHOLOGY II 3

Prerequisite: PSYC 101

A continuation of 101 with an emphasis on science and the scientific method as it pertains to selected psychological topics and issues. Meets Core credit for social sciences.

PSYC 104 PSYCHOLOGY OF ADJUSTMENT 3

Prerequisite: None

A detailed study of principles underlying a mentally healthy life style and its relationship to a meaningful life existence. Special attention is given to methods of preventing personal maladjustments and remedial treatment for adjustment disorders.

PSYC 209 DEVELOPMENTAL PSYCHOLOGY 3

Prerequisite: None

The investigation of the physical, cognitive, and psychosocial changes that occur in the individual. Emphasis is placed on the genetic and environmental origins of behavior impacting development from birth to adolescence as well as the manifestations of these dynamic processes across the life span.

PSYC 210 RESEARCH METHODS IN PSYCHOLOGY 3

Prerequisite: PSYC 101

This course provides an introduction to psychological research techniques and methodology. Basic principles and procedures in the design, analysis, and write-up of research are provided. Students learn to select appropriate research topics, plan data collection and analysis, examine potential threats to internal and external validity, and ways to statistically analyze the data. In addition to lectures and readings, students will actively participate in the design of a semester-long project making sure it conforms to ethical standards in the field. The student will then write a research proposal using the most current A.P.A. style.

PSYC 218 PSYCHOLOGY OF ADOLESCENCE 3

Prerequisite: None

This course examines the physical, cognitive, and psychosocial development of adolescents in the contexts of peers, family, schools, work, and culture/society, using the theoretical perspectives in psychology. Special consideration is given to the development of stable identity that will allow the adolescent to function effectively in adulthood. Meets Core credit for social sciences.

PSYC 224 PSYCHOLOGY OF AGING 3

Prerequisite: None

The focus of this course is the study of the later years of the lifespan (i.e., the stage of Integrity vs. Despair as identified by Erik Erikson). Topics will include theories of aging, research methods, cognitive processes and intellect in late life, self and personality development, mental health, and clinical assessment.

PSYC 240 SENSATION AND PERCEPTION 3

Prerequisite: PSYC 101

An introductory study into how the sense modalities (sensation) provide the necessary information for the mind to analyze and interpret this information (perception) to create a mental world. Laboratory experiences will emphasize vision and audition.

PSYC 241 CROSS CULTURAL PSYCHOLOGY 3

Prerequisite: None

This course offers a broad introduction to the research and theoretical foundations of cross-cultural psychology. The impact of culture on processes mediating psychosocial development, and behavioral patterns will be stressed.

PSYC 264 CHILD DEVELOPMENT 3

Prerequisite: None

A study of the factors involved in the physical, language, cognitive, social, emotional, and aesthetic development of all children, both typical and atypical from birth through age 8. The young child is studied within the contexts of family, culture, and society. Two class hours and one laboratory hour a week.

PSYC 280 SPORT PSYCHOLOGY 3

Prerequisite: None

This course is an introduction to the field of sport psychology, a subspecialty of psychology that is concerned with identifying and understanding psychological factors that can be applied to sport in order to enhance athletic performance and personal growth. Students will be introduced to major theories of sport psychology, including strengths and critiques of those theories. Major themes of the class include the study of factors influencing motivation, ways to manage competitive stress, improving concentration, effectively using visualization, coping with failure, the importance of pre-performance routines, and building and maintaining confidence.

PSYC 297 DIRECTED RESEARCH 1-3

Prerequisite: Permission

Students will work under the close supervision of a faculty mentor to implement faculty-designed research protocols, manage data from those protocols, and/or assist with the dissemination of results of such work. May be repeated for up to a total of 6 hours. (Note: Although 18 hours of Directed Research [PSYC 297/397/497] may be taken, only 3 hours may count toward a psychology major or minor).

PSYC 299 SPECIAL TOPICS 1-3

Prerequisite: PSYC 101

A course for students with a particular interest in the special topic being discussed that semester. Topics selected are not typically covered in the regular scheduled psychology courses. The focus will be on reading assignments class discussions, and the sharing of ideas rather than formal lectures. May be repeated for different topics.

PSYC 305 SOCIAL PSYCHOLOGY 3

Prerequisite: PSYC 101

The psychological study of the individual in relation to social groups, social forces, and social problems. PSYC/SOC credit.

PSYC 306 CONSUMER BEHAVIOR 3

Prerequisite: PSYC 101

An analysis of the basic concepts and principles of consumer behavior. Emphasis will be placed on the cognitive, behavioral and social influences as they relate to consumer attitudes, perceptions and purchases. The course explores the consumer decision process and marketing efforts to influence and shape that process. PSYC 306/MKT 326 credit.

PSYC 307 PERSONALITY 3

Prerequisite: PSYC 101

A detailed investigation of the psychodynamic, behavioristic, humanistic, and dispositional perspectives as related to the four basic issues of each (i.e. theory, research, assessment, and therapy.)

PSYC 308 CHILD AND ADOLESCENT PSYCHOPATHOLOGY 3

Prerequisite: PSYC 101

This course is designed to provide students with an empirical and theoretical basis for the study of behavior disorders in children from birth to 18 years of age. Students will learn to use the DSM-5 as the basis for classification/diagnosis. Research regarding etiology and treatment methods will also be a major focus.

PSYC 310 ADVANCED RESEARCH IN PSYCHOLOGY 3

Prerequisite: PSYC 210, MATH 208

Continues PSYC 210. This course will further a student's knowledge and experiences in the area of empirical psychology. In addition to critically evaluating current literature, students will be required to design, conduct, analyze, and report the results of a semester-long project. Practical and ethical considerations of actually conducting a research project will be emphasized.

PSYC 320 COGNITIVE PSYCHOLOGY 3

Prerequisite: PSYC 101

The psychological study of the processes humans use to transform, store, manipulate, and retrieve information. Topics include perception and attention, knowledge recognition, pattern recognition, memory, problem solving, and language processing.

PSYC 324 THEORIES AND PRINCIPLES OF LEARNING 3

Prerequisite: PSYC 101

An introduction to and evaluation of the main psychological theories of learning as they apply to both human and animal behavior. Special attention will be given to the applications of those areas of theory and research which deal with factors which are known to influence the learning process.

PSYC 330 HEALTH PSYCHOLOGY 3

Prerequisite: PSYC 101

This course is an introduction to the field of health psychology, a subspecialty of psychology that concerned with how people stay healthy, how and why they become ill, and how they behave when ill. The discipline of health psychology approaches those questions using elements of psychobiology, personality psychology, social psychology, and clinical psychology. Students will be introduced to major theories of health psychology, including strengths and critiques of these theories. Major themes of the class include the study of factors influencing the practice of health behaviors, the relationship between stress and physical function, and the impact of and management of chronic illness.

PSYC 393/493 ELECTIVE INTERNSHIP 1-3

Prerequisite: Permission of Department

Provides psychology majors experiential learning within various social service agencies and work settings related to the student's career interests under the supervision of an onsite coordinator. This offering may be repeated up to a total of 6 credit hours with permission of the student's advisor and the department chair. These credits cannot be used as substitutes for the required psychology course credits as identified in the catalog.

PSYC 397 DIRECTED RESEARCH 1-3

Prerequisite: Permission

Students will work under the close supervision of a faculty mentor to implement faculty-designed research protocols, manage data from those protocols, and/or assist with the dissemination of results of such work. May be repeated for up to a total of 6 hours. (Note: Although 18 hours of Directed Research [PSYC 297/397/497] may be taken, only 3 hours may count toward a psychology major or minor).

PSYC 401 PSYCHOLOGICAL TESTS AND MEASUREMENTS 3

Prerequisite: PSYC 101

An introductory course in basic measurement concepts and procedures. Evaluation and use of standardized tests, including individual and group testing of achievement, intelligence, aptitude and personality. Elementary statistics concepts related to testing and measurement are covered.

PSYC 412 PHYSIOLOGICAL PSYCHOLOGY 3

Prerequisite: PSYC 101; 3 hrs. of biology recommended

A study of the anatomical, physiological and biochemical aspects of learning and memory, cognitive processes, motivational systems and basic sensory and motor functions.

PSYC 414 NEUROPSYCHOLOGY 3

Prerequisite: PSYC 101; at least junior status; 3 hrs. biology recommended

A study of the central nervous system damage, symptoms, diagnosis and treatment of brain damaged individuals. Topics may include neuropsychological disorders of movement, sensations and perceptions, language, memory, learning, developmental disorders, and psychiatric disorders. A review of the current literature surrounding such disorders will be an integral part of the course.

PSYC 417 ABNORMAL PSYCHOLOGY 3

Prerequisite: PSYC 101

A thorough study of the history, assessment, and classifications of abnormal behaviors. The DSM-5 is used as the basis for the classification and diagnosis of all mental and emotional disorders.

PSYC 455 PSYCHOLOGY OF INTIMATE RELATIONSHIPS 3

Prerequisite: PSYC 305 and at least junior status

This course is an overview of classic and contemporary theory and research on the psychology of intimate relationships, focusing primarily on romantic relationships. This course approaches the topic of close relationships from a psychological viewpoint, such as the examination of individual psychological processes, as well as the psychological underpinnings and scientific study of intimate relationships. As such, this course will cover theoretical perspectives, research methods, attraction, social cognition, interdependency, friendship, love, stressors in a relationship (e.g. infidelity, jealousy), relationship maintenance, conflict and conflict resolution, and dissolution. A review of the current literature (i.e., primary source articles) surrounding such topics will be an integral part of the course.

PSYC 495 SENIOR SEMINAR IN PSYCHOLOGY 3

Prerequisite: PSYC 210 & 6 hours in PSYC at 300 level or above

PSYC 495 is an advanced course in Psychology focusing on the current literature (i.e., psychological journal articles) in a selected topic. Students will develop their critical thinking and communication skills through reading, critiquing, and discussing research writing in a discussion-based seminar style setting.

PSYC 497 DIRECTED RESEARCH 1-3

Prerequisite: Permission

Students will work under the close supervision of a faculty mentor to implement faculty-designed research protocols, manage data from those protocols, and/or assist with the dissemination of results of such work. May be repeated for up to a total of 6 hours. (Note: Although 18 hours of Directed Research [PSYC 297/397/497] may be taken, only 3 hours may count toward a psychology major or minor).

PSYC 594 ADVANCED STUDY OF CHILD DEVELOPMENT 3

Prerequisite:

This course focuses on the advanced study of various stages of cognitive, language, physical, social, emotional, and moral development of children within the context of family, culture, and community. The interrelatedness of theory and research as a foundation for effective practices with children is emphasized.

PSYC 640 SPECIAL TOPICS 1

Prerequisite:

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

PUBLIC HEALTH (PUBH)

PUBH 210 INTRODUCTION TO PUBLIC HEALTH 3

Prerequisite: None

An introductory course to provide students with an overview of the field of public health. The course introduces students to a variety of public health topics and issues and provides an understanding of public health as a system. The student will explore public health's interdisciplinary connections to other health care fields.

PUBH 260 ENVIRONMENTAL HEALTH 3

Prerequisite: BIO 201 or 202 and CHEM 103, 251, 252, 253, or 320

This course will provide an introduction and overview of environmental health. Students will be introduced to the biological, physical, and chemical environmental elements that influence human health and contribute to human health risks. The course will include factors associated with environmental health problems and will also cover environmental issues that are a result of human activities.

PUBH 330 SOCIAL BEHAVIORAL THEORY IN PUBLIC HEALTH 3

Prerequisite: PUBH 210

This course will explore a variety of social and behavioral theories used within public health. Students will examine how to utilize the theories in order to promote healthy behavioral change and then, in turn, educate individuals and populations. The course will emphasize how to address health issues that are confronting communities at the individual, community, and systems level.

PUBH 345 PUBLIC HEALTH POLICY & HEALTH CARE SYSTEMS 3

Prerequisite: PUBH 210

This course will introduce students to health policy and policy making in the United States. It will provide a basis for understanding and exploring health policy issues. The course will look at how politics shape health policymaking, health reform, and emerging and continuing controversies in health policy. The course will introduce students to the U.S. healthcare system, the basic structures of health systems, analysis of the American system to other healthcare systems, and the legal framework within which the U.S. healthcare system functions.

PUBH 355 APPLIED EPIDEMIOLOGY 3

Prerequisite: HS 360, MATH 341

This course will introduce students to epidemiology. The course will cover basic epidemiological concepts and practical application to facilitate understanding of determinants and distribution of health and disease.

PUBH 410 PUBLIC HEALTH PROMOTION AND EDUCATION 3

Prerequisite: PUBH 330, 345, 355

This course will provide an overview of the profession of health education and promotion. Students will be introduced to the principles and foundations of health promotion and health education. Students will examine the history of health education and health promotion, concepts of health and wellness, and organizational concepts that comprise the profession of health education.

