ASHLAND
UNIVERSITY

Ashland University

# 2025-2026 Academic C atalog

WELCOME 8
Accreditation/Associations/Memberships 9
University and Student Rights 10
Mission, Identity, Core Values, and Vision of Ashland University 10
2025-2026 AU Academic Calendar 12
Contact Information 12
Undergraduate Admissions Procedures 13
Graduate Admissions Procedures 15
Undergraduate Finance and Administration 17
Return of Title IV Funds (R2T4) Policy 19
Veteran Affairs 23
Finance & Administration 23
Student Health Insurance 24
Return of Title IV Funds (R2T4) Policy 25
Veteran Affairs 29
Undergraduate Financial Aid 29
Graduate Financial Aid 37
Student Affairs 41
Office of Christian Ministry 43
Athletics 43
Undergraduate Academic Affairs 45
Academic Policies 50
Class and Coursework Policies Academic Integrity Policy 57
Institutional Core Requirements 68
Core Courses 70
Associate of Arts Degree Requirements 74
Baccalaureate Degrees 74
Bachelor of Science Degrees 74
Graduate Academic Affairs 75
Credit and Grade Policies 85
Academic Integrity Policy 86
Transfer of Credit 88
Graduation and Degree Policies 90
Graduate Student Judicial Code 92
Library and Research Resources 95
International Programs 96
Ashland Theological Seminary 96
Ashland University Centers 98
eAshland 99
Honors Program 101
Department of Art & Design 103
Associate of Arts with a concentration in Art 105
Bachelor of Arts with a major in Fine Art (minor required) 105
Bachelor of Fine Arts with a comprehensive major in Fine Arts 107
Bachelor of Science in Education with a comprehensive major in Art, Multi-Age (PreK-12) 108
Minor in Art History 110
Minor in Studio Art 110
Biology 110
BS with a comprehensive major in Biology 112
BS with a Comprehensive Major in Biology - Forensic Biology Concentration 114
BS with a Comprehensive Major in Biology - Medical Laboratory Science Concentration 116
BS with a Comprehensive Major in Toxicology 118
BS in Education with comprehensive major in Integrated Science (Grades 7-12) 119
BS in Education with a comprehensive major in Biology (Life Science Licensure) Grades 7-12 120
Minor in Biology 122
Business and Economics 122
Associate of Arts in General Studies with a concentration in Business (Offered On-Campus and Online) 128
BA with a major in Business Administration (Offered on-campus and online) 128
BS with a Comprehensive Major in Industrial & Systems Engineering 129
BS in Organizational Leadership and Development 131
BS in Business Administration (BSBA) 133
Accounting Major 133
Business Analytics Major 135
Business Management Major 137

Economics Major 139
Entrepreneurship Major 140
Fashion Merchandising & Brand Management Major 142
Finance Major 144
International Business Major 146
Management Information Systems Major 148
Manufacturing Management Major 150
Marketing Major 152
Sport Management Major 154
Supply Chain Management Major 156
Minors for Business Majors and Non-Business Majors 158
Accounting Minor 158
Business Analytics Minor 158
Business Law Minor 159
Business Management Minor 160
Coaching Minor 160
Economics Minor 161
Entrepreneurship Minor 161
Event Management Minor 161
Fashion Merchandising & Brand Management Minor 162
Finance Minor 162
International Business Minor 163
Management Information Systems Minor 163
Marketing Minor 164
Risk Management and Insurance Minor 164
Sport Management Minor 165
Supply Chain Management Minor 165
Minors for Non-Business Majors Only 166
Business Administration Minor 166
Entrepreneurship Minor (Non-Business Majors Only) 166
Chemistry and Biochemistry 167
BS with a comprehensive major in Chemistry 168
BS with a comprehensive major in Biochemistry 169
BS with a comprehensive major in Forensic Chemistry 170
BS in Education with a comprehensive major in Integrated Science (Grades 7-12) 171
Minor in Chemistry 173
Communication Studies 173
BA in Communication 174
Minor in Communication Studies 176
Minor in Conflict Resolution 176
Minor in Political Communication 177
Minor in Public Relations 178
Minor in Sport Communication 178
Computer Science and Cybersecurity 178
BA with a major in Computer Science 179
BS with a comprehensive major in Computer Science 181
BS with a comprehensive major in Cybersecurity 182
Minor in Computer Science 184
Minor in Cybersecurity 184
Minor in Web Technology 185
Criminal Justice and Sociology 185
Associate of Arts with a concentration in Criminal Justice (Offered On-Campus and Online) 187
Associate of Arts with a concentration in Emergency Management & Homeland Security (Offered On-Campus and Online) 187
Bachelor of Science with a comprehensive major in Criminal Justice (Offered On-Campus and Online) 188
BS with a comprehensive major in Emergency Management & Homeland Security (Offered On-Campus and Online) 190
Minor in Conflict Resolution 191
Minor in Criminal Justice 191
Minor in Emergency Management & Homeland Security (Offered On-Campus and Online) 191
Minor in Social and Community Justice 192
Minor in Sociology (Offered On-Campus and Online) 192
Education 193
Associate of Arts with a concentration in Education Studies 196
BA in Education Studies 197
BS in Education with a comprehensive major in Intervention Specialist 199

BS in Education with a comprehensive major in Middle Grades (4-9) 201
BS in Education with a comprehensive major in Primary Grades/Intervention Dual Program 203
Early Childhood Education Generalist (Grades 4-5) 205
Minor in Online Teaching and Instructional Technology 205
Languages and Literatures 206
Bachelor of Arts with a major in English 207
BA with a major in Creative Writing 209
Bachelor of Science in Education with a comprehensive major in Integrated Language Arts (Grades 7-12) 209
Minor in English 211
Minor in Creative Writing 211
Minor in Spanish 212
Environmental Science 212
Bachelor of Science with a comprehensive major in Environmental Science 213
Minor in Environmental Science 217
General Studies 217
Associate of Arts in General Studies (Offered On-Campus and Online) 218
Geology 218
Minor in Geology 219
History 219
BA with a major in History 220
Bachelor of Science in Education with a comprehensive major in Integrated Social Studies (Grades 7-12) 221
Minor in History 223
Minor in Classical Civilization (History) 224
Minor in Classical Learning 224
Interdisciplinary Studies 224
BS with a Comprehensive Major in Interdisciplinary Studies (Offered On-Campus and Online) 225
Journalism and Digital Media 229
Bachelor of Arts with a major in Digital Media Journalism 230
Bachelor of Arts with a major in Digital Media Production 232
Minor in Digital Media Journalism 232
Minor in Digital Media Production 233
Mathematics and Actuarial Science 234
BA with a major in Mathematics 235
BS with a comprehensive major in Mathematics 236
BS with a comprehensive major in Actuarial Science 238
BS in Education with a comprehensive major in Integrated Mathematics (Grades 7-12) 240
UG Certificate in Actuarial Science 242
Minor in Mathematics 242
Multidisciplinary Studies 243
BS in Multidisciplinary Studies (Offered On-Campus and Online) 244
Music 245
BA with a major in Music; Music Studies Track 246
BM with a comprehensive major in Music Education, Multi-Age (PreK-12) 247
Minor in Applied Music 250
Minor in Music 250
Nursing and Health Sciences 251
NHS - Health Sciences Programs 253
NHS - Dietetics Program 253
BS with a comprehensive major in Dietetics 254
NHS - Exercise Science Program 255
BS with a comprehensive major in Exercise Science 255
NHS - Nursing Programs 257
Accelerated Pre-licensure Program 260
Advanced Entry Pre-licensure Program 260
RN to BSN Post-licensure Program 260
Traditional Pre-licensure Program 260
Philosophy 262
BA with a Major in Philosophy 263
Minor in Ethics (Philosophy) 263
Minor in Philosophy 265
Political Science 265
BA with a major in Political Science 266
Bachelor of Arts with a major in International Political Studies 269
BA with a major in Political Economy 271

Minor in Faith & Society 272
Minor in Political Science 272
Minor in Political Economy 272
Minor in Classical Civilization 273
Psychology 273
BA with a major in Psychology 274
BS with a comprehensive major in Psychology 275
Minor in Psychology 277
Religion 277
BA with a major in Religion 278
Minor in Religion 279
Minor in Christian Ministry 279
Minor in Ethics (Religion) 280
Minor in Faith & Society 280
Social Work 280
BS in Social Work 282
Social Work Minor 283
Child and Family Studies Minor 284
Minor in Addictions 284
Theatre 285
Minor in Theatre 285
Master of Business Administration 286
Master of Business Administration 289
Foundations Program (MBA) 289
Master of Business Administration Specializations 290
Master of Business Administration 292
Optional Independent Research Project (MBA 601/602) 295
Online MA in Strategic Communication and Leadership 296
Master of Fine Arts in Creative Writing 299
MA in American History and Government 301
MA with a Specialization in Teaching American History and Government 305
Online Master of Science in Applied Physiology of Exercise 309
MS in Business Analytics 310
MS in Physician Assistant Studies 311
MS in Supply Chain Management 314
Criminal Justice Administration Graduate Certificate Program 315
Department of Criminal Justice 315
The College of Arts and Sciences 315
Courses and Descriptions 316
U.S. Government and Politics Certificate Program 316
U.S. History Certificate Program 317
Online Doctor of Nursing Practice 319
Online School Nurse Certificate Program 324
ONLINE School Nurse Wellness Coordinator 326
Online Nurse Educator Certificate 327
Master of Education 328
M.ED. Adolescent to Young Adult 7-12 Education 331
Master of Education in Adult Education 332
M.ED. Educational Leadership with Administrative License 333
M.ED. Educational Technology 334
M.ED. Intervention Specialist Mild/Moderate 335
M.ED. Middle Grades Education 335
M.ED. Reading and Literacy 336
M.ED. Talent Development Education 337
M.ED. Teaching and Learning in the 21st Century (TL-21) 338
The Doctor of Education in Leadership Studies 338
Bachelor's Plus, Graduate Licensure and Endorsement Program 342
Bachelor's Plus Program: Middle Grades Education (4-9) Licensure 343
Bachelor's Plus Program: Primary Grades Intervention ECE/ECIS P-5 Dual Licensure 346
Bachelor's Plus Program: Primary P-5 (ECE) Licensure 347
Bachelor's Plus Program: Adolescent to Young Adult (7-12) Licensure 348
Bachelor's Plus Program: for Intervention Specialist Mild/Moderate/Intensive (ISMMI) Program K-12 Licensure 353
Bachelor's Plus Program: Multi-Age Licensure (PreK-12) 354
Other Graduate Licensure and Endorsement Program 357