PUBH 430 PUBLIC HEALTH PROGRAM PLANNING & EVALUATION 3

Prerequisite: PUBH 330, 345, 355

This course will provide students the foundation regarding how to develop culturally appropriate public health programs. The programs will address specific health issues and concerns that have an effect on communities and populations at all levels including local, state, national, and international. Students will learn how to assess, develop, implement, and evaluate public health programs. Students will utilize social and behavioral theoretical models as their basis to design and implement public health interventions.

PUBH 465 CAPSTONE SEMINAR 3

Prerequisite: PUBH 260, 345, 410, 430, senior standing, completion of major required coursework

This course will provide students the opportunity to synthesize and apply public health program content and core competencies with emphasis on professional growth. Students will have the opportunity to assess their educational degree objectives, and future professional career goals. Students will plan, implement, evaluate, and present their applied learning projects.

RECREATION (REC)

REC 240 FUNDAMENTALS OF THERAPEUTIC RECREATION 3

Prerequisite: None

Psychological, sociological, and historical significance of therapeutic recreation; the philosophy, theories, and practices of health and human service professionals; needs and implications of therapeutic recreation with persons withdisabilities.

REC 330 TECHNIQUES IN THERAPEUTIC RECREATION 3

Prerequisite: REC 240

Ability to implement a variety of individual and group techniques, utilize a variety of assistive and adaptive devices and techniques, apply therapeutic recreation content and services, use instruction, supervision, and leadership techniques, and apply activity and task analysis in the delivery of services.

REC 341 PRINCIPLES OF THERAPEUTIC RECREATION 3

Prerequisite: REC 240

Introduction to the therapeutic recreation process to design comprehensive and individual treatment plans, considering the interrelationships of health and human service professionals and standards of practice using case studies.

REC 362 LEISURE EDUCATION AND COUNSELING TECHNIQUES 3

Prerequisite: REC 240

Theory of group dynamics, leadership techniques and strategies, interpersonal relations, decision making, communication processes, therapeutic group interventions, helper relationships, and concepts and application of leisure education.

REC 407 THERAPEUTIC RECREATION PROGRAMMING AND ADMINISTRATION 3

Prerequisite: REC 240

Course focuses on the current professional issues and techniques related to comprehensive program design, implementation, documentation, and evaluation. Content includes documentation, protocols, quality indicators, credentialing, ethical issues, regulations, standards of practice, reimbursement, marketing, budgeting and factors affecting professional accountability.

RELIGION (REL)

REL 106 EXPLORING THE BIBLE 3

Prerequisite: None

An introductory study in which students gain an overview of the Bible, engage in literary analysis of Biblical texts and explore the Bible's contemporary relevance. College-level writing skills are required. Meets Core credit for Religion.

REL 107 EXPLORING WORLD RELIGIONS 3

Prerequisite: None

An introductory exploration of historical developments, beliefs and practices in selected Eastern and Western world religious traditions. Since students will be introduced to methods for analyzing and interpreting sacred texts, college-level writing skills are required. Meets Core credit for Religion.

REL 109 EXPLORING CHRISTIAN ETHICS 3

Prerequisite: None

An introductory exploration of principles, movements and topics of Christian theological ethics. This course guides students through complex questions of moral reasoning and some of the Biblical, historical and theological resources used to address them. Topics may include immigration, homosexuality and same-sex marriage, forgiveness and reconciliation, justice, war, and abortion. College-level writing skills are required. Meets Core credit for Religion.

REL 208 EXPLORING CHRISTIAN THEOLOGY 3

Prerequisite: None

An introduction to the central doctrines of the Christian faith that is both critically respectful of classic theological traditions and critically open to the new voices and emphases of recent theologies. Students will become familiar with systematic theological categories and develop interpretive skills through the careful reading, analysis and discussion of theological texts.

REL 213 LIFE AND LETTERS OF PAUL 3

Prerequisite: None

Examination of Saul/Paul through a careful study of the Book of Acts and the letters attributed to Paul, aided by useful secondary sources. Of interest are not only the social and theological concerns addressed by the apostle Paul but also the ways in which his teachings apply to the contemporary world.

REL 214 CHRISTIAN FORMATION & LIFE CALLING 3

Prerequisite: None

Investigates how Christians grow in faith, understanding and commitment, and considers how to encourage and nurture such growth. Explores the biblical, theological, historical and cultural foundations of Christian formation; identifies and analyzes specific practices and connections between Christian formation and other areas of the Christian life such as worship, service, and mission.

REL 220 TAKING HUMAN LIFE 3

Prerequisite: None

Deals with the questions of whether it is permissible to take human life and if so, what the conditions might be that warrant or limit such behavior. Examines the issues of euthanasia, abortion, capital punishment, suicide and warfare from literary, philosophical, social, scientific, and religious perspectives, mainly from the Judeo- Christian viewpoint. Meets Core credit for humanities.

REL 231 HISTORY OF CHRISTIANITY TO THE REFORMATION 3

Prerequisite: REL 106

Focuses on the history of Christianity from the 1st to the middle of the 17th century. Emphasis will be primarily on the social context within which Christianity developed, and secondarily on Christian thought during the period.

REL 232 HISTORY OF MODERN CHRISTIANITY 3

Prerequisite: REL 106

Focuses on the history of Christianity from the mid-17th century to the present. Emphasis will be primarily on the social context within which modern Christianity developed, and secondarily on Christian thought through the period. Meets Core credit for humanities.

REL 233 HISTORY OF RELIGIONS IN AMERICA 3

Prerequisite: REL 106

Focuses on the history of religions in America from the mid-16th century to the present. Emphasis will be primarily on the social context within which American religions developed and secondarily on American religious thought during the period.

REL 234 HISTORY OF CHRISTIAN WORSHIP 3

Prerequisite: None

This course investigates the history of Christian worship from the New Testament church to the present day. The course will concentrate on the actual experience of worship for regular churchgoers and so will pay attention to material culture, art, music and architecture as well as the social, political, philosophical and theological contexts within which Christian worship developed.

REL 240 JEWISH RELIGIOUS TRADITIONS 3

Prerequisite: Core religion course

This course deals with a question that is central to all Jewish religious traditions: how do written and oral traditions combine to create the fabric of contemporary Jewish life? This question will be explored through selected Rabbinic writings and methods of Jewish Biblical interpretation, as well as distinctive Jewish religious practices and observances within the major movements in contemporary Judaism. Meets Core credit for humanities.

REL 250 UNDERSTANDING ISLAM 3

Prerequisite: None

An investigation of the basic beliefs and practices in Islam as they are understood and observed in various parts of the world. The course approaches Islam by focusing upon the ways that oral and written traditions combine with cultural factors to create the fabric of contemporary Islamic life. Topics include the foundations of Islam, the sources of legislation in Islam (Qur'an and Hadith), central ritual observances and social aspects of Islam in the contemporary world. Meets Core credit for humanities.

REL 260 SHORT TERM MISSIONS 3

Prerequisite: None

REL 260 explores the development, theology, and practice of international short-term, mission trips; introduces students to culture theory; and provides students with opportunities to develop skills in cross-cultural understanding and communication with particular cultures. Students will have opportunities to interview participants, organizers, and leaders in the STM field in person and/or through technology. Meets CCI credit when completing the course with instructor-approved short-term mission and the corresponding CCI narrative.

REL 301 TOPICS IN RELIGION 3

Prerequisite: None

An in-depth study of a particular topic in religion that is not covered in the regularly scheduled religion courses, for example, foundations for Biblical study in OT Hebrew and NT Greek, contemporary issues in political theology and selected theological themes. The course will feature frequent writing assignments and in-depth reading on the subject matter. May be repeated for credit as topics change.

REL 304 ADVANCED OLD TESTAMENT 3

Prerequisite: REL 106

An in-depth study of the Hebrew Scriptures focusing on selected sections and themes. Students will conduct literary analyses of OT texts while also examining ways in which narratives of the Hebrew Bible are used to formulate Jewish and Christian theology and ethics.

REL 305 ADVANCED NEW TESTAMENT 3

Prerequisite: REL 106

An in-depth study of the New Testament focusing on the four canonical Gospels. Students will conduct literary analyses of NT texts while also examining how these documents provide evidence for the early Jesus traditions and other developments in the early Christian communities.

REL 307 WORLD RELIGIOUS TRADITIONS: EAST AND WEST 3

Prerequisite: REL 106 or REL 107

An advanced inquiry into selected topics within Judaism, Islam, Hinduism and Buddhism. Special focus will be placed on primary texts (the Tanakh, the Qur'an, the Bhagavad Gita and selected Buddhist scriptures) as we examine the world views and ethical teachings that have developed in each tradition.

REL 308 FAITH AND SOCIETY 3

Prerequisite: Core religion course

This course introduces students to several of the major, current topics within political theology--from liberalism's and democracy's champions and detractors, to the role of religious commitments in a pluralist society, to how the Bible is used and read differently in different political contexts, to questions of gender and post-colonialism. In addition, students will develop interpretive skills through the careful reading, analysis, and discussion of texts in contemporary political theology. Meets Core credit for humanities.

REL 311 YOUTH MINISTRY 3

Prerequisite: None

An examination of the characteristics of contemporary youth and youth culture including an analysis of the implications of these characteristics for the church. Emphasis is placed on the practical aspects of organizing, planning, and implementing church and para-church youth ministries.

REL 320 LEGACY OF PETER & PAUL IN ITALY 3

Prerequisite: None

This course combines the literary analysis of early Christian and medieval texts with an eight-day study abroad experience in Italy centering on the cities of Rome, Assisi and Florence. Students gain an understanding of major theological, historical and cultural developments within Roman Catholicism by focusing on the legacies of the apostles Peter and Paul, by tracing themes in the medieval Catholic church and by identifying ways in which these apostles and their writings continue to be relevant in contemporary times. Meets Core credit for humanities.

REL 340 RELIGION AND THE CIVIL RIGHTS MOVEMENT IN AMERICA 3

Prerequisite: Permission of instructor when offered with a required service learning (SL) component

This course examines the involvement and non-involvement of churches and people of faith in the movement for civil rights in the United States. Contextualized in the History of America's racialized society, both African American and white religious responsibilities for, and responses to, social injustice are examined through the reading of autobiographies, primary documents, and secondary sources. Meets Core credit for humanities.

REL 341 WORLD CHRISTIANITY, CULTURE AND MISSION 3

Prerequisite: None

An exploration of post-colonial Christianity and Christianity outside the cultural west through the lenses of particular cultural contexts, culture theory, and the history, theology, and practice of Christian mission. Includes practicing skills for cultural proficiency and enabling students to become citizens aware of their global responsibilities.

REL 375 UNDERSTANDING ISRAEL 3

Prerequisite: None

A multi-disciplinary course which may be offered in conjunction with a trip to Israel that features the study of biblical geography; biblical history; the story of Christianity, Judaism and Islam in what is now the modern State of Israel; and contemporary social and political issues in Israel. Religion elective and/or Study Away/CCI. (Students who participate in the Israel trip and satisfactorily complete the CCI narrative receive CCI credit.)

REL 400 CHRISTIAN LITERATURE 3

Prerequisite: REL 106

Acquaints the student with the rich heritage of Christian literature. Selected writings from the theological, devotional and general literary work of Christian writers are read and discussed.

REL 401 SEMINAR IN CHRISTIAN ETHICS 3

Prerequisite: REL 106 or REL 109

This is an advanced course in religious ethics focusing on primary source readings of Christian ethics in the 20th century from authors such as Niebuhr, Ramsey, Yoder, and Hauerwas, examining their methodologies, religious contexts, theological assumptions, and anthropological conclusions, and how these affect their treatment of particular issues.

REL 404 SEMINAR IN CHRISTIAN THEOLOGY 3

Prerequisite: REL 106 or REL 109

The careful reading and interpretation of primary source materials in Christian theology. The goals are familiarization with contemporary Christian theology and the acquisition or sharpening of research and writing skills for use in future graduate work, pastoral ministry, or independent study.

REL 450 SEMINARY COURSE IN BIBLICAL STUDIES 3

Prerequisite: 3.0 GPA minimum, junior status; Religion Department Chair approval

An ATS topics course in Biblical studies which investigates sections or books of the Bible. May be repeated once for a different topic. See department chair for information.

REL 451 SEMINARY COURSE IN CHRISTIAN HISTORY, THEOLOGY, AND PHILOSOPHY 3

Prerequisite: 3.0 GPA minimum, junior status; Religion Department Chair approval

An ATS topics course in Christian history, theology and/or philosophical studies. May be repeated once for a different topic. See department chair for information.

REL 452 SEMINARY COURSE IN PRACTICAL THEOLOGY 3

Prerequisite: 3.0 GPA minimum, junior status; Religion Department Chair approval

An ATS topics course in Christian ministry or practical theology. May be repeated once for a different topic. See department chair for information.

REL 497 RELIGION THESIS SEMINAR 3

Prerequisite: Core religion course

A guided opportunity to research and write a paper on a topic of interest in their area of concentration.

SUPPLY CHAIN MANAGEMENT (SCM)

SCM 243 PROCUREMENT 3

Prerequisite: MKT 233

This course will introduce the student to the principles of procurement. The course will focus on the purchasing process and structure as well as supplier evaluation.

SCM 316 SUPPLY CHAIN MANAGEMENT 3

Prerequisite: MATH 208, MKT 233, or MGT 240

Physical distribution management involves the integration of the purchasing, production, control, warehousing, transportation, materials handling, forecasting, order processing and marketing functions in a modern business. A relatively new area of management study, physical distribution draws upon the fields of marketing, production, accounting and transportation, and the disciplines of applied mathematics, organizational behavior and economics.

SCM 350 LOGISTICS 3

Prerequisite: SCM 316

This course will introduce the student to the principles of logistics. The course will focus on information, warehousing, and transportation mode requirements necessary for the development of a comprehensive logistics system.

SCM 351 LEAN PRODUCTION AND QUALITY 3

Prerequisite: MGT 319

This course will introduce the student to the principles of lean production and quality management. The course will focus on the identification of quality requirements and lean production procedures. The student will learn the use of these techniques and procedures in the context of application to supply chain management.

SCM 431 SUPPLY CHAIN STRATEGY 3

Prerequisite: SCM 351

This course will focus on the integration of operational supply chain plans, including procurement, warehousing, inventory management, and transportation requirements, into a macro supply chain strategy that is a critical element of a total business strategic plan.

SOFTWARE DESIGN & DEVELOPMENT

SDD 241 INTRODUCTION TO SOFTWARE ENGINEERING 3

Prerequisite: CS 230

An introduction to software engineering principles including software development life cycles that involve requirement elicitation, analysis, and specification, design and implementation, testing, and maintenance.

SDD 341 SOFTWARE REQUIREMENTS AND DESIGN 3

Prerequisite: SDD 241

A study of concepts and methods required to elicit requirements and develop designs for professional software systems including requirements elicitation, modeling languages, architectural views, styles, and patterns, and design patterns.

SDD 343 SOFTWARE TESTING, VERIFICTATION, AND VALIDATION 3

Prerequisite: SDD 241

An introduction to the methods of software verification, validation, and testing. Topics covered include requirements-oriented testing, test plan design, effective testing techniques, test coverage evaluation, statistical techniques for testing, verification, validation, reviews, inspections, and audits.

SDD 345 SOFTWARE QUALITY & CONFIGURATION MANAGEMENT 3

Prerequisite: SDD 241

A study of the topics related to producing quality software: quality assurance, quality metrics, configuration management and software process improvement models.

SDD 441 SOFTWARE PROJECT MANAGEMENT 3

Prerequisite: SDD 341, 343, 345

A study of project planning and documentation, management tools, cost estimation, productivity, metrics, options and risks, expectations management, contracts, intellectual property, process standards, long-term maintenance, progress measurement, earned value analysis, legal document management, project management standards.

SDD 449 CAPSTONE PROJECT 3

Prerequisite: SDD 441

Group project utilizing and demonstrating all software engineering skills of the major requirements. Student conceived and marketed product is developed with complete documentation, quality control, societal and ethical impact of the project development will be emphasized.

CYBER SECURITY (SEC)

SEC 180 FOUNDATIONS OF COMPUTER SECURITY 3

Prerequisite: None

A study of computer system security concepts and domains. The course delivers fundamental information security principles as well as real-world applications and examples.

SEC 185 CYBER ETHICS 3

Prerequisite: None

An introduction to basic culture, social, legal, and ethical issues inherent in the discipline of computing.

SEC 280 WINDOWS SECURITY 3

Prerequisite: SEC 180

Discovery of security strategies in Microsoft Windows platforms and applications. Students learn how to use tools and techniques to decrease risks arising from vulnerabilities in Microsoft Windows operating systems and applications.

SEC 285 DIGITAL FORENSICS AND INVESTIGATION I 3

Prerequisite: None

A broad introduction to the field of digital forensics and investigation. Students are introduced to the fundamentals of system forensics and forensic methods.

SEC 380 LINUX SECURITY 3

Prerequisite: SEC 180, CS 221

Discovery of security strategies in Linux platforms and applications. The course discusses how to take advantage of the layers of security available in Linux and explores the use of both open source and proprietary tools when building a layered security strategy for Linux environments.

SEC 381 HACKER TOOLS AND TECHNIQUES 3

Prerequisite: SEC 180

An exploration of hacking techniques and countermeasures. Topics include network systems penetration tools and techniques for identifying vulnerabilities and security holes in operating systems and software applications. Also covered are techniques and technologies needed to defend against malicious attacks.

SEC 385 DIGITAL FORENSICS AND INVESTIGATION II 3

Prerequisite: SEC 285

Topics covered in this course include conducting forensics on computer systems running Windows, Linux, and Mac as well as mobile devices. Students will explore investigative techniques involving email, operating system, and application vulnerability.

SEC 480 MOBILE SECURITY 3

Prerequisite: SEC 180

The course focuses on risk assessments, threats, and vulnerabilities of wireless networks. Students will identify and apply security measures that should be put in place to mitigate breaches.

SPORT MANAGEMENT (SMG)

SMG 122 BADMINTON 1

Prerequisite: None

Each section meets two hours per week (or equivalency) for a half semester. Each section earns one semester credit. Sport skills and activities are taught for recreational and health outcomes. Special corrective work is given to meet individual needs upon recommendation of the school physician. Graded S/U.

SMG 124 BILLIARDS 1

Prerequisite: None

Each section meets two hours per week (or equivalency) for a half semester. Each section earns one semester credit. Sport skills and activities are taught for recreational and health outcomes. Special corrective work is given to meet individual needs upon recommendation of the school physician. Graded S/U.

SMG 125 BOWLING 1

Prerequisite: None

Each section meets two hours per week (or equivalency) for a half semester. Each section earns one semester credit. Sport skills and activities are taught for recreational and health outcomes. Special corrective work is given to meet individual needs upon recommendation of the school physician. Graded S/U.

SMG 133 GOLF I 1

Prerequisite: None

Each section meets two hours per week (or equivalency) for a half semester. Each section earns one semester credit. Sport skills and activities are taught for recreational and health outcomes. Special corrective work is given to meet individual needs upon recommendation of the school physician. Graded S/U.

SMG 147 TENNIS I 1

Prerequisite: None

Each section meets two hours per week (or equivalency) for a half semester. Each section earns one semester credit. Sport skills and activities are taught for recreational and health outcomes. Special corrective work is given to meet individual needs upon recommendation of the school physician. Graded S/U.

SMG 151 VOLLEYBALL 1

Prerequisite: None

Each section meets two hours per week (or equivalency) for a half semester. Each section earns one semester credit. Sport skills and activities are taught for recreational and health outcomes. Special corrective work is given to meet individual needs upon recommendation of the school physician. Graded S/U.

SMG 161 INTRODUCTION TO SPORT, RECREATION, AND LEISURE 3

Prerequisite: None

A survey of the historical development of recreation and leisure and its corresponding philosophical and theoretical thought. Understanding of and ability to facilitate leisure lifestyles and use of leisure resources throughout the human life span.

SMG 168 FIELD EXPERIENCE IN SPORT I 1

Prerequisite: None

Initial experience in various leisure delivery settings at approved sites under qualified personnel. 30-60 clock hours minimum.

SMG 238 FIELD EXPERIENCE IN SPORT II 2

Prerequisite: SMG 168

Field experience in approved leisure, sport, or therapeutic recreation service delivery systems with qualified supervisor during sophomore or junior year following completion of prerequisite major courses. 60 clock hours minimum, with exposure to various sites and clientele.

SMG 255 LEADERSHIP: THEORY AND PRACTICE 3

Prerequisite: None

An introduction to theories, approaches, and styles of leadership utilized in the recreation profession. Topics for study include decision-making strategies, motivation techniques, communication, non-verbal communication, group dynamics, diversity, trends, values, ethics, and vision.

SMG 262 FACILITIES DESIGN/EVENT MANAGEMENT IN SPORT 3

Prerequisite: SMG 161 or permission

This course examines the principles and procedures for planning, designing, operating, and maintaining the facilities, resources, and areas of leisure services. This course increases the awareness of knowledge and skills in event planning and management as applied to a variety of sport and recreational settings.

SMG 270 INTRODUCTION TO TOURISM 3

Prerequisite: None

An introduction to the various facets of tourism and the tourism industry. The relationships among psychological, sociological, anthropological economic and environmental issues associated with tourism will be examined.

SMG 310 CURRENT TRENDS IN SPORT 3

Prerequisite: Sophomore status

The purpose of this course is for students to learn about current trends related to the management and operation of resort, private club properties, sport and recreational values. This course will be a project-based course which will encourage students to study and explore the historical development, economic influence and demographic impact of these various venues. Topics will include private club and resort management, sport and recreational management, customer service, advertising, outdoor programming, and diversity implications.

SMG 360 RESEARCH IN SPORT 3

Prerequisite: MATH 208

This course includes the investigation of current issues and research in sport management. It also incorporates using computer applications such as SPSS software to analyze research data and business statistics.

SMG 404 PSYCHOLOGY OF SPORT AND COACHING 3

Prerequisite: ATR 165 or SMG 161; PSYC 101 recommended

Acquaints the student with the wide realm of sports in modern society. A discussion of general psychological factors which characterize sports, such as personality of the athlete, personality of the coach, motivation, emotion, aggression, and social factors which are unique in sports and coaching.

SMG 405 MANAGEMENT OF SPORT 3

Prerequisite: MGT 240

Analysis of administration philosophy, standards, policies and procedures in the sport industry.

SMG 415 SPORT MARKETING 3

Prerequisite: MKT 233

This course provides basic principles of marketing and the nuances of such applied to the managed sport industry (i.e., intercollegiate athletics, youth sports, professional sport, recreation, fitness, multi-sport club operations, etc.) Students will examine and utilize basic marketing principles in the domain of sport. Topics will include sport products and services, marketing strategies, consumer behavior, research and information management, promotions, targeting, segmenting, positioning, and sponsorship.

SMG 435 GLOBAL PERSPECTIVES IN SPORT 3

Prerequisite: None

An interdisciplinary examination of sport as a global phenomenon. Historical, cultural, economic, and governance perspectives will be considered.

SMG 440 PROFESSIONAL SEMINAR IN SPORT MANAGEMENT 3

Prerequisite: SMG 161

Professional trends and issues including legislation, laws, credentialing, accreditation, ethical and social issues, regulations, advocacy, and changes in management and health care.

SMG 450 INTERNSHIP IN SPORT 6

Prerequisite: Permission

A full-time, 12-week, 480-hour experience in an approved sport recreation and/or leisure agency setting under the direction of a qualified university supervisor.

SMG 572 SPORT MANAGEMENT 3

Prerequisite:

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

SMG 574 SOCIAL AND ETHICAL ISSUES IN SPORT 3

Prerequisite:

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

SMG 580 SPORT MARKETING AND PROMOTION 3

Prerequisite:

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

SMG 581 LEGAL ASPECTS IN SPORT ORGANIZATIONS 3

Prerequisite:

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

SCHOOL NURSING PROGRAM (SNP)

SNP 518 HEALTH DETERMINANTS & ACADEMIC INDICATORS 3

Prerequisite: Admission

A study of the determinants of health and the impact they have on the health outcomes and academic indicators seen in the school setting. Students will be addressing these issues through the application of school-based needs assessments and intervention plans integrating coordinate school health and school improvement planning to address student needs. This planning process will include exposure to the CDC School Health Index, ASCD School Improvement Tool, and the CDC/ASCD Whole Student, Whole School, Whole Community Model.

SNP 520 EDUCATIONAL STRATEGIES FOR HEALTHCARE PROVIDERS 2-3

Prerequisite: Admission

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 nursing program will consider course concepts specifically in the context of school health education for school age populations.

SNP 525 HEALTH CARE OF THE SCHOOL COMMUNITY 3

Prerequisite: Admittance to SNP program, recommended to take first in sequence of courses

Utilizing the National Association of School Nurses (NASN) Framework for 21st Century School Nursing Practice, students will gain foundational knowledge and skills of school nursing practice. The focus of this course is school nursing practice and the health care of a school community. The population of interest is students in the school, focusing on children as a vulnerable population because of their age. Sub-populations of school children may be considered vulnerable populations for reasons other than their age such as having special health care needs. The fundamental components of school nursing practice will be discussed in reference to the outcome of students who are healthy, safe, and ready to learn.