Administrative Specialist License in Curriculum, Instruction, and Professional Development 357
Building Principal's License 358
Gifted Intervention Specialist Endorsement 359
Gifted Intervention Specialist Certificate 359
Graduate Reading Endorsement 360
Intervention Specialist: Mild/Moderate License 360
School Superintendent License 360
Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate Program 361
Teaching English to Speakers of Other Languages (TESOL) Endorsement 361
Technology Director Endorsement 361
Technology Director Certificate 362
Course Abbreviations 362
ACCT Accounting 364
APEX Applied Physiology of Exercise 366
ART Art 366
BIO Biology 375
BUS Business (General) 384
BANA Business Analytics 385
CHEM Chemistry 386
CL Classical Learning 389
CIS Coaching and Instruction in Sport 390
CJ Criminal Justice 391
COM Communication Studies 394
CS Computer Science 400
DIET Dietetics 403
ECED Economics Education 404
ECON Economics 405
EDAD Education Administration 407
EDAE Adult Education 408
EDCI Education Curriculum/Instruction 410
EDEC Education Early Childhood 415
EDFN Education Foundations 420
EDIS Educational Intervention Specialist 423
EDLS Education Leadership Studies 430
EDTE Teacher Education 440
EDU Continuing Education 440
EDUC Education (General) 440
ENG English 441
ENTP Entrepreneurship 449
EVS Environmental Science 449
EXS Exercise Science 450
FIN Finance 452
FL Foreign Languages 454
FM Fashion Merchandising 455
FMBM Fashion Merchandising & Brand Management 456
FREN French 457
GEOL Geology 459
GER German 463
HIST History 463
HON Honors Program 472
HS Health Sciences 472
HSEC Emergency Management & Homeland Security 474
HSM Hospitality Management 475
IE Industrial and Systems Engineering 477
IDS Interdisciplinary Studies 479
JDM Journalism/Digital Media 479
LTN Latin 483
MATH Mathematics 483
MBA Master of Business Administration 487
MBAF Master of Business Administration Foundations 493
MDS Multidisciplinary Studies 494
MFG Manufacturing Management 494
MGT Management 495
MIS Management Information Systems 497

MKT Marketing 498
MUSIC Music 500
NUHS Nursing and Health Sciences 508
NUR Nursing 509
ORGLD Organizational Leadership and Development 519
PAS Physician Assistant Studies 520
PHIL Philosophy 525
PHYS Physics 527
POLEC Political Economy 528
POLSC Political Science 529
PORT Portuguese 537
PSYC Psychology 538
READ Reading 542
REL Religion 544
SCM Supply Chain Management 548
SEC Cybersecurity 548
SMG Sport Management 550
SNP School Nursing Program 552
SOC Sociology 553
SOCWK Social Work 555
SPAN Spanish 558
TH Theatre 561
Faculty Awards 564
Leadership 564
Faculty 567
Emeriti 576

# 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 135 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.

Jon Peede, PhD

President

# Accreditation/Associations/Memberships

## Accreditation

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:

### Business

- Association to Advance Collegiate Schools of Business (AACSB)
- Accreditation Council for Business Schools and Programs (ACBSP)

### Clinical Mental Health Counseling (CMHC)

- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

### Dietetics

- Accreditation Council for Education in Nutrition and Dietetics (ACEND)

### Education

- Council for the Accreditation of Education Preparation (CAEP)

### Nursing

- The Baccalaureate degree program in nursing at Ashland University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC, 20001, 202-887-6791 (CCNE)
- The Doctor of Nursing Practice program at Ashland University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC, 20001, 202-887-6791 (CCNE)

### Physician Assistant Studies

- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

### Seminary

- The Association of Theological Schools/The Commission on Accreditation (ATS)

### Social Work

- Council on Social Work Education (CSWE)

## Associations

- American Chemical Society (ACS)

## Approvals

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

## 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 Colleges of Nursing (AACN); Northeast Ohio Nursing Initiative (NEONI); National Organization of Nurse Practitioner Faculties (NONPF); and Physician Assistant Education Association (PAEA).

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; Beta Gamma Sigma, 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 Tau Delta, International English Honor Society; Sigma Theta Tau, Rho Nu Chapter, International Honor Society of Nursing; Theta Alpha Kappa, National Honor Society for Religious Studies and Theology; and Upsilon Pi Epsilon, International Honor Society for the Computing and Information Disciplines.

# University and Student Rights

## 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 under specific situations. 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.

# 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 Strategic Communication and Leadership; 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 135 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. And the newly built Niss Athletic 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 24 intercollegiate sports - 12 for women, 11 for men, and 1 co-ed.

# 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 to solve problems.

Pertaining to specialized knowledge acquired through education or experience students will be able to do one of the following:

- 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 judgments.

### *2. Ethical Development*

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

Students will be able to do one of the following:

- 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 do one of the following:

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

### *4. Global Responsibilities and Intercultural Competence*

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

Students will be able to do one of the following:

- 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.

# 2025-2026 AU Academic Calendar

**For a complete list of dates visit: Academic Calendar**

# Contact Information

## Undergraduate Admission Information and Campus Tours

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

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

## Graduate School, Online and Adult Studies Admission Information (GOAS)

Office of Graduate, Adult, Online Admissions, Dwight Schar College of Education, 419-289-5738;

e-mail: welcome@ashland.edu, https://www.ashland.edu/graduate-admissions/

## International Admission Information

Office of International Admission, Gill Welcome Center, 419-289-5738;

e-mail: international@ashland.edu, https://www.ashland.edu/international-admissions

## Financial Aid

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

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

e-mail: financialaid@ashland.edu, https://www.ashland.edu/financial-aid

## Student Accounts

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

e-mail: busoff@ashland.edu, https://www.ashland.edu/student-accounts

## Athletics

Athletic Department, Physical Education Center, 419-289-5441

https://goashlandeagles.com/

## Registrar's Office

- Student Records, registration, scheduling, transcripts

Registrar's Office, 206 Founders Hall, 419-289-5666

e-mail: regis@ashland.edu, https://www.ashland.edu/registrars-office

## Correctional Education

Office of Correctional Education, 26 W. Main St, Ashland, OH 44805, 419-207-6922

e-mail: cep-records@ashland.edu, https://www.ashland.edu/correctional-education

## Career Center for Life Calling

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

8th Floor Archer Library, 419-289-5064

e-mail: CCLC-AU@ashland.edu, https://www.ashland.edu/career-center-life-calling

## Office of Veteran Services

The Jack W. Liebert Military & Veteran Resource Center, 419-289-5358

e-mail: veterans@ashland.edu, https://www.ashland.edu/military-family-veteran-services

## On-campus housing and charges

230 Hawkins-Conard Student Center (Main Campus), 419-289-5303

e-mail: reslife@ashland.edu, https://www.ashland.edu/residence-life

133 College of Nursing (Mansfield Campus), 419-289-5226

e-mail: constudentservices@ashland.edu, https://www.ashland.edu/residence-life

## 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**

# Undergraduate Admissions Procedures

Ashland University is an Equal Opportunity institution and its programs are available to all students regardless of disabilities, 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);

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.

## On-Campus Program Students:

a) Traditional admission: A minimum high school grade point average (GPA) of 2.50 on a 4.0 scale is required for traditional admission to the freshman class and submission of an ACT (American College Test), SAT (Scholastic Aptitude Test), or CLT (Classic Learning Test) score. Minimum composite test scores are: ACT-18, SAT-970, and CLT-62. Results may be sent directly to Ashland University using these codes: ACT - 3234; SAT - 1021; Individual academic programs may have additional admission criteria.

b) Test-Optional Admission Students may choose to apply without submitting an ACT, SAT, or CLT score. In that case, students must have a minimum 2.85 High School GPA to be admitted. This option is not available for colleges and academic programs which require a standardized test score for admission.

## 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 a GPA less than 2.25.

## On-Campus Traditional Undergraduate Nursing Program Students:

All candidates for the Traditional Undergraduate Nursing Program must earn a minimum high school grade point average (GPA) of 3.0 on a 4.0 scale. In addition they must earn a minimum 20 composite score on the ACT or 1,040 on the SAT. Students who fall below these requirements may still be admitted to Ashland University but not to the Nursing Program. Candidates for this program must submit test scores and are not able to apply test optional.

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

## 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. 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 Requirement.

## Conditional Admitted Student:

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 Admitted Student:

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.

## Re-Admitted Student:

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 Student:

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/non-traditional-undergraduate-tuition-fees.

## Veteran Student:

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. Veterans of the United States Armed Forces are given priority registration each semester and are among the first cohort for whom registration is made available. 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.

## Auditing Student:

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.

## 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), or DET 95 (130 or above for Nursing Program);
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.

## 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.

## Advanced Placement, CLEP, and International Baccalaureate

College Credit may be awarded for students who complete AP, CLEP, and IB exam/courses.

# Graduate Admissions Procedures

## Graduate Admissions

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

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

## Graduate Study Students:

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 Student:

A student admitted conditionally must maintain:

1. 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.
2. 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 Student:

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 Student:

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)
- DET (95 Undergraduate- excluding Nursing, 115 Doctoral & Nursing Programs, 105 Graduate)

**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 https://www.ashland.edu/apply-ashland-university 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, PTEA, or DET scores
6. Proof of financial support.
7. Resume. (MBA Only)
8. Other required documents depend on academic programs.

# Undergraduate Finance and Administration

## Undergraduate Finance & Administration

The rates listed below are for 2025-26 academic year. These are set by the Board of Trustees prior to the start of the new academic year. Updated rates will be posted on the Ashland University website.

## University Fees*

| | |
|---|---|
| Tuition*(20/FA or 21/SP new freshman)<br>Tuition*(21/FA or 22/SP new freshman/transfer)<br>Tuition*(22/FA or 23/SP new freshman/transfer)<br>Tuition*(23/FA or 24/SP new freshman/transfer)<br>Tuition*(24/FA or 25/SP new freshman/transfer)<br>Tuition*(25/FA or 26/SP new freshman/transfer) | $22,000<br>$22,990<br>$25,200<br>$27,720<br>$29,940<br>$31,900 |
| Room* (dependent on building/room) | $7,000/$7600 |
| Meal Plan*(dependent on meal plan) | $5,900/$6,900 |
| Activity Fee ($14/hr. part-time) | $290 |
| Campus Access Fee | $1,030 |

* These totals do not include single or paid double room fee, fraternity fee, or 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 $980 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 $980 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) | $34,800 |
| Technology Fee | $1,080 |
| Program Fee Per Semester (4 semesters x $ 650) | $2,600 |
| Total Program Cost | $38,480 |

## Undergraduate Online Tuition Fee

The tuition fee for students enrolled in an undergraduate online program permits a student to take courses on a per credit hour basis.

| | |
|---|---|
| Online BA Business Administration | $630/Cr. Hr. |
| Online BA Communication | $630/Cr. Hr. |
| Online BS Criminal Justice | $410/Cr. Hr. |
| Online BS Emergency Management and Homeland Security | $410/Cr. Hr. |
| Online BS Multidisciplinary Studies | $630/Cr. Hr. |
| Online BS Organizational Leadership and Development | $440/Cr. Hr. |
| Online AA Criminal Justice | $410/Cr. Hr. |
| Online AA Emergency Management and Homeland Security | $410/Cr. Hr. |
| Online AA General Studies | $630/Cr. Hr. |
| Online AA General Studies w/ a Concentration in Business | $630/Cr. Hr. |
| Online RN-Bachelor of Science in Nursing | $350/Cr. Hr. |
| Online RN-Bachelor of Science in Nursing<br>(Corporate Partnership Only) | $350/Cr. Hr. |
| Learning Technology Fee | $48/Cr. Hr. |

## Undergraduate Campus Audit Fee

Courses may be audited for $490/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.

## Course Fees and/or Lab Fees

Some courses have course fees and/or lab fees. These are listed on the Student Accounts Office's website at:https://www.ashland.edu/course-fees.