SNP 528 INTERPROFESSIONAL COLLABORATION: THE SCHOOL NURSE AND SCHOOL SUPPORT SERVICES 3

Prerequisite:

This course builds upon child development knowledge acquired in the registered nurse's foundational education. The content expands on theoretical and clinical application of childhood development in the school setting to promote the health and academic outcomes of students. Students will examine school support services teams and content related to interprofessional collaboration, promoting optimal childhood development, educational access/evaluation for intervention, and school-based mental health.

SNP 558 EMERGENCY PREPAREDNESS IN SCHOOL HEALTH 3

Prerequisite: EDLS 533

This course focuses on the management of school emergencies from the school nurse perspective. This course will build upon the foundational concepts in EDLS 533 including school safety and security and crisis management planning. Students will learn how to complete a school-specific needs assessment, including physical, biologic, chemical, and environmental threats. Triage decision making will be addressed through the use of simulation and will focus on trauma assessment and response. The course content and delivery will align with the standards of the National Association of School Nurses.

SNP 680 SCHOOL NURSE INTERNSHIP 2-4

Prerequisite: SNP 518, 520, 525

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

SNP 681 SCHOOL NURSE WELLNESS COORDINATOR PRACTICUM 3

Prerequisite: SNP 518, SNP 558, EDLS 533, NUR 9550, NUR 9560

The course focuses on the application of the advanced school nursing skills in leadership, emergency preparedness, care coordination, and wellness planning. Content will be presented utilizing both didactic and clinical methods. The clinical experience will be a culminating practicum (2 credit hours= 160 clinical hours) demonstrating the knowledge and skills of the School Nurse Wellness Coordinator.

SOCIOLOGY (SOC)

SOC 111 PRINCIPLES OF SOCIOLOGY 3

Prerequisite: None

The focus of this course is centered on an in depth examination of social forces and their impact on social structure, sociocultural evolution and the socialization process. The theoretical perspectives, concepts, and principles of sociology are then applied to various areas of sociology such as social organization, culture, social structure, social interaction, social stratification, social inequality, social deviance and social institutions. Meets core credit for social sciences.

SOC 202 ALCOHOLISM AND SUBSTANCE ABUSE 3

Prerequisite: None

This course is designed to give a general overview of the role and extent of the alcohol/chemical use abuse, and dependency in our society. Areas to be discussed include examining our personal and societal attitudes, defining and understanding the stages of addiction, gaining specific expertise in intervention and helping techniques, looking at the problem of DWI in our country and studying the impact of chemical dependency on the family members and significant others.

SOC 223 SOCIOLOGY OF AGING 3

Prerequisite: None

Course will examine the societal aspects of aging; the meaning and consequences of aging; cultural and ethnic issues; and the interaction of the aging with political, economic, and other social phenomena. Course focus begins at the later stage of middle adulthood, and progresses through older adulthood.

SOC 225 CONTEMPORARY SOCIAL PROBLEMS 3

Prerequisite: SOC 111

An in-depth study of selected social problems, emphasizing major theoretical approaches to understanding problem situations. Particular attention is given to diversity and oppression as they impact on life in contemporary America.

SOC 242 CRIMINOLOGY 3

Prerequisite: None

See CJ 242 for course information.

SOC 244 JUVENILE DELINQUENCY 3

Prerequisite: CJ 130 or SOC 111

See CJ 244 for course information.

SOC 275 GANGS AND CULTS 3

Prerequisite: CJ 130 or SOC 111

Examines the historical and contemporary issue of gangs and cults in United States and focuses on gang and cult recruitment, subculture, beliefs, activities, signs, and symbols. CJ/SOC credit.

SOC 301 RACE, ETHNIC AND MINORITY ISSUES 3

Prerequisite: None

The course will examine the interaction between the dominant and minority cultures particularly within the United States. Students will be introduced to a transnational perspective; exploring groups who have immigrated to the United States, but share a set of cultural values shaped by their homeland, especially in the areas of human interaction, social expectations, economics, religious and political movements. The concept of culture will be discussed in terms of both the majority culture, which provides the social framework that encourages assimilation and fusion, and the minority sub-culture that strives and struggles to maintain a sense of identity. The consequences of living in a multi-ethnic, multi- faith, and multi-cultural society will also be studied. Meets Core credit for social sciences.

SOC 305 SOCIAL PSYCHOLOGY 3

Prerequisite: None

See PSYC 305 for course information.

SOC 307 VICTIMOLOGY 3

Prerequisite: CJ 130 or SOC 111

See CJ 307 for course information.

SOC 330 TOPICS IN SOCIOLOGY 3

Prerequisite: None

A concentrated analysis of social institutions in specialized areas. Topics include politics, education, religion, sports, medicine, collective behavior, etc. On demand, repeatable to a maximum of nine semester hours

SOC 340 MARRIAGE AND FAMILY RELATIONSHIPS 3

Prerequisite: None

This course explores the similarities and differences among families and marriages, family structures and functions, changes throughout the family life cycle, and the history of marriage and family in American culture. Critical topics in the area of marriage and family relationship, including events and attitudes leading to the formation of family units (defining love, dating, pairing up, cohabitation, marriage); problems and experiences arising from the institution of the family (gender roles, conflict, parenting, work/life balance, divorce, remarriage); and development of a philosophy regarding marriage and family life will be explored. Meets Core credit for social sciences.

SOC 352 SOCIAL DEVIANCE 3

Prerequisite: SOC 111

The systematic and objective study of human behavior and phenomena that conventional society has labeled different, rule-breaking and norm-violating.

SOC 355 HUMAN SEXUALITY 3

Prerequisite: None

An examination of such topics as sexual potential and development, reproduction, psychosexual factors, values, morality, sexual varieties, social influences, sexual problems, sexual diseases, love, sexual expression, and the role of the schools, mass media, the arts, professional preparation programs, education, and the family in sex education.

SOC 360 RESEARCH METHODS IN SOCIAL SCIENCE 3

Prerequisite: MATH 208, SOC 111; senior status

An introduction to methodological techniques of research in the social sciences. Emphasis is placed on quantitative and qualitative research methodologies as they relate to building knowledge for practice and to evaluating service delivery in all areas of practice. Research ethics, analysis and evaluation of theoretical bases, research questions, analysis of data, and use of technology are covered. SOC/SOCWK credit.

SOC 415 ADVANCED CRIMINOLOGY AND PROFILING 3

Prerequisite: None

See CJ 415 for course description.

SOC 640 SPECIAL TOPICS 1

Prerequisite:

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

SOCIAL WORK (SOCWK)

SOCWK 221 INTRODUCTION TO SOCIAL WORK 3

Prerequisite: SOC 111 or PSYC 101

This course is designed to introduce students to the field of social work. It offers an overview of the settings in which social workers practice, the populations they encounter, the social problems they address, and the interventions they utilize. Students are introduced to systems theory, social policies with guide practice and the relationship of these concepts to advocacy and social change.The course will examine the knowledge, values, ethics, and skills necessary for effective generalist social work practice. Students complete an agency volunteer/shadowing experience.

SOCWK 230 GLOBAL HUMAN RIGHTS AND SOCIAL JUSTICE 3

Prerequisite: None

This course will explore global social justice issues through the lens of various human rights documents. Issues to be examined include forced labor, war and conflict, and violence against women and children. The history and development of these issues, how culture of individual countries and regions affect the issues and responses, as well as possibilities for the resolution of the issue will be examined.

SOCWK 250 FOUNDATIONS OF SOCIAL WELFARE 3

Prerequisite: None

This course examines and analyzes the history of social welfare in the United States to understand the context of social welfare movements and policies. Emphasis will be placed on the volunteer beginnings of social work which led to the development of the social work profession, and to issues of poverty and social, political, and economic justice that affect oppressed groups in American Society.

SOCWK 265 PARENT-CHILD RELATIONSHIPS 3

Prerequisite: None

Explores parent/child relationships from infancy through adolescence. The course addresses parenting philosophies, child guidance strategies, family diversity, and challenges to contemporary parents and their children. The dynamics of parent/child interactions are analyzed from a systems perspective that considers the reciprocal impact of children on parents as well as parents on their children. Includes understanding and facilitating parents in their parenting role.

SOCWK 304 HUMAN BEHAVIOR ACROSS THE LIFESPAN 3

Prerequisite: SOCWK 221 or Sophomore status

This course focuses on individuals as they develop over the life span and have membership in various systems such as families, groups, organizations and communities. It provides students with theories and knowledge related to biological, social, psychological, spiritual and cultural variables. It addresses the environmental conditions that promote or deter individual and family growth; the reciprocal impact of people and a range of environmental systems; and variations in development and functioning that arise from diversity factors. The course provides the foundation for completing accurate assessments of human problems, choosing intervention strategies and evaluating interventions.

SOCWK 305 FAMILY VIOLENCE 3

Prerequisite: None

This course examines the dynamics of power and control in intimate relationships. Theories from the social sciences, particularly sociology, are used to assess these dynamics and the socio-cultural setting in which they exist. Readings introduce the historical status of women and children; dramatic exercises provide experiential learning about being involved in situations of power and control.

SOCWK 306 SOCIAL ENVIRONMENT AND HUMAN BEHAVIOR 3

Prerequisite: SOC 301 or co-requisite

A continuation of the study of individual interaction with the social environment, particularly with larger systems such as organizations and rural and urban communities. Students learn the dynamics of oppression and the effects of oppression on the social and economic circumstances of members of diverse and at risk populations.

SOCWK 310 SOCIAL WORK PRACTICE I 3

Prerequisite: SOCWK 221 or Department's permission

This course is designed to provide students with a generalist approach to social work practice and basic knowledge of social work methods. Areas of study include social work values and ethics, problem-solving, the client worker relationship, interviewing and relationship-building skills, group process and professional writing. For social work majors only.

SOCWK 312 SOCIAL WORK PRACTICE II 3

Prerequisite: SOCWK 304, SOCWK 310, a grade of C or better in SOCWK 310

Continues the generalist approach to social work practice. Students learn the social work process, along with interviewing skill refinement, and the processes and skills involved in working with families. Attention is given to differential assessment and intervention skills that will enable practitioners to serve diverse populations and practice competently across rural and urban settings.

SOCWK 320 TOPICS IN SOCIAL WORK 3

Prerequisite: None

A focused study of a particular area of social work practice, including assessment of problem situations and helping efforts directed at remediating problems. Topics include case management, women's issues, working with children, and others. Course can be repeated as topics change.

SOCWK 323 LATER ADULTHOOD IN THE FAMILY CONTEXT 3

Prerequisite: None

The study of later adulthood, focusing on relationships, kinship ties, living arrangements, and financial issues within the family context. The course will examine the reciprocal effects of decision-making and

caring for an aging adult on the individual and the family.

SOCWK 324 WORKING WITH OLDER ADULTS 3

Prerequisite: None

This course provides a comprehensive approach to working with older adults. Areas of study include the ethical basis for practice, forming and maintaining the working relationship, interviewing skills, problem-solving with assessment and intervention skills, professional writing, and knowledge of relevant social policy.

SOCWK 330 INTERNATIONAL PERSPECTIVES ON WOMEN 3

Prerequisite: None

This course focuses on women's issues from an international perspective and addresses the diversity and similarity of women's experiences worldwide. It considers the scope of gender injustice and the variety of factors (e.g. social, economic, political, religious) that contribute to it. The course examines current cross-cultural attitudes toward the family, women's work, and women's status and explores international gender equality movements and women's rights as human rights.

SOCWK 350 DEATH AND DYING 3

Prerequisite: None

This course explores concepts related to death and dying, death perceptions from childhood through older adulthood, social and cultural attitudes, insights into the needs of the dying person and family, one's own beliefs and feelings toward the death of others and self, and the ethical aspects surrounding death. The student will study current theories and practices related to death and dying from the standpoint of developmental and systems theories, and social and cultural attitudes and practices.

SOCWK 360 RESEARCH METHODS IN SOCIAL SCIENCE 3

Prerequisite: MATH 208 or co-requisite, SOC 111

An introduction to methodological techniques of research in the social sciences. Emphasis is placed on quantitative and qualitative research methodologies as they relate to building knowledge for practice and to evaluating service delivery in all areas of practice. Research ethics, analysis and evaluation of theoretical bases, research questions, analysis of development. Students are exposed to theoretical frameworks and acquire data, and use of technology are covered. SOC/SOCWK credit.

SOCWK 408 SOCIAL POLICY DEVELOPMENT AND ANALYSIS 3

Prerequisite: SOCWK 221, SOCWK 250, and senior status

A continuing examination of social welfare policy, with emphases on current policy, policy analysis, and skills for influencing policy development. Students are exposed to theoretical frameworks and acquire practical skills in policy analysis and are introduced to theories and skills of influencing for change.