## Room Fee

Below is a list of housing rates for the 2025-2026 year. Full description of the rooms can be found here. Rates are shown as semester/year.

| | |
|---|---|
| Regular Double/Triple-Kilhefner, Clark, Amstutz & Kem | $3,500/$7,000 |
| Regular Double/Triple-Myers & Andrews | $3,540/$7,080 |
| Regular Single- Kilhefner, Clark, Amstutz & Kem | $3,800/$7,600 |
| Regular Single-Myers & Andrews | $3,830/$7,660 |
| Paid Double- Kilhefner, Clark, Amstutz & Kem | $4,030/$8,060 |
| Paid Double Myers & Andrews | $4,030/$8,060 |
| Paid Single- Kilhefner, Clark, Amstutz & Kem | $4,490/$8,980 |
| Paid Single-Myers & Andrews | $4,490/$8,980 |
| Quad-Andrews Hall | $4,050/$8,100 |
| Senior Apartments | $4,190/$8,380 |
| College of Nursing Apartments (1081 - Undergraduate) | $4,140/$8,280 |
| College of Nursing Apartments (1071 - Graduate & Family) | $5,380/$10,760 |
| Clayton Suite-Double (Paid Single) | $4,760/$9,520 |
| Clayton Suite-Double | $4,150/$8,300 |
| Fraternity Regular Single/Double | $3,540/$7,080 |
| Fraternity Paid Single | $4,490/$8,980 |
| USA House Regular Single | $3,540/$7,080 |
| Miller/College Avenue Apartments | $3,880/$7,760 |

## Board Fee

Below is a list of meal rates for the 2025-2026 year. Full description of plans can be found here. Rates are shown as semester/year.

| | |
|---|---|
| Gold Plan | $3,250/$6,500 |
| Purple Plan | $2,950/$5,900 |
| Talon Plan | $2,950/$5,900 |
| Eagle Plan | $2,950/$5,900 |
| Tuffy Plan | $1,190/2,380 |

## Activity Fee

An activity fee of $145 per semester ($290 annually) is charged to full-time, on-campus students. For part-time students the fee is $15 per credit hour. This fee provides support for organization programming and student center operation.

## Campus Access Fee

An activity fee of $515 per semester ($1,030 annually) is charged to full-time, on-campus students. This fee encompasses the technology fee, student health fee, and recreation center fee. Non-traditional students may pay some or all of the listed fees separately based on their chosen program.

## 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, partnership students, 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.

## 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/student-accounts or contact the Student Accounts Office at 419.289.5958.

A full list of fees and charges are available online through the Student Account Office website: https://www.ashland.edu/fees-charges-explained

## 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 spring semester.

## Terms of Payment and Payment Options

Tuition and fees are due and payable in full on or before August 25, 2025, for fall semester, and on or before January 12, 2026, for spring semester. Statements are accessible via Self-Service, 24 hours a day, 7 a week. Papers statements will only be mailed in July for the fall semester and in December for the spring semester. Students must login to Self-Service to access TouchNet to make a payment, set up an authorized person to make a payment or establish a payment plan. Students and authorized users will receive an email when a new billing statement is available for viewing. Failure to pay balances by due date may result in cancelation of the student's registration. Any arrangements for loans or financial aid should be made well in advance of each semester so that all fees are paid by the due date.

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

Students and authorized users can make credit card payments (Visa, Mastercard, Discover and American Express) and electronic check ACH through TouchNet. Students can access through Self-Service and Authorized Users through TouchNet Site.

Additional payment options can be found at our Pay My Tuition webpage.

Interest of 1.5 percent will be charged each month on any unpaid balance from a prior term. 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 Student Accounts Office.

## Corporate Reimbursement

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

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

## Refund Policy

This refund policy applies to students completely withdrawing from school, 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 (complete)

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 student is required complete official withdrawal form and review the procedures if they choose to withdraw from the University. 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 (R2T4) Policy

Federal student aid (FSA) funds, also referred to as Title IV funds, are awarded to a student under the assumption that the student will attend school for the entire period for which the funds were awarded. When a student withdraws, they may no longer be eligible for the full amount of Title IV funds that they were originally scheduled to receive. The Return of Title IV (R2T4) regulations govern the management of FSA funds disbursed to students who subsequently withdraw from **all** Title IV eligible courses within a payment period.

## R2T4 GUIDELINES

If a Title IV recipient withdraws from a school after beginning attendance, the school must perform an R2T4 calculation to determine the amount of Title IV aid earned by the student.

- If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned.
- If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, they are eligible to receive a post-withdrawal disbursement (PWD) of the earned aid that was not received.

## WITHDRAWAL (for R2T4 purposes)

A student is considered to have withdrawn from a payment period or period of enrollment if they do not meet one of the withdrawal exemptions **and** the student does not complete all the days in the payment period for which they were scheduled **and** the student is not scheduled to begin another course within a payment period for more than 45 calendar days after the end of the module the student ceased attending, unless the student is on an approved leave of absence.

A student is not considered to have withdrawn if --

- The institution's records treat a student as having never attended courses for that payment period or period of enrollment.
- The institution returns all the Title IV grant or loan assistance, including all Title IV credit balances provided to the student or parent, that were disbursed for that payment period or period of enrollment.
- The institution refunds all institutional charges to the student for the payment period or period of enrollment; **and**
- The institution writes off or cancels any payment period or period of enrollment balance owed by the student to the institution due to the institution's returning of title IV funds to the Department.

#### R2T4 Withdrawal Exemptions

The Department established withdrawal exemption criteria which, if met, allows a student who has withdrawn or otherwise ceased attendance to not be considered a withdrawn student for Title IV purposes, which means that no R2T4 calculation is required for that student. The withdrawal exemption categories are as follows:

1. Withdrawal exemption for graduates/completers.
    - A student who completes all the requirements for graduation from his or her program before completing the days or hours in the period that he or she was scheduled to complete is not considered to have withdrawn.
    - This exemption applies to all types of programs (including those with or without modules)

2. Withdrawal exemptions for programs offered in modules.

A student is not considered to have withdrawn if the student *successfully completes*--

- *One module that includes 49 percent or more of the number of days in the payment period*, excluding scheduled breaks of five or more consecutive days and all days between modules.
- A combination of modules when combined contain 49% or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules; **or**
- Coursework equal to or greater than the coursework required for the institution's definition of a half-time student under Sec. 668.2 for the payment period.

**Withdrawal Types and Procedures**

Official Withdrawal: For students who withdraw officially, the institution treats the date the student began the prescribed withdrawal process as the withdrawal date. When a student provides official notification of his or her intent to withdraw before beginning the prescribed withdrawal process, the institution treats the date the student provided the notification as the withdrawal date. Ashland University accepts official notifications of withdrawal in writing via the respective Etrieve form. The Registrar's Office is the designated office in which a student may readily contact to provide official notification of withdrawal.

Rescinded Official Notification: If a student rescinds their official notification of withdrawal, the student is required to provide a written statement that they are participating in an activity that meets the definition of academic engagement and intends to complete the payment period. If the student subsequently withdrawals before completing the payment period, the institution uses the date of the original withdrawal notification to calculate the return of Title IV funds unless the institution is able to document a later last date of participation in an activity that meets the definition of academic engagement.

Administrative Withdrawal: When the institution expels, suspends, or otherwise withdraws a student, the institution treats the date the institution terminated the student's enrollment as the latest possible withdrawal date for that student.

Failed to Earn a Passing Grade: For a student who fails to earn a passing grade in at least one course for the payment period, the institution treats the student as unofficially withdrawn unless the institution documents the student completed the payment period.

Circumstantial Withdrawal: When the institution determines a student was unable to withdraw officially (including notice provided by an individual acting on the student's behalf) because of illness, an accident, grievous personal loss, or other circumstances beyond the student's control, the institution determines a withdrawal date related to that circumstance.

Leave of Absence: Ashland University does not grant students an official leave of absence.

## WRITTEN CONFIRMATION OF FUTURE ATTENDANCE

A student is not considered to have withdrawn if the school obtains a written confirmation from the student at the time of the withdrawal that they will attend a module that begins later in the same payment period. The module must begin no later than 45 calendar days after the end of the module the student ceased attending. This confirmation must be obtained at the time of withdrawal, even if the student has already registered for subsequent courses.

Without confirmation of future attendance, a school must assume a student who has ceased attendance is a withdrawal and begin the R2T4 process. However, if at the time of the withdrawal, the student enrolled in a course in a later module in the same payment period *(that the student was not previously scheduled to attend)*, the newly added course would count as positive confirmation of future attendance for Title IV program purposes.

If the student does not return as scheduled, the student will be considered withdrawn. In this scenario, the institution will consider the withdrawal date to be the date that would have applied had the student not provided written confirmation of an acceptable future date of attendance.

## MODULAR PROGRAMS

A student who withdraws from a modular program (A and B sessions) and later re-enters the same program prior to the end of the payment period is eligible to receive any Title IV funds for which they were eligible prior to withdrawal, including funds returned under the R2T4 funds provisions, if the student's enrollment status continues to support the full amount of the funds offered.

## R2T4 CALCULATION

Ashland University utilizes the formula defined in Title IV regulations via the R2T4 calculation tool on the Department of Education's Common Origination Disbursement (COD) website. When determining the percentage of the payment period completed, the institution counts all calendar days the student was scheduled to complete except scheduled breaks of at least five consecutive days.

In accordance to federal regulations, Ashland University considers 100% of the student's aid to be earned when the withdrawal date occurred after completion of more than 60% of the payment period. If a student for whom some Title IV funds remain undisbursed completed more than 60 percent of the payment period, the institution will perform an R2T4 funds calculation to determine if the student is due a PWD.

When applying the earned percentage to disbursed aid to determine earned Title IV aid, the institution includes Title IV funds that could have been disbursed (in accordance with the late disbursement provisions of the Title IV cash management rules) as well as funds disbursed as of the student's withdrawal date. In addition, the institution treats as Title IV aid that could have been disbursed any inadvertent late Title IV disbursement made before discovering the student had withdrawn.

**Date of Determination**

The date of the institution's determination that the student withdrew varies depending on the type of withdrawal (official or unofficial). Generally, the 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;
- The student's last date of attendance at a documented academically related activity; or
- The midpoint of the term for a student who leaves without notifying the institution.

**Institutional Charges**

Institutional charges are used to determine the portion of unearned Title IV aid that the school is responsible for returning. Institutional charges do not affect the amount of Title IV aid earned by a student who withdraws; however, students should be aware that if they withdraw, institutional charges that were previously paid by Title IV funds might become a debt that the student would be responsible for paying.

Institutional charges generally are defined as the charges for tuition and fees, food and housing, and other educational expenses that are paid to the school directly. If a fee (like an enrollment, registration or technology fee) is required for all students in a program, is part of an enrollment agreement or an addendum to it, or is a fee for which a school routinely debits a students' ledger, then the fee is considered an institutional charge.

The institutional charges used in the calculation usually are the charges that were initially assessed the student for the entire payment period as applicable. Initial charges may only be adjusted by those changes the institution made prior to the student's withdrawal (for example, for a change in enrollment status unrelated to the withdrawal). If, at the time of the withdrawal or afterward, the school changes the amount of institutional charges it is assessing a student or decides to eliminate all institutional charges, those changes do not affect the charges nor aid earned in the calculation.

*Effects of waivers on institution charges*: If a waiver acts as a payment of tuition and fees that have actually been charged to a student, then the waiver is considered other financial assistance, and the full amount of the tuition and fees must be included in the R2T4 calculation. On the other hand, if the student is never assessed the full charges, the waiver is not considered to be financial aid, and only the actual charges would be included in the R2T4 calculation.

**Fails to Begin Attendance in All Scheduled Courses**

Anytime a student begins attendance in at least one course but does not begin attendance in all the courses the student was scheduled to attend regardless of whether the student is a withdrawal, the school must determine if it is necessary to recalculate the student's eligibility for Pell Grant, TEACH Grant and Campus-Based funds based on a revised enrollment status and cost of education. If the student is a withdrawal, this recalculation must be done before performing an R2T4 calculation, and the school must use the recalculated amounts of aid in the R2T4 calculation.

If a student who has withdrawn did not begin attendance in enough courses to establish a half-time enrollment status, the school may not make a first disbursement of a Direct Loan to the student after the withdrawal. However, the funds are included as aid that could have been disbursed in the R2T4 calculation.

**Rounding**

Final repayment amounts that the school and student are each responsible for returning or any Post-Withdrawal Disbursements will be rounded to the nearest dollar, unless such rounding would cause the amount disbursed to exceed the student's annual or aggregate award limits, including Pell Grant lifetime eligibility.

## RETURN OF FUNDS BY THE SCHOOL

The school must return the unearned aid for which the school is responsible by repaying funds to the following sources, in order, up to the total net amount disbursed from each source:

- Unsubsidized Direct Loan
- Subsidized Direct Loan
- Direct PLUS Loans
- Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- TEACH Grant

## R2T4 EXAMPLE

Tuffy stopped attending classes on January 18th and gave an official notification of withdrawal on the same day. The term began on January 8th and is 106 days long. Tuffy has attended 11 days and has earned 10.4% of his financial aid (11/106 = 10.4%).

Tuffy's Aid:

| Aid | Amount |
|---|---|
| Unsubsidized Direct Loan | $990 |
| Subsidized Direct Loan | $1,732 |
| Direct Parent PLUS Loan | $6,396 |
| Federal Pell Grant | $3,697 |
| FSEO Grant | $2,000 |
| Total Federal Aid | $14,815 |

1. The amount of aid earned is 10.4% multiplied by $14,815 = $1,540.76

2. Total federal aid unearned is $14,815 minus $1,540.76 = $13,274.24

3. The second calculation determines percentage of amount unearned based on school charges for tuition and housing. Tuffy was charged $14,490 in tuition, $3,250 for housing and $2,730 for a meal plan. Percentage of unearned aid is 100% - 10.4% = 89.6%. Therefore, based on the charges for the term, $20,470 multiplied by 89.6% = $18,341.12.

4. The amount of federal aid Tuffy must return is the lesser of step 2 or 3 ($13274.24 in our example).

5. Federal guidelines determine the order of aid types to be reduced: Direct Unsubsidized Loan, Direct Subsidized, Parent Plus Loan, Pell Grant, and then FSEOG until $13,274 has been repaid. Therefore, Tuffy's aid will be reduced to:

| Aid | Amount | Returned | Total |
|---|---|---|---|
| Unsubsidized Direct Loan | $990 | **- $990** | = $0 |
| Subsidized Direct Loan | $1,732 | **- $1,732** | = $0 |
| Direct Parent PLUS Loan | $6,396 | **- $6,396** | = $0 |
| Federal Pell Grant | $3,697 | **- $3,697** | = $0 |
| FSEO Grant | $2,000 | **- $459** | = $1,541 |
| Total Returned | | **$13,274** | |

The total returned amount reflects the amount to be billed to Tuffy's student billing account from his financial aid. Any refunds from tuition that are determined and applied to his account may affect the amount that Tuffy owes for the term.

## TITLE IV CREDIT BALANCES

Ashland University halts all Title IV disbursements and holds any Title IV credit balance, for the relevant payment period, upon learning of the student's withdrawal, until it calculates the amount of aid earned by the student and subsequently has applied any applicable refund policy.

Any remaining credit balance will be resolved within 14 days of the date the institution performed the R2T4 funds calculation. The institution will first allocate the credit balance to repay any grant overpayment owed by the student. After satisfying any Title IV grant overpayment owed by the student, the institution will eliminate the remaining Title IV credit balance by:

- Paying authorized institutional charges (including previously paid charges that are unpaid due to the R2T4 funds calculation) in accordance with Title IV cash management regulations;
- Reducing, with the student's authorization, the student's Title IV loan debt;
- Paying the student's parent if a parent PLUS credit balance; or
- Paying the student.

If the institution cannot locate the student or parent, the institution returns the funds to the respective Title IV program(s).

## POST-WITHDRAWAL DISBURSEMENT

If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, they are eligible to receive a PWD of the earned aid that was not received. Following federal regulations, Ashland University will make the PWD from available Title IV grant funds before Title IV loan funds.

**PWD from Title IV grant funds**

No later than 45 days after the institution's determination that the student withdrew, AU will disburse directly to the student any amount of a PWD of grant funds not credited to the student's account.

**PWD from Title IV loan funds**

Within 30 days of the date of the institution's determination that the student withdrew, AU will send the borrower a written notification requesting the borrower's confirmation regarding the crediting and/or disbursement of a PWD of Title IV loan funds. This request for confirmation identifies the type(s) and amount(s) of Title IV loan funds to be credited and/or disbursed and explains:

- The borrower may accept or decline all or some of the Title IV loan funds;
- Any PWD of Title IV loan funds must be credited to the student's account and be applied toward outstanding institutional charges prior to receiving any remaining Title IV loan funds as a direct disbursement;
- The borrower's obligation to repay the Title IV loan funds;
- The deadline by which the borrower must respond to the request for confirmation; and
- The consequences of not responding to the confirmation request and of responding after the deadline.

If the borrower does not respond to the institution's request for confirmation for a PWD of Title IV loan funds within the allotted 14-day deadline, the institution refrains from making a PWD of the loan funds. If the borrower's response to a confirmation request for a PWD is received after the deadline and the institution chooses not to make the disbursement, the institution will inform the borrower, in writing, of its decision. Additionally, the institution will document in the student's file the result of any confirmation request regarding the PWD of Title IV loan funds and the final determination made concerning the disbursement.

## 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.
- Title IV, state and institutional aid are earned in a prorated manner on a per-day basis up to the 60% point in the term. Title IV, state, institutional, and other aid is viewed as being 100% earned after completion of more than 60% of the payment period.

## UNEARNED AID

*Grant overpayment*: Any amount of unearned grant funds that the student must return is called an overpayment. The maximum amount of a grant overpayment the student must repay is half the grant funds disbursed and could have been disbursed. The student does not have to repay a grant overpayment if the original amount of the overpayment is $50 or less and is not a remaining balance. Arrangement must be made with Ashland University or the Department of Education to return the unearned grant funds. The student will be notified of any grant overpayment within 30 days of the date the school determined the student withdrew. The institution will refer the overpayment to the Department of Education and report it to NSLDS if, within the 45-day period, the student does not repay the overpayment or sign a repayment agreement with the Department of Education.

*Loan funds*: Any Title IV loan funds for which the student (or parent in the case of a parent PLUS) is responsible for returning are required to be repaid under the terms and conditions of the promissory note.

## NOTIFICATION TO STUDENT

Once the R2T4 funds calculation has occurred, the student will be notified of the calculation via Self-Service. Accordingly, students should review their account for financial aid adjustments and any outstanding balance now due to Ashland University as a result.

## OTHER INFORMATION

**Verification**

A student who fails to provide the required documentation in time for a school to complete verification and meet the R2T4 deadlines is responsible for returning any Title IV grant funds subject to verification that were already disbursed prior to being selected for verification.

For a student undergoing verification at the time of withdrawal, the institution includes in the R2T4 funds only funds not subject to verification (Direct PLUS Loans, Direct Unsubsidized Loans and TEACH Grant funds).

If the student provides all required verification documents before the verification deadline but after the institution has performed the R2T4 funds calculation the institution will perform a new R2T4 calculation. The new R2T4 funds calculation includes aid that could have been disbursed only Title IV aid for which the student established eligibility as the result of verification and for which the conditions for a late disbursement are met.

**Deceased Students**

If a student is deceased prior to completing the payment period, the institution is required to perform an R2T4 funds calculation. When the R2T4 funds calculation indicates the amount of Title IV funds the student received while enrolled during the period was greater than the amount earned, the institutions return only the funds for which it is responsible and not require the student's estate to return any Title IV funds. When the R2T4 funds calculation indicates not all of the Title IV funds the student earned for the period had been disbursed, the institution ensures no post-withdrawal disbursement (PWD) is paid to the student's account or estate.

**Consortium Agreements**

In the event the student withdraws before completing the payment period, the institution that disburses Title funds returns Title IV funds.

## APPLICABLE DEADLINES

The date of the institution's determination that the student withdrew is used in the following circumstances:

- The school must offer any amount of a PWD that is not credited to the student's account within 30 days of the date of determination.
- If the student or parent submits a timely response that instructs the school to make all or a portion of a Direct Loan PWD, the school must disburse the funds within 180 days of the date of determination.
- Title IV grant PWDs must be made within 45 days if required to be provided directly to the student and within 180 days if paying for allowable charges on the student's account.
- The school must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of determination.

## APPEAL PROCESS

Students who contest the billing portion resulting from this policy may submit an appeal to the Director of Student Accounts at busoff@ashland.edu. Students who contest the financial aid portion resulting from this policy may submit an appeal to the Director of Financial Aid at financialaid@ashland.edu.

Changes that are not corrections are allowed only if the change can be made in time for the institution to meet any applicable R2T4 deadline. A change is not a correction if a calculation (R2T4/PWD) was correct at the time it was processed. An institution is never required to do a recalculation of a change that is not a correction.

# Veteran Affairs

Ashland University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from the Department of Veterans Affairs under chapter 31 or 33.

# Finance & Administration

The rates listed below are for 2025-26 academic year. These are set by the Board of Trustees prior to the start of the new academic year. Updated rates will be posted on the Ashland University website.