SOCWK 412 SOCIAL WORK COMMUNITY PRACTICE 3

Prerequisite: SOCWK 306, SOCWK 312, SOC 225 (or co-requisite); a grade of C or better in SOCWK 312

This course focuses on the theories and strategies that allow a generalist social worker to recognize and act on the need for change in larger systems such as organizations, communities, and societal institutions in order to ensure that human and civil rights are protected, that resources are equitably distributed, add that opportunities are available to all.

SOCWK 417 PRE-PRACTICUM SEMINAR 1

Prerequisite: SOCWK 306, SOCWK 312; Co-requisites SOCWK 408, SOCWK 412

This course is designed to prepare students for beginning professional entry-level generalist practice. This course will review issues related to agency based work environments and service delivery in a generalist framework, discuss current issues in the field, and focus on the professional use of self. The course covers ethical practice documentation, supervision, and the development of a learning contract The process of arranging the field practicum (SOCWK 418 Field Instruction) for the subsequent spring semester takes place as part of this course. Graded S/U.

SOCWK 418 FIELD INSTRUCTION 12

Prerequisite: All SOCWK academic courses with a minimum of 2.25 GPA; a grade of C or better in SOCWK 412 co-requisite SOCWK 419

Field instruction is an integral part of the social work curriculum and takes place during the last semester of the senior year. Field Instruction gives students an intensive opportunity to apply social work knowledge, values, and skills in practice situations in a social agency under the supervision of a social worker. Students practice within the generalist framework with individuals, families, groups, organizations and communities and spend 36 hours a week in the agency (a minimum total of 500 hours).

SOCWK 419 FIELD SEMINAR 3

Prerequisite: SOCWK 417; co-requisite SOCWK 418

A problem-solving seminar taken concurrently with Field Instruction in which students examine the social work knowledge base, practice skills, values, and policies as they relate to their experience in agencies. The seminar is designed to support and build upon agency experiences. As a part of the seminar, students complete the Montana Social Work Competence Written and Oral Examination.

SPANISH (SPAN)

SPAN 171 ELEMENTARY SPANISH I 3

Prerequisite: Placement or no prior study of Spanish. Note: Not open to students who placed in other levels.

A course designed to develop elementary interpersonal, interpretive and presentational communication skills in the Spanish language in cultural context. Taught in Spanish. Offered annually. Meets Core credit for CCI.

SPAN 172 ELEMENTARY SPANISH II 3

Prerequisite: SPAN 171, placement or transfer equivalent. Note: Not open to students who placed in other levels.

A course designed to further develop elementary interpersonal, interpretive and presentational communication skills in the Spanish language in cultural context. Taught in Spanish. Offered annually. Meets Core credit for CCI.

SPAN 200 INTERMEDIATE LEVEL INTENSIVE SPANISH STUDY ABROAD 3

Prerequisite: SPAN 172, placement or transfer equivalent. Note: Not open to students who placed in other levels.

A program designed to provide students with an intermediate-level immersion experience. Students will attend six hours of language instruction per day, participate in cultural experiences, and live with families of the host cultures. Orientation and debriefing sessions on campus are required. 6 hours, or 3 hours plus SPAN 271. Meets Core Credit for CCI.

SPAN 271 INTERMEDIATE SPANISH I 3

Prerequisite: SPAN 172, placement or transfer equivalent. Note: Not open to students who placed in other levels.

A course designed to develop intermediate interpersonal, interpretive and presentational communication skills in the Spanish language in cultural context. Taught in Spanish. Offered annually. Meets Core credit for CCI.

SPAN 272 INTERMEDIATE SPANISH II 3

Prerequisite: SPAN 271, placement or transfer equivalent. Note: Not open to students who placed in other levels.

A course designed to further develop intermediate interpersonal, interpretive and presentational communication skills in the Spanish language in cultural context. Taught in Spanish. Offered annually. Meets Core credit for CCI.

SPAN 300 ADVANCED LEVEL INTENSIVE SPANISH STUDY ABROAD 3

Prerequisite: SPAN 272, placement or transfer equivalent. Note: Not open to students who placed in other levels.

A program designed to provide students with an advanced-level immersion experience. Students will attend six hours of language instruction per day, participate in cultural experiences, and live with families of the host cultures. Orientation and debriefing sessions on campus are required. Meets Core Credit for CCI.

SPAN 307 SPANISH PHONETICS 3

Prerequisite: SPAN 200 or 272 or placement/transfer equivalent.

A course designed to provide a review of Spanish pronunciation and an introduction to phonetics and phonology, including the study of features of principal dialects and a contrastive analysis of Spanish and English sound systems. Language lab required. Taught in Spanish. Offered alternate years. Meets Core Credit for CCI.

SPAN 310 SPANISH GRAMMAR AND COMPOSITION 3

Prerequisite: SPAN 200 or 272 or placement/transfer equivalent.

The course offers an intensive review and expansion of grammar and vocabulary. Students will apply the material studied and develop their written expression in Spanish through a writing and revising process that leads to portfolio assessment. Taught in Spanish. Offered annually. Meets Core Credit for CCI.

SPAN 311 CIVILIZATION OF SPAIN 3

Prerequisite: SPAN 200 or 272 or placement/transfer equivalent.

In order to understand contemporary Spanish identity, this course explores and analyzes current issues, cultural manifestations, historical and geopolitical developments, and internal and external relations. The social organization and forces of Spain from ancient times to the present are examined with an emphasis on contemporary Spain. Taught in Spanish. Offered alternate years. Meets core credit for CCI.

SPAN 312 CIVILIZATION OF LATIN AMERICA 3

Prerequisite: SPAN 200 or 272 or placement/transfer equivalent.

In order to understand contemporary Latin American identity, this course explores and analyzes current issues, cultural manifestations, historical and geopolitical developments, and internal and external relations. The social organization and forces of Latin America from ancient times to the present are examined with an emphasis on contemporary Spain. Taught in Spanish. Offered alternate years. Meets core credit for CCI.

SPAN 371 INTRODUCTION TO SPANISH LITERARY STUDIES 3

Prerequisite: SPAN 200 or 272 or placement/transfer equivalent.

Introduction to the analysis of Spanish literary texts, including poetry, drama, fiction and essay. Reading selections will include authors from both Spain and Latin America. Taught in Spanish. Offered infrequently. Meets Core Credit for CCI.

SPAN 372 SURVEY OF SPANISH LITERATURE 3

Prerequisite: SPAN 200 or 272 or placement/transfer equivalent.

A survey of the milestones of Spanish literature, from its beginnings to the present time. Taught in Spanish. Offered alternate years. Meets Core Credit for Humanities.

SPAN 373 SURVEY OF LATIN AMERICAN LITERATURE 3

Prerequisite: SPAN 200 or 272 or placement/transfer equivalent.

A survey of the milestones of Latin American literature, from its beginnings to the present time. Taught in Spanish. Offered alternate years. Meets core credit for humanities.

SPAN 377 CONVERSATIONAL SPANISH I 3

Prerequisite: SPAN 200 or 272 or placement/transfer equivalent.

Designed to provide the student with an opportunity to apply the grammatical concepts learned in the basic language program and to improve conversational fluency through oral exercises, discussions, and activities related to everyday situations. Taught in Spanish. Offered alternate years. Meets core credit for CCI.

SPAN 378 CONVERSATIONAL SPANISH FOR THE PROFESSIONS 3

Prerequisite: SPAN 200 or 272 or placement/transfer equivalent.

A project based course designed to provide the student with an opportunity to apply the grammatical concepts learned in the basic language program and to improve conversational fluency through oral exercises, discussions, and activities related to the profession of the individual student's intended major. Taught in Spanish. Offered annually. Meets Core Credit for CCI.

SPAN 381 PK-8 EDUCATION ABROAD 2

Prerequisite: SPAN 300

A course designed to increase the student's understanding of early childhood education in a Spanish-speaking country by providing in-class cultural and linguistic instruction as well as field experiences in elementary schools. Taught in Spanish. Required for early childhood education Spanish minor. Offered annually.

SPAN 476 SEMINAR IN HISPANIC STUDIES 3

Prerequisite: SPAN 311 or SPAN 312; SPAN 372 or SPAN 373

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 for a total of 6 hours. Taught in Spanish. Topics will vary or alternate each year. Offered annually.

SPAN 477 ADVANCED CONVERSATION AND COMPOSITION 3

Prerequisite: SPAN 310

A course designed for students to practice speaking Spanish, build specialized vocabulary necessary for communication, reinforce complex syntactic structures, and improve writing skills. Taught in Spanish. Offered infrequently.

SPAN 671 SEMINAR IN HISPANIC STUDIES 3

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

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

SPAN 678 SPANISH PHONETICS 3

Prerequisite:

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

THEATRE (TH)

TH 100 THEATRE PRACTICUM 0

Prerequisite: None

This is a studio course for students participating in Theatre Department productions directed by faculty or guest artists. Students participate in one of three areas as: a) performers, b) run crew/designers and c) managers. May be repeated.

TH 109 DANCE I: INTRODUCTION TO DANCE 1

Prerequisite: None

An introduction to dance skills for the theatre. Students will learn fundamentals of ballet, jazz, and tap, and explore the careers of musical theatre dancers. May be repeated once.

TH 150 THEATRE PRODUCTION LABORATORY 1

Prerequisite: None

This is a laboratory course for students gaining practical experience while working on theatre department productions directed by faculty or guest artists. There are six laboratory areas: costume construction, lighting, scene painting, properties, scenic construction, and publicity. May be repeated.

TH 203 THEATRE AESTHETICS 3

Prerequisite: None

Students will examine ways in which theatre art and theatre artists suggest meaning and invite interpretation of the human experience. Critical standards and theories specific to theatre will be discussed and then applied to the study of selected play scripts and performances. Meets Core credit for aesthetics.

TH 204 SCRIPT ANALYSIS 3

Prerequisite: None

This course introduces students to methods of script analysis or how to read a play. Analysis will focus on dramatic structure, content and meaning from a theatrical point of view and will be based on principles established by Aristotle in the Poetics. Methods of script analysis will be discussed and applied to representative play scripts. Meets Core credit for aesthetics.

TH 207 THE VISUAL ART OF THEATRE 3

Prerequisite: None

The course offers the opportunity to learn, develop and practice the art of set, costume and lighting design. Students are required to critically analyze all visual and other sensory aspects of a live production. The course concentrates specifically on the processes, skills and disciplines of design for performance- the handling of forms, textures and colors in real, fictional and metaphorical spaces. Students will read several play scripts and work to discover the metaphors within. They will examine ways in which theatre design can suggest meaning and interpretation of the script. Meets Core credit for aesthetics.

TH 209 DANCE II: BALLET 1

Prerequisite: TH 109 or permission

Ballet concentration class building on fundamentals presented in TH 109. Classroom performance, demonstration of knowledge of ballet vocabulary, and development of ballet skills are stressed. Using ballet technique, lyrical styles of movement will also be explored. Students will explore the careers of Broadway choreographers who use this style. May be repeated once.

TH 210 DANCE III: TAP 1

Prerequisite: TH 109 or permission

Tap concentration class building on fundamentals presented in TH 109. Classroom performance, demonstration of knowledge of tap vocabulary, and development of tap skills are stressed. Students will explore the careers of Broadway choreographers who use this style. May be repeated once.

TH 211 BASIC ACTING TECHNIQUE 3

Prerequisite: For Theatre majors and minors only

An introduction to the acting system of Konstantin Stanislavski. A strong emphasis on practical aesthetics of acting. Students will discover the importance of using voice, body, and character analysis techniques when performing.

TH 212 BUILDING ACTING TECHNIQUE 3

Prerequisite: TH 211

A more in depth study of Stanislavski's system and how an actor prepares for a performance. A stronger emphasis is placed on the development of the actor's inner psychological drives and the actor's creative state. Students will continue training the skills gained in TH 211.

TH 214 ACTING FOR NON-MAJORS 3

Prerequisite: None

This course is a study of acting as an art form. It emphasizes an acting process and skills utilized by the beginning actor. The approach to acting is grounded in contemporary acting theory and practice. Meets Core credit for aesthetics.

TH 241 INTRODUCTION TO TECHNICAL THEATRE I 3

Prerequisite: None

The course is an interactive introduction to basic techniques of technical theatre and theatre operations. It covers basic scenic, properties, and costume construction, and reading and creating the associated construction drawings. Lab hours required.

TH 242 INTRODUCTION TO TECHNICAL THEATRE II 3

Prerequisite: TH 241

The course is an interactive introduction to more advanced techniques of technical theatre and theatre operations. It covers intermediate scenic construction, basic stage lighting, and traditional make-up application, as well as basic scene painting techniques for theatre. Lab hours required.

TH 303 AMERICAN MUSICAL THEATRE 3

Prerequisite: None

This course is an exploration of the development of the Broadway musical during the twentieth century. Representative musicals will be examined in terms of style, elements, and structure in order to identify criteria for aesthetic evaluation. The contributions of the major musical theatre artists and practitioners of the 20th century will be discussed as they relate to the evolution of this uniquely American theatrical form. Meets Core credit for aesthetics.