## University Fees

| Program | Tuition |
|---|---|
| **College of Education** | |
| Executive Doctorate, Leadership Studies | $1,100/Cr. Hr. |
| Traditional Doctorate, Leadership Studies | $860/Cr. Hr. |
| Executive Doctorate (ED.D) Audit | $460/Cr. Hr. |
| Masters of Education (MED) | $690/Cr. Hr. |
| Masters of Education (MED) Audit | $380/Cr. Hr. |
| Bachelor Plus/Licensure | $690/Cr. Hr. |
| Education Endorsement, Certificate or Licensure | $690/Cr. Hr. |
| CCP Graduate (teachers to teach CCP) | $480/Cr. Hr. |
| **College of Nursing and Health Sciences** | |
| Doctorate, Nursing Practice | $850/Cr. Hr. |
| Master of Science in Applied Physiology of Exercise | $699/Cr. Hr. |
| Master of Science in Physician Assistant Studies | $865/Cr. Hr. |
| School Nursing Licensure | $610/Cr. Hr. |
| Nurse Educator Certificate | $650/Cr. Hr. |
| School Nurse Wellness Coordinator Endorsement | $610/Cr. Hr. |
| **College of Business and Economics** | |
| MBA 1-Year Global or One Year Online Program | $1,250/Cr. Hr. |
| Master's Business Administration (30 Hr program) | $865/Cr. Hr. |
| Master's in Supply Chain Management | $925/Cr. Hr. |
| Master's in Business Analytics | $925/Cr. Hr. |
| Business Certificates | $865/Cr. Hr. |
| MBA Foundation | $750/Cr. Hr |
| **College of Arts and Sciences** | |
| MAHG/MASTAHG On-Campus | $682/Cr. Hr. |
| MAHG/MASTAHG Online | $512/Cr. Hr. |
| MAHG/MASTAHG Audit | $362/Cr. Hr. |
| American History and U.S. Government Certificates On-Campus | $682/Cr. Hr |
| American History and U.S. Government Certificates Online | $512/Cr. Hr. |
| MFA Audit | $395/Cr. Hr. |
| Master of Strategic Communication and Leadership | $730/Cr. Hr. |
| MFA Audit | $362/Cr. Hr. |
| Criminal Justice Administration Certificate | $458/Cr. Hr.** |
| **eAshland - Professional Learning** | |
| Professional Development | Individual Pricing with School Districts and Clients |
| **Learning Technology Fee of $48/Cr. Hr applicable | |

### Course Fee and/or Lab Fees

Some courses have course fee and/or lab fees. These are listed on the Student Accounts Office's website at: https://www.ashland.edu/graduate-course-fees.

### Graduation Fee

The fee for master's degree programs is $100; and doctoral 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.

**Note**: 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 Student Accounts Office (busoff@ashland.edu) or Registrar's Office (regis@ashland.edu) with any questions.

# 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.

## Enrollment Deposit

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

## Terms of Payment and Payment Options

Tuition and fees are due and payable in full on or before August 25, 2025, for fall semester, and on or before January 12, 2026, for spring semester. Statements are accessible via Self-Service, 24 hours a day, 7 days a week. Papers statements will only be mailed in July for the fall semester and in December for the spring semester. Students must login to Self-Service to access TouchNet to make a payment, set up an authorized person to make a payment or establish a payment plan. Students and authorized users will receive an email when a new billing statements is available for view Failure to pay balances by due date may result in cancelation of the student's registration. Any arrangements for loans or financial aid should be made well in advance of each semester so that all fees are paid by the due date.

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

Students and authorized users can make credit card payments (Visa, Mastercard, Discover and American Express) and electronic check ACH through TouchNet. Students can access through Self-Service and Authorized Users through TouchNet Site.

Additional payment options can be found at our Pay My Tuition webpage.

Interest of 1.5 percent will be charged each month on any unpaid balance from a prior term. 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 Student Accounts Office.

## Corporate Reimbursement

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

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

## Refund Policy

This refund policy applies to students completely withdrawing from school.

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

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

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

## Withdrawal Policy (complete)

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 student is required complete official withdrawal form and review the procedures if they choose to withdraw from the University. 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 (R2T4) Policy

Federal student aid (FSA) funds, also referred to as Title IV funds, are awarded to a student under the assumption that the student will attend school for the entire period for which the funds were awarded. When a student withdraws, they may no longer be eligible for the full amount of Title IV funds that they were originally scheduled to receive. The Return of Title IV (R2T4) regulations govern the management of FSA funds disbursed to students who subsequently withdraw from all Title IV eligible courses within a payment period.

## R2T4 GUIDELINES

If a Title IV recipient withdraws from a school after beginning attendance, the school must perform an R2T4 calculation to determine the amount of Title IV aid earned by the student.

- If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned.
- If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, they are eligible to receive a post-withdrawal disbursement (PWD) of the earned aid that was not received.

## WITHDRAWAL (for R2T4 purposes)

A student is considered to have withdrawn from a payment period if the student does not meet one of the withdrawal exemptions (see below) and the student does not complete all the days in the payment period that the student was scheduled to complete.

**R2T4 Withdrawal Exemptions**

Under the September 2, 2020 final regulations, the Department established withdrawal exemption criteria which, if met, allows a student who has withdrawn or otherwise ceased attendance to NOT be considered a withdrawn student for Title IV purposes, which means that no R2T4 calculation is required for that student. The withdrawal exemption categories are as follows:

1. Withdrawal exemption for graduates/completers.

a. A student who completes all the requirements for graduation from his or her program before completing the days or hours in the period that he or she was scheduled to complete is not considered to have withdrawn.

b. This exemption applies to all types of programs (including those with or without modules)

2. Withdrawal exemptions for programs offered in modules.

a. A student is not considered to have withdrawn if the student *successfully completes one module that includes 49 percent or more of the number of days in the payment period*, excluding scheduled breaks of five or more consecutive days and all days between modules.

**Withdrawal Types and Procedures**

Official Withdrawal: For students who withdraw officially, the institution treats the date the student began the prescribed withdrawal process as the withdrawal date. When a student provides official notification of his or her intent to withdraw before beginning the prescribed withdrawal process, the institution treats the date the student provided the notification as the withdrawal date. Ashland University accepts official notifications of withdrawal in writing via the respective Etrieve form. The Registrar's Office is the designated office in which a student may readily contact to provide official notification of withdrawal.

Rescinded Official Notification: If a student rescinds their official notification of withdrawal, the student is required to provide a written statement that they are participating in an activity that meets the definition of academic engagement and intends to complete the payment period. If the student subsequently withdrawals before completing the payment period, the institution uses the date of the original withdrawal notification to calculate the return of Title IV funds unless the institution is able to document a later last date of participation in an activity that meets the definition of academic engagement.

Administrative Withdrawal: When the institution expels, suspends, or otherwise withdraws a student, the institution treats the date the institution terminated the student's enrollment as the latest possible withdrawal date for that student.

Failed to Earn a Passing Grade: For a student who fails to earn a passing grade in at least one course for the payment period, the institution treats the student as unofficially withdrawn unless the institution documents the student completed the payment period.

Circumstantial Withdrawal: When the institution determines a student was unable to withdraw officially (including notice provided by an individual acting on the student's behalf) because of illness, an accident, grievous personal loss, or other circumstances beyond the student's control, the institution determines a withdrawal date related to that circumstance.

Leave of Absence: Ashland University does not grant students an official leave of absence.

## WRITTEN CONFIRMATION OF FUTURE ATTENDANCE

A student is not considered to have withdrawn if the school obtains a written confirmation from the student at the time of the withdrawal that they will attend a module that begins later in the same payment period. This confirmation must be obtained at the time of withdrawal, even if the student has already registered for subsequent courses.

Without confirmation of future attendance, a school must assume a student who has ceased attendance is a withdrawal and begin the R2T4 process. However, if at the time of the withdrawal, the student enrolled in a course in a later module in the same payment period *(that the student was not previously scheduled to attend)*, the newly added course would count as positive confirmation of future attendance for Title IV program purposes.

If the student does not return as scheduled, the student will be considered withdrawn. In this scenario, the institution will consider the withdrawal date to be the date that would have applied had the student not provided written confirmation of an acceptable future date of attendance.

## MODULAR PROGRAMS

A student who withdraws from a modular program (A and B sessions) and later re-enters the same program prior to the end of the payment period is eligible to receive any Title IV funds for which they were eligible prior to withdrawal, including funds returned under the R2T4 funds provisions, if the student's enrollment status continues to support the full amount of the funds offered.

## R2T4 CALCULATION

Ashland University utilizes the formula defined in Title IV regulations via the R2T4 calculation tool on the Department of Education's Common Origination Disbursement (COD) website. When determining the percentage of the payment period completed, the institution counts all calendar days the student was scheduled to complete except scheduled breaks of at least five consecutive days.

In accordance to federal regulations, Ashland University considers 100% of the student's aid to be earned when the withdrawal date occurred after completion of more than 60% of the payment period. If a student for whom some Title IV funds remain undisbursed completed more than 60 percent of the payment period, the institution will perform an R2T4 funds calculation to determine if the student is due a PWD.

When applying the earned percentage to disbursed aid to determine earned Title IV aid, the institution includes Title IV funds that could have been disbursed (in accordance with the late disbursement provisions of the Title IV cash management rules) as well as funds disbursed as of the student's withdrawal date. In addition, the institution treats as Title IV aid that could have been disbursed any inadvertent late Title IV disbursement made before discovering the student had withdrawn.

**Date of Determination**

The date of the institution's determination that the student withdrew varies depending on the type of withdrawal (official or unofficial). Generally, the 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;
- The student's last date of attendance at a documented academically related activity; or
- The midpoint of the term for a student who leaves without notifying the institution.

**Institutional Charges**

Institutional charges are used to determine the portion of unearned Title IV aid that the school is responsible for returning. Institutional charges do not affect the amount of Title IV aid earned by a student who withdraws; however, students should be aware that if they withdraw, institutional charges that were previously paid by Title IV funds might become a debt that the student would be responsible for paying.

Institutional charges generally are defined as the charges for tuition and fees, food and housing, and other educational expenses that are paid to the school directly. If a fee (like an enrollment, registration or technology fee) is required for all students in a program, is part of an enrollment agreement or an addendum to it, or is a fee for which a school routinely debits a students' ledger, then the fee is considered an institutional charge.

The institutional charges used in the calculation usually are the charges that were initially assessed the student for the entire payment period as applicable. Initial charges may only be adjusted by those changes the institution made prior to the student's withdrawal (for example, for a change in enrollment status unrelated to the withdrawal). If, at the time of the withdrawal or afterward, the school changes the amount of institutional charges it is assessing a student or decides to eliminate all institutional charges, those changes do not affect the charges nor aid earned in the calculation.

*Effects of waivers on institution charges*: If a waiver acts as a payment of tuition and fees that have actually been charged to a student, then the waiver is considered other financial assistance, and the full amount of the tuition and fees must be included in the R2T4 calculation. On the other hand, if the student is never assessed the full charges, the waiver is not considered to be financial aid, and only the actual charges would be included in the R2T4 calculation.

**Fails to Begin Attendance in All Scheduled Courses**

Anytime a student begins attendance in at least one course but does not begin attendance in all the courses the student was scheduled to attend regardless of whether the student is a withdrawal, the school must determine if it is necessary to recalculate the student's eligibility for Pell Grant, TEACH Grant and Campus-Based funds based on a revised enrollment status and cost of education. If the student is a withdrawal, this recalculation must be done before performing an R2T4 calculation, and the school must use the recalculated amounts of aid in the R2T4 calculation.

If a student who has withdrawn did not begin attendance in enough courses to establish a half-time enrollment status, the school may not make a first disbursement of a Direct Loan to the student after the withdrawal. However, the funds are included as aid that could have been disbursed in the R2T4 calculation.

**Rounding**

Final repayment amounts that the school and student are each responsible for returning or any Post-Withdrawal Disbursements will be rounded to the nearest dollar, unless such rounding would cause the amount disbursed to exceed the student's annual or aggregate award limits, including Pell Grant lifetime eligibility.