TH 305 TOPICS IN PERFORMANCE 3

Prerequisite: None

This course will examine various topics relating to theatre performance. Repeatable with different topics, but only three hours count toward the major.

TH 306 TOPICS IN THEATRE DESIGN/TECHNOLOGY 3

Prerequisite: None

This course will examine various topics relating to theatre design and technology. Repeatable with different topics, but only three hours count toward the major.

TH 308 VOICE AND MOVEMENT FOR THE PERFORMER 3

Prerequisite: None

A studio class designed to train the voice and body for performing. Intensive exercises focus on the physical embodiment of the performer—the voice and body trained simultaneously with a variety of techniques. Students will reduce habitual tensions in voice and movement in order to heighten range when performing.

TH 309 DANCE IV: JAZZ 1

Prerequisite: TH 109 or permission

Jazz concentration class building on fundamentals presented in TH 109. Classroom performance, demonstration of knowledge of jazz vocabulary, and development of jazz skills are stressed. Students will explore the careers of Broadway choreographers who use this style. May be repeated once.

TH 313 ACTING STYLES 3

Prerequisite: TH 211, 212

A continuation of study into the Stanislavski system and the process of *Building a Character* for a performance. Emphasis is placed on Stanislavski's physical embodiment techniques. A study in constructing characters from various dramatic styles and historical periods through research and performance is emphasized.

TH 321 ARTS MANAGEMENT 3

Prerequisite: None

A study of arts management principles and techniques. Attention will be given to each of the major functions of arts managers, including organization, planning, board governance, human resources, programming, marketing, financial management, fundraising, evaluation, and advocacy.

TH 326 STAGE MANAGEMENT 3

Prerequisite: None

This course is an investigation of the role of the stage manager in the theatrical production. Students will explore all of the organizational and communication skills needed to excel in this position. Course will culminate in both a written and practical exercise of skills.

TH 341 PRODUCTION DESIGN I 3

Prerequisite: TH 207, 241, 242

Students will explore styles and methods of scenic and lighting design for theatrical productions. This course will also focus on the collaborative process of working and communicating with directors and other fellow collaborators. May be repeated.

TH 342 PRODUCTION DESIGN II 3

Prerequisite: TH 207, 241, 242

Students will explore styles and methods of costume and makeup design for theatrical productions. Continued practice in drawing and rendering techniques will be stressed. Advanced stage makeup application techniques, as well as the relationship of makeup to developing a character will also be covered. May be repeated.

TH 404 MODERN DRAMATIC STYLES 3

Prerequisite: TH 204; 418 or 419

How have the events of the 20th century influenced drama and performance? How have theatre artists responded to the events of the 20th century? The social, cultural, political, and technological events of the 20th century have inspired numerous styles and movements in theatre. This course examines the drama, performance styles and theories for the early Modern Period through the present.

TH 405 MUSICAL THEATRE PERFORMANCE 3

Prerequisite: TH 211, MUSIC 211, 2 semesters of MUSIC 140 or 340

A workshop course where students examine the craft and techniques of acting a song. Students will study and prepare musical theatre selections and learn audition techniques with a variety musical theatre styles and genres.

TH 411 DIRECTING 3

Prerequisite: TH 211

A study of the functions of the director as an administrator, interpreter, and artist. Attention will be given to the director's relationship with the playwright, the actor, the technical staff and the audience.

TH 418 HISTORY OF THEATRE I 3

Prerequisite: TH 204

A survey of the periods, practices and theories of the theatre. Covers ancient Greeks to Neoclassical France (mid 1600s).

TH 419 HISTORY OF THEATRE II 3

Prerequisite: TH 204

A survey of the periods, practices and theories of the theatre. Covers the English Restoration (1660) to the present day.

TH 499 SENIOR PROJECT 3

Prerequisite: Senior standing, approval of advisor, and prior approval of a prospectus by faculty one semester in advance of registration

An activity that integrates the student's theatrical experiences and studies at A.U. The project should be of great interest to the student and should provide sufficient depth and rigor to help guide the student to the next professional or academic step. The student conceives, creates, and presents theoretical or executed theatrical productions as part of the requirements for graduation.

Faculty Awards

Trustees' Distinguished Professor

Ashland University Board of Trustees honors very select professors with the title and position of Trustees Distinguished Professor. The election of an Ashland University faculty member to this position brings honor to the individual, the profession of teaching, the faculty in general, and the University. This honor is to be worn with academic dignity as a leader among faculty and students. This position should allow and encourage the faculty member to advance the profession of teaching, accomplish special research and writing, and exhibit leadership in the faculty and in higher education in general. This person should believe and exemplify that the education of the mind and heart of each student is the epitome of civilization. The Trustees Distinguished Professor must at all times uphold the mission and purpose of Ashland University.

The selection for this position shall be by a Trustees Distinguished Professor Committee composed of the Chair of the Board of Trustees, a representative from the Academic Affairs Committee of the Board of Trustees, the President of the University, the President of the Faculty Senate, and the Provost.

Academic Mentor Recognition

The award is given annually to selected faculty/staff members who have stimulated the personal growth and academic development of Ashland University students by their contributions beyond the classroom experience. Senior undergraduates and graduate students who have completed 75% of their program are invited to nominate an individual faculty member, staff person, or academic administrator for the Mentor Award. Judges for this award are the Academic Affairs Committee of the Board of Trustees, and they make the selection based on blind review of nominees and candidates. The maximum number of Mentor Awards made each year is eight, of which no more than two may be adjunct faculty.

Taylor Excellence in Teaching Award

By mission, AU is a teaching university that supports the development of teacher-scholars among its faculty.

Through a gift by Mr. and Mrs. Ed Taylor, this annual award is given to a faculty member to recognize in-class and outside-of-class teaching excellence. Faculty are nominated by students, faculty or department chairs. Nominations consist of a one-page letter citing specific examples of exemplary teaching.

Nominated teachers who intend to be considered in the next round of reviews are asked to supply all student evaluations (numerical and written) for the past two calendar years and provide a statement of their teaching philosophy which is submitted to the Provost's Office. A Committee consisting of previous Taylor Excellence in Teaching Award winners will review the submitted materials and narrow the applications down to three finalists. The Committee will made an announced classroom visit to observe each of the three finalists in teaching. Based on the teaching evaluations and the other supporting material, the committee will determine the award winner. The recipient will receive a medal to be worn with regalia and a stipend of

$3000.00 at the annual Academic Honors Convocation. The recipient will speak at that convocation on the importance of teaching and learning in higher education and will conduct a session on effective teaching at the Winter Faculty College. Honorable Mention certificates will be awarded to the two finalists who were not selected

Ashland University Excellence in Scholarship Award

The Ashland University Excellence in Scholarship Award recognizes AU faculty who have demonstrated outstanding scholarship. All Ashland University faculty who have completed their Third Year Review may be nominated for the Award. Faculty, department chairs or deans may submit letters of nomination to the Provost's Office.

Nomination shall consist of a nomination letter citing specific examples of outstanding scholarship. The Provost shall contact the nominated faculty to verify their interest and require additional material to include: a complete vita, a statement that describes the impact of scholarship in the field, three letters of recommendation from internal or external sources. Letters of recommendation may not come from the selection committee. A committee consisting of the Provost or representative, faculty members, and those who have been named Trustees Distinguished Professors will review submitted materials and narrow the application to three finalists. Based on the submitted materials and the review of external experts, the Committee will select an award winner. The recipient will receive a medal to be worn with regalia, a $3000.00 honorarium, and will present at the Fall Faculty College. Honorable Mention certificates will be awarded to the two finalists who were not selected.

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Hofecker, Terry A., At Large (Church)	Irwin, OH
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Dr. Arthur L. Schultz	1977-1979
Dr. Joseph R. Shultz	1979-1992
Dr. Walter Waetjen	1992-1993
Dr. G. William Benz	1993-2006
Dr. Frederick J. Finks	2006-2014
Dr. William C. Crothers	2014-2015
Dr. Carlos Campo	2015-

*Principals

**Nominals

Academic Chairs at Ashland University

A. L. Garber, Chair in Economics

Robert S. Jepson, Jr., Chair in Business Administration

Fred & Alice Lennon Director's Chair, The Ashbrook Center

Christine J. Mishler, Chair in American History & Govt., Ashbrook

Elizabeth M. Mitchell, Dean's Chair, College of Arts and Sciences

Elizabeth M. Mitchell, Dean's Chair, Dauch College of Business/Economics

Burton D. Morgan, Chair in Business Enterprise

Eloise Ridgeway Noonan, Chair in Fashion Merchandising

Warren Rupp, Chair in Business Management

Louaine S. Taylor, Chair in American History & Government Hugo and Mabel Young, Chair for the School of Nursing

William C. Zekan/Schulman, Chair in Business Administration

Chairs in Process

Thomas and Mabel Guy, Chair in American History & Government

Dr. Charles D. and Dr. Donna Messerly, Chair in Recreation Edward and Louise Peterson, Chair in American History & Govt.

Executive Leadership Team

CAMPO, CARLOS 2015

President

B.A., M.A., Ph.D., University of Nevada, Las Vegas

JARSTFER, AMIEL 2019

Provost

B.S. Friends University, Ph.D. University of Florida

EWING, PATRICK 2004

Vice President Operations and Planning

B.S., Massachusetts Institute of Technology School of Architecture

PASTERIS, MARC 2018

Vice President and Chief Financial Officer

B.S., Illinois State University; M.B.A., Washington University-St. Louis; CPA

POOL, ROBERT 2018

Vice President Student Affairs

B.A., M.A., Southeast Missouri State University; Ph.D., Indiana State University

POMFRET, MARGARET 1998

Vice President, Institutional Advancement

B.A., Ashland University; M.B.A., Ashland University

Deans

BREAULT, DONNA 2016

Dean, College of Education,

B.A., M.A., Oglethorpe University; PH.D. Georgia State University

GOON, DEAN 2019

Dean, College of Online and Adult Studies

B.S., The Ohio State University; M.A. The Ohio State University; Ed.D., Liberty University

GRANOT, ELAD 2016

Dean, College of Business and Economics

B.A., Tel Aviv University; M.S., Boston University; Ph.D., The University of Massachusetts, Amherst

JACOBS, RAYMOND A 1990

Associate Dean, Dauch College of Business and Economics; Chair, MBA Program; Professor of Management

B.A., College of William and Mary; M.S., Ph.D., University of North Carolina

KEIB, CARRIE N 2018

Dean, Schar College of Nursing and Health Sciences

B.S.N. Liberty University, M.S., Ph.D The Ohio State University

MOSEMAN, CINDY C. 1988

Assistant Dean, College of Arts and Sciences, Assistant Professor of Family and Consumer Sciences

A.A., Anderson College; B.S., M.S., The Ohio State University; Ph.D., Kent State University

WEBER, DAWN 2008

Dean, College of Arts and Sciences

B.S., M.A., Central Michigan University; Ph.D., Bowling Green State University

Faculty

ABREU-ELLIS, CARLA 2007

Professor of Education

B.S., University of Toronto; M.Ed., Ph.D., Bowling Green State University

ALSTON, JUDY 2007

Director of the Doctoral Program, Professor of Education

B.A., Winthrop College; M.Ed., University of South Carolina Secondary Education-English; M. Ed., University of South Carolina, Educational Administration; M. Div., Methodist Theological School of Ohio; Ph.D., The Pennsylvania State University

AUNE, DAVID C. 1996

Chair, Department of Religion; Associate Professor of Religion

B.A., University of Vermont; M.Div., Gordon-Conwell Theological Seminary; Th.M., Regent College; Ph.D., Brown University

BENSAID, MOHSINE 2013

Professional Instructor of ACCESS

B.A., Dennison University, M.A., Kent State University

BERGOSH, ROBERT 2005

Associate Professor of Chemistry

B.S., Kentucky Wesleyan College; Ph.D., University of Kentucky

BERRY, PASKAL (PAT) 2016

Professional Instructor of Supply Chain Management

B.A., M.A., Malone University

BERRYMAN, JERI 2013

Assistant Professor of Nursing

A.D., Regents College, B.S.N., Ohio State University, M.S.N., DNP, Indiana Wesleyan University

BIRD, MICHAEL 2015

Professional Instructor of Art

A.A., Butler County Community College; B.F.A., Emporia State University; M.F.A., University of Kansas

BLACKLEY, ROWLAND F. 1997

Director, Choral Activities; Professor of Music

B.S., Concordia College; M.M., Kent State University; D.M.A., University of Colorado

BONFIGLIO, DIANE B.V. 2009

Associate Professor of Psychology

B.S., Ashland University; M.A., Ph.D., The Ohio State University

BRAUNER, SOREN 1986

Professor of Biology

B.A., M.A., University of California at Santa Barbara; Ph.D., University of California at Davis