## RETURN OF FUNDS BY THE SCHOOL

The school must return the unearned aid for which the school is responsible by repaying funds to the following sources, in order, up to the total net amount disbursed from each source:

- Unsubsidized Direct Loan
- Subsidized Direct Loan
- Direct PLUS Loans
- Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- TEACH Grant

## R2T4 EXAMPLE

Tuffy stopped attending classes on January 18th and gave an official notification of withdrawal on the same day. The term began on January 8th and is 106 days long. Tuffy has attended 11 days and has earned 10.4% of his financial aid (11/106 = 10.4%).

Tuffy's Aid:

| Aid | Amount |
|---|---|
| Unsubsidized Direct Loan | $990 |
| Subsidized Direct Loan | $1,732 |
| Direct Parent PLUS Loan | $6,396 |
| Federal Pell Grant | $3,697 |
| FSEO Grant | $2,000 |
| Total Federal Aid | $14,815 |

1. The amount of aid earned is 10.4% multiplied by $14,815 = $1,540.76

2. Total federal aid unearned is $14,815 minus $1,540.76 = $13,274.24

3. The second calculation determines percentage of amount unearned based on school charges for tuition and housing. Tuffy was charged $14,490 in tuition, $3,250 for housing and $2,730 for a meal plan. Percentage of unearned aid is 100% - 10.4% = 89.6%. Therefore, based on the charges for the term, $20,470 multiplied by 89.6% = $18,341.12.

4. The amount of federal aid Tuffy must return is the lesser of step 2 or 3 ($13274.24 in our example).

5. Federal guidelines determine the order of aid types to be reduced: Direct Unsubsidized Loan, Direct Subsidized, Parent Plus Loan, Pell Grant, and then FSEOG until $13,274 has been repaid. Therefore, Tuffy's aid will be reduced to:

| Aid | Amount | Returned | Total |
|---|---|---|---|
| Unsubsidized Direct Loan | $990 | **- $990** | = $0 |
| Subsidized Direct Loan | $1,732 | **- $1,732** | = $0 |
| Direct Parent PLUS Loan | $6,396 | **- $6,396** | = $0 |
| Federal Pell Grant | $3,697 | **- $3,697** | = $0 |
| FSEO Grant | $2,000 | **- $459** | = $1,541 |
| Total Returned | | **$13,274** | |

The total returned amount reflects the amount to be billed to Tuffy's student billing account from his financial aid. Any refunds from tuition that are determined and applied to his account may affect the amount that Tuffy owes for the term.

## TITLE IV CREDIT BALANCES

Ashland University halts all Title IV disbursements and holds any Title IV credit balance, for the relevant payment period, upon learning of the student's withdrawal, until it calculates the amount of aid earned by the student and subsequently has applied any applicable refund policy.

Any remaining credit balance will be resolved within 14 days of the date the institution performed the R2T4 funds calculation. The institution will first allocate the credit balance to repay any grant overpayment owed by the student. After satisfying any Title IV grant overpayment owed by the student, the institution will eliminate the remaining Title IV credit balance by:

- Paying authorized institutional charges (including previously paid charges that are unpaid due to the R2T4 funds calculation) in accordance with Title IV cash management regulations;
- Reducing, with the student's authorization, the student's Title IV loan debt;
- Paying the student's parent if a parent PLUS credit balance; or
- Paying the student.

If the institution cannot locate the student or parent, the institution returns the funds to the respective Title IV program(s).

## POST-WITHDRAWAL DISBURSEMENT

If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, they are eligible to receive a PWD of the earned aid that was not received. Following federal regulations, Ashland University will make the PWD from available Title IV grant funds before Title IV loan funds.

**PWD from Title IV grant funds**

No later than 45 days after the institution's determination that the student withdrew, AU will disburse directly to the student any amount of a PWD of grant funds not credited to the student's account.

**PWD from Title IV loan funds**

Within 30 days of the date of the institution's determination that the student withdrew, AU will send the borrower a written notification requesting the borrower's confirmation regarding the crediting and/or disbursement of a PWD of Title IV loan funds. This request for confirmation identifies the type(s) and amount(s) of Title IV loan funds to be credited and/or disbursed and explains:

- The borrower may accept or decline all or some of the Title IV loan funds;
- Any PWD of Title IV loan funds must be credited to the student's account and be applied toward outstanding institutional charges prior to receiving any remaining Title IV loan funds as a direct disbursement;
- The borrower's obligation to repay the Title IV loan funds;
- The deadline by which the borrower must respond to the request for confirmation; and
- The consequences of not responding to the confirmation request and of responding after the deadline.

If the borrower does not respond to the institution's request for confirmation for a PWD of Title IV loan funds within the allotted 14-day deadline, the institution refrains from making a PWD of the loan funds. If the borrower's response to a confirmation request for a PWD is received after the deadline and the institution chooses not to make the disbursement, the institution will inform the borrower, in writing, of its decision. Additionally, the institution will document in the student's file the result of any confirmation request regarding the PWD of Title IV loan funds and the final determination made concerning the disbursement.

## 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.
- Title IV, state and institutional aid are earned in a prorated manner on a per-day basis up to the 60% point in the term. Title IV, state, institutional, and other aid is viewed as being 100% earned after completion of more than 60% of the payment period.

## UNEARNED AID

*Grant overpayment*: Any amount of unearned grant funds that the student must return is called an overpayment. The maximum amount of a grant overpayment the student must repay is half the grant funds disbursed and could have been disbursed. The student does not have to repay a grant overpayment if the original amount of the overpayment is $50 or less and is not a remaining balance. Arrangement must be made with Ashland University or the Department of Education to return the unearned grant funds. The student will be notified of any grant overpayment within 30 days of the date the school determined the student withdrew. The institution will refer the overpayment to the Department of Education and report it to NSLDS if, within the 45-day period, the student does not repay the overpayment or sign a repayment agreement with the Department of Education.

*Loan funds*: Any Title IV loan funds for which the student (or parent in the case of a parent PLUS) is responsible for returning are required to be repaid under the terms and conditions of the promissory note.

## NOTIFICATION TO STUDENT

Once the R2T4 funds calculation has occurred, the student will be notified of the calculation via Self-Service. Accordingly, students should review their account for financial aid adjustments and any outstanding balance now due to Ashland University as a result.

## OTHER INFORMATION

**Verification**

A student who fails to provide the required documentation in time for a school to complete verification and meet the R2T4 deadlines is responsible for returning any Title IV grant funds subject to verification that were already disbursed prior to being selected for verification.

For a student undergoing verification at the time of withdrawal, the institution includes in the R2T4 funds only funds not subject to verification (Direct PLUS Loans, Direct Unsubsidized Loans and TEACH Grant funds).

If the student provides all required verification documents before the verification deadline but after the institution has performed the R2T4 funds calculation the institution will perform a new R2T4 calculation. The new R2T4 funds calculation includes aid that could have been disbursed only Title IV aid for which the student established eligibility as the result of verification and for which the conditions for a late disbursement are met.

**Deceased Students**

If a student is deceased prior to completing the payment period, the institution is required to perform an R2T4 funds calculation. When the R2T4 funds calculation indicates the amount of Title IV funds the student received while enrolled during the period was greater than the amount earned, the institutions return only the funds for which it is responsible and not require the student's estate to return any Title IV funds. When the R2T4 funds calculation indicates not all of the Title IV funds the student earned for the period had been disbursed, the institution ensures no post-withdrawal disbursement (PWD) is paid to the student's account or estate.

**Consortium Agreements**

In the event the student withdraws before completing the payment period, the institution that disburses Title funds returns Title IV funds.

## APPLICABLE DEADLINES

The date of the institution's determination that the student withdrew is used in the following circumstances:

- The school must offer any amount of a PWD that is not credited to the student's account within 30 days of the date of determination.
- If the student or parent submits a timely response that instructs the school to make all or a portion of a Direct Loan PWD, the school must disburse the funds within 180 days of the date of determination.
- Title IV grant PWDs must be made within 45 days if required to be provided directly to the student and within 180 days if paying for allowable charges on the student's account.
- The school must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of determination.

## APPEAL PROCESS

Students who contest the billing portion resulting from this policy may submit an appeal to the Director of Student Accounts at busoff@ashland.edu. Students who contest the financial aid portion resulting from this policy may submit an appeal to the Director of Financial Aid at financialaid@ashland.edu.

Changes that are not corrections are allowed only if the change can be made in time for the institution to meet any applicable R2T4 deadline. A change is not a correction if a calculation (R2T4/PWD) was correct at the time it was processed. An institution is never required to do a recalculation of a change that is not a correction.

# Veteran Affairs

Ashland University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from the Department of Veterans Affairs under chapter 31 or 33.

# Undergraduate Financial Aid

**Undergraduate Financial Aid**

www.ashland.edu/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 offer, students are certifying that they understand and agree to the financial aid terms of agreement provided on our website at ashland.edu/financial-aid-terms-agreement and on the main page of the student's Self-Service Financial Aid portal.

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 April 1. Students should complete the following steps to apply for financial aid:

1. Apply for admission to Ashland University.
2. Create an FSA ID (username and password) at studentaid.gov/fsa-id if you plan to file a *Free Application for Federal Student Aid (FAFSA)*. If you are considered a dependent student for FAFSA purposes, your parent(s) must create their own FSA ID to sign and provide their consent and approval to have their federal tax information transferred directly from the IRS into your FAFSA form. Refer to the "Who Is My Parent When I Fill Out the FAFSA® Form? at studentaid.gov/sites/default/files/fafsa-parent.pdf for additional assistance. If you are considered an independent due to marriage, your spouse may need to create their own FSA ID if they filed taxes separately from you.
3. Complete the *Free Application for Federal Student Aid (FAFSA)* at studentaid.gov/fafsa.
4. Review your Ashland University financial aid offer. Prospective undergraduate students will receive an offer in the mail. An email will be sent to all students when their offer is available on Self-Service Financial Aid. The email will be sent to the student's ashland.edu email address (assigned following a paid deposit) or to the student's preferred email provided on their admissions application if an ashland.edu email has not been assigned.
5. Review your FAFSA Submission Summary (FSS) and Self-Service Financial Aid portal to confirm if there are any outstanding requirements that need completed.
6. Accept, reduce or decline any Federal Direct student loans and/or Federal Work-Study offered to you on the "Award Overview" screen in your Self-Service Financial Aid portal. Federal loans must be originated by the Financial Aid Office no later than the last day of the loan period. Therefore, a single-term loan must be completed by the last day of the semester and a two-term loan by the last day of the second semester. We advise you to accept, reduce or decline as soon as possible, but definitely before the last day of the semester!
7. All first-time federal loan borrowers must complete loan entrance counseling and a master promissory note at studentaid.gov prior to the disbursement of federal loan funds.

**Consortium Agreements and Study Abroad**

Occasionally, students may enroll *simultaneously* at Ashland University and another college/university with enrollment combined for financial aid purposes. There are also times when students need to enroll at another college/university only (not at AU) for a particular semester. In both situations, a consortium agreement may be necessary.

Students may be eligible to use federal, state, and/or institutional aid toward a study abroad experience, and a consortium agreement may be necessary. Ashland University scholarships can only be used for study abroad during the fall or spring semesters if the student is paying AU's comprehensive tuition rate. Contact the Financial Aid Office for more information about consortium agreements and/or study abroad.