BRUBAKER, KENNETH D. 2010

Assistant Professor of Sport Management

B.S., Canisius College; M.Ed., Ed.D., Ashland University

BRUSH, NIGEL 1999

Professor of Geology

B.A., Cincinnati Bible College; B.A., M.A., The Ohio State University; M.A., University of Southampton, England, Ph.D., University of California at Los Angeles

BURKETT, CHRISTOPHER 2005

Director Ashbrook Scholar Program, Associate Professor of Political Science

B.A., Ashland University; M.A., Ph.D., University of Dallas

BURRIS, VALERIE 2010

Assistant Professor of Nursing, Health Systems Leadership Director

B.S.N., The Ohio State University; M.S.N., Kent State University; DNP, Indiana Wesleyan University

BURTON, FREDERICK 2008

Associate Professor of Education

B.S., M.A., Ph.D., The Ohio State University

CHAPPELL, CATHRYN 2004

Director of Quality Assurance and Accreditation; *Associate Professor of Education*

B.A Psychology; M.Ed., Social & Psychological Foundations of Education; Ed.D. Social & Psychological Foundations of Education, University of Cincinnati

CHAPPLE, JAMES 2003

Professional Instructor of Education

B.S., Miami University; M.S. Bowling Green State University; Ed.D., Ashland University

CHARTIER, CHRISTOPHER 2013

Associate Professor of Psychology

B.S., Indiana University, M.A. Miami University, Ph.D., Miami University

CLAYBURN, PATRICIA 2010

Clinical Assistant Professor of Nursing, Accelerated/Advanced Entry Nursing Program Director

B.S.N., Med Central College of Nursing; M.S., Walden University

COGAR, MAGGIE 2016

Professional Instructor of Journalism and Digital Media

B.A. Kent State University, M.A. Kent State University

CORBIN, PERRY S. 2001
Professor of Chemistry
B.S., Kentucky Wesleyan College; Ph.D., University of Illinois at Urbana-Champaign

CORBIN, REBECCA W. 2001
Chair, Department of Chemistry/Geology/Physics; Professor of Chemistry
B.S., Alderson-Broaddus College; Ph.D., University of Illinois at Urbana-Champaign

CRAWFORD, AMY 2019
Assistant Professor of Education
B.S. M.Ed. Youngstown State University; Ph.D. Kent State University

CRAWFORD, DOLLY 2014
Associate Professor of Biology/Toxicology
B.A. Mansfield University of Pennsylvania, M.S. University of Colorado; Ph.D., University of New Mexico

CRAZE, JADA 2010
Clinical Assistant Professor of Nursing
B.A., Bowling Green State University; B.S.N., MedCentral College of Nursing; M.S.N., Walden University

CRUM, TRACY 2018
Assistant Professor of Nursing
BSN, MedCentral College of Nursing; DNP Ashland University

CYDERS, ROBERT 2016
Co-Chair, Department of Teacher Education, Professional Instructor of Education
B.A., College of Wooster; M.S., Marshall University; M.Ed., Ashland University; Ph.D., Ohio University

DAILEY, ELIZABETH 2018
Clinical Assistant Professor of Nursing
B.S.N., MedCentral College of Nursing; M.B.A., M.S.N., University of Phoenix; D.N.P., Chamberlain College of Nursing

DAWSON, DOUGLAS A. 1993
Professor of Biology
B.A., Transylvania University; M.S., Ph.D., Oklahoma State University

DENNIS-BRINSON, ALISHA 2020
Assistant Professor of Addictions Counseling
M.A., M.A., D.Min., Ashland Theological Seminary

DENNEY, STEPHEN 2007
Co-Chair, Department of Teacher Education, Assistant Professor of Education
B.A., University of Colorado; M.Ed., Ph.D., Kent State University

DICKSON, SUE R. 2007
Associate Professor of Religion
B.A., Indiana University; M.Div., University of Dubuque Theological Seminary; D.Min., Columbia Theological Seminary

DONATINI, HILARY 2007
Chair, Department of English; Associate Professor of English
B.A., College of Wooster; M.A., Ph.D., University of Wisconsin-Madison

DULL, KEITH A. 1999
Professor of Art
B.F.A., Indiana University- Herron School of Art; M.F.A., University of South Dakota;

DRINKARD, ALLYSON 2017
Assistant Professor of Sociology
B.A., M.A., Ph.D., Kent State University

DURBIN-AMES, TERESA 2000
Associate Professor of Theatre; Artistic Director of Theatre
B.S., John Carroll University; M.A., Ph.D., Bowling Green State University

ELLIS, JASON 2007
Professor of Education
B.S., University of Toronto; M.Ed., Bowling Green State University; Ph.D., University of Windsor

FARRENKOPF, PATRICIA 2019
Professional Instructor of Education
B.S. in Elem. Education, Miami of Ohio; M.A. in Education, The Ohio State University; Ed.D. Educational Leadership, Concordia University

FLEMING, DEBORAH D. 1993
Professor of English; Editor and Director Ashland Poetry Press
B.A., M.A., Ph.D., The Ohio State University

FOSTER, DAVID 1998
Professor of Political Science
B.A., McMaster University; M.A., Ph.D., University of Toronto

FOX, DANIEL 2004
Chair, Department of Economics/Finance; Associate Professor of Law
B.A., J.D., Ohio Northern University

FRIES-GOMEZ, JACQUELINE 2013
Professional Instructor of ACCESS
B.A., Heidelberg University, M.A., University of Findlay

GABLE, JARROD 2016
Clinical Assistant Professor of Athletic Training
B.S., Ashland University; M.S., Ohio University

GARLOCK, SCOTT 2003
Professor of Music
B.S.Ed., Kent State University; M.M., University of Akron; D.M.A., University of Iowa

GEARHART, RANDY 2003
Professor of Health Sciences
B.S., Indiana University of Pennsylvania; M.S., Ph.D., University of Pittsburgh

GHAZARIAN, PETER 2019
Assistant Professor of Education
B.A. Kent State University; M.A. London Metropolitan University; Ed.D. Boston University

GILMORE, LAURA 2010
Clinical Assistant Professor of Nursing
B.S.N., University Toledo; M.S.N., Walden University

GRADY, MAURA 2011
Associate Professor of English ; Director of the English Composition Program
B.A., University of Vermont; M.A., Ph.D., University of California Davis

GRAY, RICHARD II 2013
Chair, Department of Foreign Languages; Associate Professor of Foreign Languages
B.A., Eastern Michigan University; M.A., Purdue University; Ph.D., The University of Texas at Austin

GROMAN, JENNIFER 2017
Assistant Professor of Education
B.S. in Education, Bowling Green State University; M.Ed in Supervision, Endorsement in Talent Development/Gifted Education, Ashland University; M.A. Transpersonal Psychology, Sofia University; Ph.D. in Curriculum & Instruction, University of Akron

GRUBER, DENNIS MICHAEL 2003
Chair, Department of Health Sciences; Clinical Assistant Professor of Athletic Training
B.S., Youngstown State University; M.S., Ohio University; Ed.D., Georgia Southern University

HADLEY, DAVID 2018
Visiting Assistant Professor of History
B.A., History, Gettysburg College; M.A., History, Ohio State University; Ph.D., History, Ohio State University

HAMILTON, MARK J. 1985
Associate Professor of Philosophy
B.A., Wittenberg University; M.A., Cleveland State University; M.A., M.A., D.Min., Ashland Theological Seminary

HARRINGTON, SUSAN 2017
Adjunct Assistant Professor
B.S., The University of Pittsburgh; M.P.H., The Johns Hopkins University; Ph.D., The University of Maryland, Baltimore

HEDRICK, MARC 2015
Professional Instructor of Criminal Justice
B.S., Southern Illinois University; M.S. Ed., Southern Illinois University; J.D. Regent University

HILLMAN, CORY 2018
Assistant Professor of Communication Studies
B.A., Saginaw Valley State University, M.A., Grand Valley State University, Ph.D., Bowling Green State University

HINKEL, TIMOTHY 2019
Assistant Professor Accounting
B.S.B.A., Northern Arizona University; M.M.F. University of Arizona; Ph.D., University of Arizona

HOLMES, PAUL 2014
Assistant Professor of Economics
B.S., University of Canterbury, New Zealand; Ph.D., M.S, University of Illinois-Urbana

HOSTETLER, T. JODY 2015
Assistant Professor of Nursing, Online Nurse Educator Certificate Director
B.S.N., Ashland University; M.E.d, Kent State University; D.N.P., Carlow University

HOVEY, CRAIG 2009
Professor of Religion
B.S., University of California, San Diego; M.A., Th.M., Fuller Theological Seminary; Ph.D., University of Cambridge

HOVSEPIAN, KRISTEN 1981
Assistant Professor of Marketing
B.A., University of Bowling Green; M.I.M., American Graduate School of International Management

HULLMAN, GWEN 2018
Chair, Department of Communication Studies; Associate Professor of Communication Studies
B.A., Communication, M.A.C.T.M., Cleveland State University, Ph.D., Communication Studies

HYMAN, PAUL 2010
Chair, Department of Biology/Toxicology; Professor of Biology
B.A., Northwestern University; Ph.D., University of Arizona

ICKES, CURT S. 1987
Associate Professor of Psychology
B.A., Ashland University; M.A., The University of Akron; Ph.D., Kent State University

IFEDI, ROSAIRE 2008
Associate Professor of Education
B.A., M.A., University of Nigeria Nsukka; Ed.D., Ashland University

JAMIESON, DUNCAN R. 1978
Professor of History
B.A., The Defiance College; M.A., The University of Toledo; Ph.D., Michigan State University

JEWETT, TERRI 2014
Professional Instructor of Education
B.S., The Ohio State University; M.Ed. Ashland University

JOHNSON, NICHOLAS A. 2015
Assistant Professor of Chemistry
B.A., Skidmore College; Ph.D., University of Akron

KALAMAS, JOAN 2009
Professional Instructor of Management
B.S., Ashland University; M.A., The Ohio State University

KALTENBAUGH, LANCE P. 2000
Chair, Department of Marketing, Hospitality Management, Fashion Merchandising, and Sport Management; Associate Professor of Sport Management
B.Ed., M. Ed., University of Toledo; Ed.D., University of Akron

KARL, DAVID 2012
Professional Instructor of Education
B.S., in Communication; B.A., in History; M.S., in Journalism, (ABT); M.A., in History (ABT); M.A., in Applied Linguistics/TESOL, Ohio University

KASKEY, VICTORIA L. 2008
Chair, Accounting/Management Information Systems, Associate Professor of Accounting
B.S., Baldwin-Wallace College; M.B.A., Cleveland State University; Ph.D., Capella University

KEHRES, DEANA 2014
Clinical Assistant Professor Of Nursing
B.S.N., Ashland University; M.S.N., University of Akron

KLINGER, AMANDA-Esquire 2019
Professional Instructor of Education
B.A. Denison University, J.D. The University of Akron Law School

KLINGER, AMY 2008
Chair, Department of Doctoral Studies and Advanced Programs, Associate Professor of Education
B.A., M.Ed., Ed.D., University of Toledo

KORMOS, ERIK 2019
Assistant Professor of Education
B.S. Slippery Rock University; M.Ed. Cleveland State University; Ph.D. Indiana University of Pennsylvania

KULBIS, EMMA 2020
Assistant Professor of Addictions Counseling
B.S.Ed. Ashland University; M.S. University of Akron

LEHRER, JULIE 2016
Clinical Assistant Professor of Nursing, Family Nurse Practitioner Program Director, Interim DNP Program Director
B.S.N., Kent State University; M.S.N., Medical College of Toledo; D.N.P., Case Western Reserve University

LEWIS, JOSEPH 2018
Professional Instructor of Music, Director of Bands
B.M.E., B.M., The Ohio State University; M.M.E., Bowling Green State University

LIFER, J. DAVID 1983
Professor of Management Information Systems
A.A.S., Ph.D., The Ohio State University; B.S., M.B.A., Ashland University

LOPATIN, NIKITA 2019
Assistant Professor of Finance
B.S. University of London; M.A., Ph.D. Indiana University

LYONS, JESSICA 2013
Professional Instructor of ACCESS
B.A., Bowling Green State University, M.A., University of Findlay

MAHAR, CHRIS 2019
Assistant Professor of Marketing
B.S., Ohio University; M.B., Ph.D. Queensland University of Technology

MALLIK, PETER 2018
Assistant Professor of Psychology
B.A. University of Akron, M.A. University of Akron,
Ph.D. University of Akron

MANCHA, LOUIS 2003
Chair, Department of Philosophy; Associate Professor of Philosophy
B.A., Rice University; M.A., Ph.D., Purdue University

MATTHES, JILL 2016
Assistant Professor of Nursing
B.S.N., Kent State University; M.S. Walden University; DNP Case Western Reserve University