**Types of Financial Aid**

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 and scholarships** are considered gift aid that does not require repayment and may be awarded from federal, state and /or institutional sources. AU scholarships listed on the following pages are awarded to eligible full-time undergraduate students billed the comprehensive tuition rate while pursuing their first bachelor's degree. Students enrolled in the RN to BSN, Accelerated Nursing, Bachelor's Plus, University partnership or online undergraduate degree-completion programs are not eligible for AU gift aid. AU scholarships are only awarded 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. If federal work study eligibility is included on the financial aid offer, students may earn up to the amount listed. The actual amount earned is based on hours worked. Job opportunities, the Student Employment Handbook, and other resources are available at ashland.edu/student-employment.
- **Student and parent loans** are considered self-help aid that requires repayment after graduation or upon ceasing at least half-time enrollment. Students may be eligible for Federal Direct loans through the FAFSA, and parents of dependent, undergraduate students may apply for the Federal Parent Plus loan at studentaid.gov to help their student finance their education. Students and parents can also apply for private loans, but a student may need a credit-worthy cosigner to obtain loan approval.

Half-time enrollment is required to borrow Federal Direct Loans, but undergraduate students attending less than half time may qualify for federal and state grants and/or work-study employment. Financial Aid opportunities are provided on the following pages under these section headings:

A. Ashland University-Funded Scholarships

B. Federal and State Grants and Scholarships

C. Outside Scholarships

D. Student and Parent Loans

E. Student Employment

**A. ASHLAND UNIVERSITY-FUNDED SCHOLARSHIPS**

Ashland University scholarships are reviewed annually, and criteria is subject to change for returning and incoming students in future years. Students must be enrolled full-time and billed AU's comprehensive tuition rate while pursuing their first bachelor's degree to receive AU gift aid. Students who meet eligibility criteria may qualify for multiple scholarships from the University.

Students receiving Ashland University gift aid may not receive total gift aid and benefits from all sources (AU, federal, state, outside) that exceed billed costs for full-time attendance at AU. Billed costs for students living *on campus* include tuition (12-19 credits per semester), general fees (activity and campus access), housing and food. Billed costs for students living *off campus* include tuition and general fees (activity and campus access).

**FIRST-TIME FRESHMAN**

**AU Academic Scholarships for First-Time Freshman**

First-time freshmen are eligible for the following scholarships based on their cumulative high school GPA. Academic scholarships can be revised up to August 1 prior to the fall semester or December 1 for spring semester. Students accepted after August 1 will have their Ashland University Offer based on their academic scores at the time of admission. Academic scholarships range from $3,000 to $17,000. A minimum high school GPA of a 2.5 or higher is required. Funding for these scholarships may come from endowed scholarships or restricted funds. Students may visit ashland.edu/financial-aid to use the **Net Price Calculator** to estimate their academic and need-based aid or the **Cost of Attendance Calculator** to estimate program costs. Students cannot receive more than one academic scholarship from the levels below. Scholarships are renewable annually if the cumulative GPA below is earned following the spring semester.

- Presidential – renewable with 3.00 cum GPA
- Provost – renewable with 3.00 cum GPA
- Director – renewable with 2.00 cum GPA
- Ambassador – renewable with 2.00 cum GPA
- Trustees - renewable with 2.00 cum GPA
- Talon - renewable with 2.00 cum GPA
- Founders – renewable with 2.00 cum GPA
- Eagle – renewable with 2.00 cum GPA

**Test Achievement Scholarship**

First-time freshmen with a composite ACT score of 25-29 are awarded a $1,000 Test Achievement Scholarship and those with a composite ACT score of 30 or more are awarded a $2,000 Test Achievement Scholarship. SAT and CLT scores are accepted and converted using established equivalent ACT scores. Transfer students are not eligible for this scholarship. This scholarship is renewable annually by maintaining satisfactory academic progress.

**Ashland University Need-Based Scholarship**

Students must complete a FAFSA to be considered for an AU need-based scholarship. First-time freshman with a Student Aid Index (SAI) between -$1,500 and $38,000 may be eligible for a need-based scholarship ranging from $1,000 to $4,000. This scholarship is renewable annually for the amount awarded their freshman year by maintaining satisfactory academic progress.

**Homeschool Scholarship**

First-time freshmen who have completed a high school homeschool education may be awarded:

- $1,000 towards tuition only
- $1,000 towards on-campus housing only

This scholarship is stacked on top of other awarded AU academic scholarships not to surpass total charged tuition and renewed annually for up to four years if the student maintains a minimum 3.0 AU cumulative GPA.

**Honors Program Scholarship**

First-time freshmen who have been accepted into the Honors Program will be considered for an honors scholarship, renewable for four years. Scholarship renewal requires the student to continue in the Honors Program and meet certain AU GPA requirements.

**Talon Track Scholarship**

First-time freshman who are graduates of a Talon Track partner high school (see website for partner list) may be awarded a scholarship as follows:

- $1,000 towards tuition only
- $1,000 towards on-campus housing only

This scholarship is stacked on top of other awarded AU academic scholarships not to surpass total charged tuition and renewed annually for up to four years if the student maintains a minimum 3.0 AU cumulative GPA.

**TRANSFER STUDENTS**

**Phi Theta Kappa Scholarship**

This is a $1,000 scholarship eligible to incoming transfer students with a minimum 3.0 transfer GPA and an A.A., A.S., A.A.S., or Canadian-equivalent degree. A Phi Theta Kappa designation is required on the student's transcript. This scholarship is renewable annually by maintaining satisfactory academic progress.

**AU Academic Scholarships for Transfer Students**

Incoming transfer students are eligible for the following scholarships based on their transfer GPA if they earned 12 or more non-remedial credits from a college or university after high school graduation. A GPA of 2.70 or higher in college coursework is required. Scholarships range from $2,500 to $10,000 and are renewable annually if the cumulative GPA below is earned following the spring semester.

- AU Transfer Gold – renewable with 2.00 cum AU GPA
- AU Transfer Purple - renewable with 2.00 cum AU GPA
- AU Transfer Distinction - renewable with 2.00 cum AU GPA
- AU Transfer Achievement - renewable with 2.00 cum AU GPA
- AU Transfer Advantage - renewable with 2.00 cum AU GPA
- AU Transfer Pathway - renewable with 2.00 cum AU GPA

**Ashland University Transfer Need-Based Scholarship**

Students must complete a FAFSA to be considered for an AU need-based scholarship. Incoming transfers with a Student Aid Index (SAI) between -$1,500 and $21,000 may be eligible for a need-based scholarship ranging from $500 to $1,500. This scholarship is renewable annually for the amount awarded during a student's first year at AU by maintaining satisfactory academic progress.

**INTERNATIONAL STUDENTS**

**AU Academic Scholarships for First-Time International Freshman**

First-time international freshman who have attained a cumulative 2.50 or higher high school GPA are eligible for an academic scholarship. Scholarships range from $1,000 to $14,000 and are renewable annually if the cumulative GPA below is earned following the spring semester.

- AU International Gold – renewable with 3.00 cum GPA
- AU International Presidential – renewable with 3.00 cum GPA
- AU International Provost – renewable with 2.00 cum GPA
- AU International Director – renewable with 2.00 cum GPA
- AU International Ambassador – renewable with 2.00 cum GPA
- AU International Eagle – renewable with 2.00 cum GPA

**AU Academic Scholarships for International Transfer Students**

Incoming international transfer students may be eligible for academic scholarships based on their transfer GPA if they earned 12 or more non-remedial credits from a college or university after high school graduation. A GPA of 2.70 or higher in college coursework is required. Scholarships range from $2,500 to $10,000 and are renewable annually if the cumulative GPA below is earned following the spring semester.

- AU Transfer Gold – renewable with 2.00 cum AU GPA
- AU Transfer Purple – renewable with 2.00 cum AU GPA
- AU Transfer Distinction – renewable with 2.00 cum AU GPA
- AU Transfer Achievement - renewable with 2.00 cum AU GPA
- AU Transfer Advantage - renewable with 2.00 cum AU GPA
- AU Transfer Pathway - renewable with 2.00 cum AU GPA

**ADDITIONAL AU SCHOLARSHIPS**

**Art and Music Scholarships**

These departmental talent-based scholarships require an on-campus interview and are awarded by the respective department. An audition is required for theatre and music scholarships, while submission of a portfolio is necessary for art scholarships. Scholarships are renewable annually by fulfilling certain departmental criteria. Scholarship amounts may vary.

**Ashbrook Scholarship**

As an Ashbrook scholar, students will be awarded an annual scholarship toward their studies at AU, renewable annually based on merit. A major or minor in political science and a minimum GPA of 3.0/4.0 are required. Applications for the scholarship are available from the Ashbrook Center. Students must maintain a 3.0 AU cum GPA to renew the scholarship. Check out the Ashbrook Center for more information about the Ashbrook Scholar Program.

**Ashland Center for Nonviolence Peace Scholars**

This is a $1,000 renewable scholarship based on merit. A minor in Ethics or Conflict Resolution and a minimum GPA of 3.0/4.0 are required. Students in the program must maintain a 3.0 AU cum GPA to renew the scholarship. Check out the Ashland Center for Nonviolence webpage for more information about the Peace Scholar Program.

**Athletic Scholarships**

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 regulations. The coach determines the amount of the athletic and non-exempt aid awarded to the student athlete. Athletic scholarships are added to the student's AU Offer upon receiving official notification from the coach.

**AU Sibling Scholarships**

Siblings simultaneously enrolled at AU and both living on campus may receive 50% off their dorm housing costs. Students may continue to receive this scholarship until they graduate regardless of when their sibling graduates. This scholarship is renewable annually if the siblings live on campus, are enrolled full-time, and maintain a 2.5 cum GPA at the end of each academic year.

**Brethren Scholarship**

Students who are members of the Ashland-based Brethren Church before enrolling at Ashland University are eligible for a $1,000 annual scholarship. A letter verifying membership from the pastor of the student's church is required. This scholarship is renewable annually by maintaining satisfactory academic progress.

**College Credit Plus Scholarship**

All high school students enrolled in AU College Credit Plus (CCP) courses, who attend AU directly out of high school and are enrolled in a bachelor's degree program will receive a $1,000 scholarship stackable on top of other awarded AU scholarships but not to surpass total charged tuition. This scholarship is renewable annually by maintaining satisfactory academic progress.

**Deans' Scholarships**

The Deans' scholarships shown below were created to enhance the undergraduate academic experience for new first-time and transfer students. They are merit-based scholarships of $1,500 that can be stacked on top of other awarded AU academic scholarships. In addition, students have the opportunity to participate in unique academic communities with a focus on career coaching and preparation. Deans' scholarships are renewable annually if students remain in an eligible major and maintain a minimum 3.0 cumulative GPA.

- Accounting
- Arts & Sciences Majors (Actuarial Science, Art, Biology, Chemistry, Communications, Computer Science, Criminal Justice, Cybersecurity, Digital Media Journalism or Production, Emergency Management and Homeland Security, English or Foreign Languages, Mathematics, Music, Science, Psychology, Religion, or Social Work)
- Finance
- Sport Management

**Empower an Eagle Referral Scholarship**

Before applying to AU, undergraduate students referred to AU who apply for admission will receive a $500 scholarship. The referral must be mentioned during the admissions application process. Students receiving the Legacy scholarship are not eligible for the Empower an Eagle Referral scholarship. This scholarship is renewable annually for four years by maintaining satisfactory academic progress.