MCBRAYER, GREGORY 2017

Director, Core Curriculum; Director, Political Economy Program; Associate Professor of Political Science

B.A., Emory University; M.A., University of Georgia; Ph.D., University of Maryland

MCCOY, DAVID 2011

Chair, Department of Journalism and Digital Media; Associate Professor of Journalism and Digital Media

B.A., Kent State University; M.Ed., Ph.D., Kent State University

MCDONALD, DANIEL 2006

Chair, Department of Art and Design; Associate Professor of Art

B.A., B.F.A., Brigham Young University; M.F.A., Clemson University

METZGER, MITCHELL 2003

Chair, Department of Psychology, Criminal Justice, Social Work, & Addictions, Counseling, Prevention, & Human Services; Professor of Psychology

B.S., Bowling Green State University; M.A., Ph.D., Kent State University

MICHAEL, RODNEY A. 1997

Associate Professor of Physics

B.S., Xavier University; Ph.D., Ohio University

MOHNEY, BRIAN K. 1999

Professor of Chemistry

B.S., Eastern Nazarene College; Ph.D., University of Pittsburgh

MOHNEY, TRINA M. 2011

Professional Instructor of Chemistry

B.A., Eastern Nazarene College; M.Ed., University of Pittsburgh

MONDAL, SHARLEEN 2011

Associate Professor of English

B.A., Texas A&M University; M.A., Ph.D., University of Washington

MOORMAN, TERESA H 2018

Clinical Assistant Professor of Nursing

B.S.N., Malone University; M.S.N., Western Governors University

MORETZ, DIANE B. 1988

Assistant Professor of Marketing

B.S., Ohio University; M.B.A., Ashland University

MOSER, JOHN 2001

Chair, Department of History and Political Science, and Master of Arts in American History and Government; Professor of History

B.A., B.S., Ohio University; M.A., Ph.D., University of Illinois at Urbana-Champaign

MURRAY, AMBER 2017

Assistant Professor of Health Sciences, Public Health Program Director

B.S.N., M.S., M.P.H., DNP, The Ohio State University

MULLEN, B. SUE 2016

Professional Instructor of Accounting

B.A., Baldwin-Wallace University; M.B.A., Ashland University

NADLER, MARK A. 1989

A.I. Garber Family Chair in Economics/Finance; Associate Professor of Economics

B.B.A., Bernard M. Baruch College; Ph.D., Iowa State University

NAYLOR, JONATHAN B. 2018

Assistant Professor

B.S., Ohio State University; M.S. University of Akron; Ph.D., Kent State University

O'HARA, KATE 2015

Visiting Assistant Professor Mathematics

B.S., University of Dayton; M.A.T., Monmouth University; Ed.D., Rutgers

ORR, SHAWN 2016

Professional Instructor Communication Studies; Director Center for Innovation and Teaching Excellence

M.A., Communication, Bowling Green State University; B.A., Interpersonal and Public Communication, Bowling Green State University

OWENS, JACQUELINE 2003

Associate Professor of Nursing; Director of RN-BSN Program

Diploma of Nursing, Trumbull Memorial Hospital School of Nursing; B.S.N., Ashland University; M.S.N., Ph.D., Kent State University

PADDAGS, RENE 2010

Associate Professor of Political Science

B.A., University of North Dakota; M.A., University of Erlangen-Nurnberg; M.A., Johns Hopkins University; Ph.D., University of Maryland, College Park

PATTON, BETH J. 1998

Associate Professor of Health Sciences

B.S.Ed., University of Akron; L.P.N., St. Joseph's School of Practical Nursing; M.S.Ed., University of Akron; Ph.D., Kent State University

PETRY, CYNTHIA C. 2016

Professional Instructor of Art/Director of the Don Coburn Gallery

B.A. Morehead State University; M.F.A. Ohio University

PINKHAM, JEFFREY 2000

Faculty Librarian

B.A., M.A., M.A., University of Wisconsin-Madison

PITTENGER, KHUSHWANT K. SIDHU 1987
Professor of Management; Jepson Endowed Chair; Director of COBE Internships
B.A., Graduate Degree in International Trade, Panjab University, India; M.B.A., Miami University; Ph.D., University of Cincinnati

POSNER, MASON 1999
Professor of Biology
B.A., University of Virginia; M.S., Ph.D., University of Southern California

RAMDOSS, SATHIYAPRAKASH 2019
Assistant Professor of Education
B.A. & M.A. Madurai Kamaraj University, India; M.A. Santa Clara University; Ph.D. The University of Texas

RANDALL-GRIFFITHS, DELEASA 1994
Professor of Communication Studies, Director of Online Applied Communication Program
B.A., Indiana University; M.S., Ph.D., Southern Illinois University

RATHBUN, JENNIFER 2007
Professor of Foreign Languages
B.A., M.A., Wichita State University; Ph.D., University of Arizona

RAWRAWAY, RENE 1986
Assistant Professor of Hospitality Management
A.O.S., Culinary Institute of America; B.S.B.A., M.B.A., Ashland University

REED, DENISE 2013
Director of Dietetics, Clinical Assistant Professor Of Dietetics
B.S. The Ohio State University, M.S., The Ohio State University

REED, THOMAS T. 1986
Chair, Departments of Music and Theatre, Professor of Music
B.Mus., University of Michigan; M.M., University of Akron; D.M.A., The Ohio State University

REESE KLINE, JUANITA 2010
Chair, Department of Nursing; Associate Professor of Nursing, Traditional Nursing Program Director
B.S.N., M.S., The Ohio State University; Ph.D., Kennedy Western University

ROGERS, CARA 2018
Assistant Professor of History
B.A., English, University of Colorado at Colorado Springs; M.A., History, Rice University; M.A., History, University of Texas at Dallas; Ph.D., History, Rice University

ROGGENKAMP, PRISCILLA 2005
Associate Professor of Art
B.A., Heidelberg College; M.Ed., University of Arkansas; M.F.A., Kent State University

ROSSI, ALISON 2016
Professional Instructor of Fashion Merchandising
B.A., Walsh University; M.A. Kent State University

RUBIN, MARK 2017
Director, Online Criminal Justice Program; Professional Instructor of Criminal Justice
B.S., University of Houston; M.Ed. Western Governors University; Ph.D., Capella University

RUSSELL, JEFFREY E. 2000
Associate Professor of Economics
B.S. University of California at Davis; M.M. Northwestern University; Ph.D., University of Oregon

RUSSELL, SHARON 2019
Assistant Professor of Education
B.E.D., Millersville University of Pennsylvania; M.Ed. The Pennsylvania State University; Ph.D. University of Maryland, College Park

RUSSELL, LA TOYA 2020
Assistant Professor of Marketing
B.S., University of Albany; MBA, DBA Cleveland State University

SARGENT, MARIA C. 1995
Professor of Education
B.S., M.Ed., Ph.D., Kent State University

SASLAW, NAOMI RUTH 1969
Professor of English
B.A., University of Michigan; M.A., Ph.D., Case Western Reserve University; J.D., Cleveland-Marshall College of Law

SAUNDERS, PATRICIA A. 2002
Director, Environmental Science Program; Associate Professor of Biology
B.A., Oberlin College; M.A., Indiana University; Ph.D., University of Georgia

SCHALLER, WENDY 2002
Associate Professor of Art
B.A., University of Tennessee; M.A., Ph.D., The Ohio State University

SCHMELLER, REBECCA 2013
Assistant Professor of Management
B.A., Louisiana State University, M.B.A., Pepperdine University; Ph.D. Indiana State University

SCHMIDT-RINEHART, BARBARA 1987
Professor of Foreign Languages
B.A., Ohio University; M.Ed., Ashland University; Ph.D., The Ohio State University

SCHRECKER, DIANE L. 2000
Faculty Librarian; Curriculum Librarian
B.S.Ed., Clarion University of Pennsylvania; M.L.I.S., University of Pittsburgh

SEE, SHARON 2010
Clinical Assistant Professor of Nursing
B.S.N., MedCentral College of Nursing; M.S.N., Otterbein College

SHARPE, TANZEAH 2005
Assistant Professor of Education
B.A., Walsh University; M.Ed., Ashland University; Ed.D., Ashland University

SIKKENGA, JEFFREY 1997
Executive Director Ashbrook Center, Professor of Political Science
B.A., University of Virginia; M.A., Ph.D., University of Toronto

SIKUT, ROBIN 2019
Visiting Assistant Professor of Biology
B.S., Walsh University; M.S. Education/Microbiology/Biology

SLADE, PETER G. 2006
Professor of Religion
B.D., University of St. Andrews; M.A., University of Mississippi; M.A., Ph.D., University of Virginia

STANISLO, KIMBERLY 2015
Clinical Assistant Professor of Nursing; Director of School Nursing Program
B.S.N., Mount Union College, M.S.N., Case Western Reserve University; D.N.P,. Ohio State University

STARNES DAMOFF, MELESSA 2010
Clinical Assistant Professor of Nursing
B.S., Ashland University; M.S., Walden University

STEVENS, JASON 2015
Visiting Assistant Professor of Political Science
B.A., Ashland University; M.A., Ph.D., University of Dallas

STOLL, ROBERT G. 2012
Chair, Department of Management/International Business/Entrepreneurship/Supply Chain Management; Associate Professor of Management
B.S., M.B.A., Rochester Institute of Technology, M.S., Case Western University, Ph.D., Cleveland State University

SULLIVAN, DANIEL W. 2010
Associate Professor of Entrepreneurship
B.A., University of Pittsburgh; M.B.A., Indiana University of Pennsylvania; J.D., University of Akron School of Law; Ed.D., Ashland University

SUNDBERG, KELLY O. 2019
Assistant Professor of English
B.A., M.F.A, West Virginia University; Ph.D., Ohio University

SWAIN, GORDON 1994
Professor of Mathematics
B.S., Eastern Nazarene College; M.S., University of Vermont; Ph.D., University of Massachusetts

SWANSON, CHRISTOPHER N. 1999
Chair, Department of Mathematics and Computer Science; Professor of Mathematics
B.S., Denison University; M.S., Ph.D., University of Michigan

TAWSE, MERRILL 2010
Professional Instructor of Biology
B.S., Calvin College; M.S., University Nebraska-Lincoln

TERRY, KATHLEEN 2020
Assistant Professor of Social Work
B.S., Kent State University; M.S.W., Fordham University; D.S.W., University of St. Thomas/St. Catherine's University

THIEDE, ROBERT 2007
Assistant Professor of Education
B.S., M.Ed. Bowling Green State University; Ph.D. University of Toledo

TOMLINSON, TERRY 2020
Assistant Professor of Management
B.S., University of Tennessee; MBA, Western Michigan University; DBA, Cleveland State University

TRIMBLE, ANDREW J. 2009
Associate Professor of Biology/Toxicology
B.S., Ph.D., Southern Illinois University

UNGERER, JESSICA 2016
Clinical Assistant Professor of Nursing
B.S.N., MedCentral College of Nursing; M.S.-F.N.P, Chamberlain University

VANATA, DAVID F. 2002
Director of Sport Nutrition Counseling, Associate Professor of Health Sciences
B.S., Richard Stockton College; M.S., Florida State University; Ph.D., University of North Carolina Chapel Hill

VAUGHAN, WILLIAM 1995
Professor of Philosophy
B.A., M.A., Case Western Reserve University; M.A., Ph.D., University of Illinois

VENKATARAMANY, SIVAKUMAR 1999
Professor of International Business; Burton D. Morgan Chair
M.B.A., M.S., Ph.D., University of Miami

VIMONT, MICHAEL 2010
Program Director of Social Work and Family Studies; Associate Professor of Social Work
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Brenan, Kathleen	2016
Broda, Herb	2015
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Brueggeman, Martha	2007
Cadley, Donald	1999
Caldemeyer, Charles	2015
Chai, Jae	1998
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Dewey, Stanley*	1982
Drushal, Mary Ellen	2006
Drushal, Michael	2006
Edlefson, Carla	2015
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Ferroni, Charles	2000
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Fleming-Dufala, Louise	2015
Ford, Lucille	1995
Fraas, John	2010
Froelich, Robert*	1984
Gerrick, Greg	2016
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Goodwin, Ric	2014
Gotthardt, Linda	2007
Gregersen, Andrew	1979
Harvey, Marvin	1977
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Hudson, Murray	2006
Hudson, Michael*	2019
Jamieson, Merri	2003
Janusko, Robert	1999
Kriens, Richard*	1996
Levine, Gary*	2019
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Margot, Gary	2016
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Mast, William	1987
McBurney, Margery*	1994
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Meredith, William	2000
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Miller, Mary	2010
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Reeder, Vernon*	1977
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Richmond, Elizabeth*	1996
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Schramm, Peter*	2019
Schuman, Walter	2003
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