**Endowed Scholarships**

The University is blessed to have the support of donors who have funded endowed scholarships. If you are a student who qualifies for an Ashland University academic scholarship, a portion of that scholarship may be funded from endowed scholarships. Endowed scholarships may be awarded after a student receives their first financial aid offer.

**Legacy Scholarship**

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

**Ministerial Scholarship**

This scholarship is offered to children of ordained/licensed ministers, missionaries, and staff who are actively serving full-time for the Ashland-Based Brethren Church or who have retired from full-time service for reasons of age or health. **The Financial Aid Office must receive a letter from the district office confirming eligibility based on the above requirements.** Students who qualify will receive total AU gift aid equal to 65% of tuition. This grant is renewable annually if the student maintains a minimum 2.5 GPA and the Financial Aid Office receives a letter from the district office reconfirming the parent's active full-time standing in the Ashland-Based Brethren Church. It is not necessary to reconfirm retirement standing.

**Resilience Scholarship**

The Center for CommUNITY and Belonging awards this $2,000 scholarship to support incoming students who show promise to enhance the learning perspectives on campus and among their peers. Applicants will be considered based upon their proven ability to promote community and well-being on the Ashland University campus. This scholarship is renewable annually by maintaining satisfactory academic progress.

## B. FEDERAL AND STATE GRANTS AND SCHOLARSHIPS

Below are the most common federal and state grants. Visit studentaid.gov for more information about available federal grants and education.ohio.gov for more information about available state grants offered by the State of Ohio.

**Federal Pell Grant**

The Federal Pell Grant is awarded to undergraduate students who display high financial need. Amounts vary based on the results from the FAFSA.

**Federal Supplemental Educational Opportunity Grant**

This federal grant is awarded on a first-come, first-served basis to students who display exceptional 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 grant funding 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 convert to a Direct Unsubsidized Loan that must be repaid with interest charged from the date the TEACH grant was disbursed. Visit studentaid.gov/teach-grant-program for more information and to apply.

**Ohio College Opportunity Grant**

This need-based grant is offered by the State of Ohio to eligible students who are residents of Ohio. A student must file the FAFSA by October 1 of each year to apply. Grant amounts are finalized by the state each year.

**Ohio War Orphan Scholarship**

This scholarship is 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. OUTSIDE GRANTS AND SCHOLARSHIPS

Students may benefit from grants or scholarships received from outside, private sources and must inform the Financial Aid Office in writing if received. A copy of the donor letter is preferred, but if not available, the student/family should send an email to the Financial Aid Office that includes the scholarship name, donor's name, and the amount of the grant or scholarship. Funds will be added to the student's financial aid package based on donor stipulations. Financial aid previously packaged for the student may need reevaluated and/or reduced.

### D. 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 six months after 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.

**Federal Direct Loans**

Students must submit a FAFSA to be considered for Federal Direct Loans. The maximum amount an undergraduate student can borrow each year ranges from $5,500 to $12,500 per year, depending on their year in college and their dependency status. Students must be enrolled at least half-time (6 credit hours or more) to borrow Federal Direct Loans. Direct Loan interest rates can be found at studentaid.gov/understand-aid/types/loans/interest-rates. More information about Federal Direct loans is available at studentaid.ed.gov/loans.

**Federal Parent PLUS Loan**

Parents of dependent students may apply for 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.gov/understand-aid/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. The parent can choose to defer the loan as a part of the application process.

**Private Educational Alternative Loans (Students or Parents)**

Students can apply for a loan through a private lender, but may need a credit-worthy cosigner to be approved. Funding may be secured up to the cost of attendance minus all other financial assistance received by the student. Interest rates, loan terms and conditions vary. Read the terms and conditions carefully.

Parents and, in some cases, other interested parties can apply for loans through a private lender 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 private loan comparison lists at ashland.edu/loans to assist students and parents with their search for a private lender. The loan comparison lists on our website do not reflect a full list of possible lenders, but is a great place to start your private loan search. If you apply with a lender not on our comparison list, the lender must send their school certification form to Ashland University's Financial Aid Office for completion.

### E. STUDENT EMPLOYMENT

AU's Work-Study and Regular Student Employment programs employ hundreds of 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. Create a Handshake account at ashland.edu/career-center-resources to apply for jobs!

**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 $4,000 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.

**Resident Assistant**

Students selected as a resident assistant receive free housing and a stipend. Applications are available to upper-class students from the Office of Residence Life, and the selection process is highly competitive.

**Financial Aid Refund Repayment Policy**

Refer to the refund policy in the *Undergraduate 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 Undergraduates**

**INTRODUCTION**

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. Reviews include all periods of enrollment, including those for which the student did not receive Title IV aid.

| 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 Standards**

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 varies depending on when the student started at AU. Renewal eligibility is reviewed *annually* after the spring semester. Scholarships awarded by other departments may have additional GPA standards for renewal.

**Quantitative Standards**

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.
- *Accelerated Nursing Degree* – Only coursework counting towards the Accelerated Nursing degree will be counted for maximum timeframe purposes. Students enrolled in this program need 96 credits to complete their degree and may attempt a maximum of 144 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" (satisfactory) is assigned a 3.00 grade value and is factored into the cumulative GPA for satisfactory academic progress purposes only. A grade of "U" (unsatisfactory) 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; however, they will not be factored into the cumulative GPA.

**Audited Courses** – Audited courses refer to any credit course which a student attends as a listener only with a prior understanding between school officials and the student that such attendance will not result in credit being granted toward graduation. Audited courses will not be factored into SAP calculations.

**SAP APPEAL**

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). Students will be notified of their Title IV aid ineligibility via email and Self-Service if they are not meeting the minimum standards for satisfactory academic progress. However, students may request reinstatement of their financial aid eligibility by submitting an 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 and what has changed that will allow them to meet satisfactory academic progress standards during the next evaluation. Unusual or extenuating circumstances 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 following circumstances are not considered unusual or extenuating and beyond the student's control:

- Not knowing the SAP deadline, policy or procedure.
- Work conflicts.
- Voluntary overtime.
- Circumstances not date-aligned with SAP issue.

All three elements of the SAP policy (GPA, pace and maximum timeframe) are appealable; however, each element may warrant its own reasoning for failure to abide by SAP standards.

A SAP appeal must be submitted and approved for a student to be placed on financial aid probation and financial aid reinstated. Students may be placed on financial aid probation for only one payment period, at the end of which the student is expected to meet SAP standards. If the student fails to make SAP by the end of the payment period on which he or she was on financial aid probation, 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. New documentation supporting the extenuating circumstance must accompany subsequent appeal requests.

**SAP APPEAL PROCESS**

Students may request reinstatement of their financial aid eligibility by submitting an appeal via Etrieve, found under Financial Aid Forms, to the Financial Aid Office. The signed appeal must explain and provide supporting documentation for the unusual or extenuating circumstances that prevented the student from meeting satisfactory academic progress standards and what has changed that will allow them to meet satisfactory academic progress standards during the next evaluation. Upon submission of the Etrieve form, the from will be forwarded to the Financial Aid Office workflow for review.

SAP appeals will be accepted throughout the academic year. SAP appeals requesting reinstatement of financial aid for the current academic term must be submitted two weeks prior to the end of the academic term. There is no limit to the number of SAP appeals a student may submit. There is no limit to the number of SAP appeals a student may submit. If a student wishes to contest a denied SAP appeal, they must contact financialaid@ashland.edu.

Note: Per federal regulations, students paying for classes on their own or sitting out for an enrollment period is not sufficient to re-establish eligibility for Title IV aid.

**SAP APPEAL DOCUMENTATION**

Attached to and accompanying your SAP appeal should be date-specific supporting documentation. Failure to submit supporting documentation may result in the denial of your SAP appeal and continuing ineligibility of Title IV and institutional aid. Examples of acceptable documentation include, but is not limited to:

- Letter from a physician or counselor on letterhead.
- Third-party documentation of death such as an obituary, funeral notice, or death certificate.
- Accident reports, police records, court records, etc.
- Documentation to support attempting more than the maximum number of units allowed for your program (Maximum Time Limit appeals only).

Note: You will not have an opportunity to meet with the SAP committee, so it is important that your appeal includes all necessary information at the time of submission.

**ACADEMIC PLANS**

For GPA and pace appeals, if it is not mathematically possible for a student to regain Satisfactory status with one additional semester under Financial Aid Probation, an appeal may be approved for a longer period of time under an Academic Plan. Academic Plans are developed to bring the student back into compliance with SAP standards by a specific point in time provided the student follows the plan. All maximum timeframe appeals require, and are incorporated with, an academic plan as it is not mathematically possible to complete the academic program within 150% of the minimum degree/licensure requirements.

Academic Plans must be completed in consultation with your academic advisor and reviewed by the Financial Aid Office prior to approval. The student's academic progress will be reevaluated by the Financial Aid Office 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 the student on an academic plan fails to adhere to the requirements in the plan and is not making satisfactory academic progress, 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. New documentation supporting the extenuating circumstance must accompany subsequent appeal requests.

**COMMUNICATION WITH STUDENTS**

There is no requirement for a student to contact the Financial Aid Office before submitting an appeal. If there are any questions regarding the SAP appeal process, students can submit any inquiries to financialaid@ashland.edu.

Students will be notified via email of the committee's decision regarding their SAP appeal. Additionally, the decision will be notated in the student's file. The Financial Aid Office will reach out to the student if any additional documentation is required.

**INTERPRETATION AND ENFORCEMENT**

The Executive 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.

**CONSUMER INFORMATION**

Information published regarding SAP appeals and policy can be found on our Consumer Information webpage linked at ashland.edu/consumer-information. Any revisions to appeal policies will take effect immediately upon publication to our webpage linked at ashland.edu/policies-terms. However, currently approved academic plans will not be affected by any published revisions.

**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 Financial Aid

## www.ashland.edu/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**

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

1. Apply for admission to Ashland University.
2. Create an FSA ID (username and password) at studentaid.gov/fsa-id if you plan to file a *Free Application for Federal Student Aid* (FAFSA). If you are married, your spouse may need to create their own FSA ID if they filed taxes separately from you. If you are a *dependent* Bachelor's Plus student, both you and your parent(s) must create FSA IDs to sign and provide consent and approval to have federal tax information transferred directly from the IRS into your FAFSA® Form. Refer to the "Who Is My Parent When I Fill Out the FAFSA® Form? at studentaid.gov/sites/default/files/fafsa-parent.pdf for additional assistance.
3. Complete the *Free Application for Federal Student Aid* (FAFSA) at studentaid.gov/fafsa**.**
4. Register for classes. The Financial Aid Office will not package financial aid for graduate or bachelor's plus students until they are officially registered for classes.
5. Review your Ashland University financial aid offer. An email will be sent to you when your offer is available on Self-Service Financial Aid. The email will be sent to your ashland.edu email address.
6. Review your FAFSA Submission Summary (FSS) and Self-Service Financial Aid portal to confirm if there are any outstanding requirements that need completed.
7. Accept, reduce or decline any Federal Direct student loans offered to you on the "Award Overview" screen in your Self-Service Financial Aid portal. Federal loans must be originated by the Financial Aid Office no later than the last day of the loan period. Therefore, a single-term loan must be completed by the last day of the semester and a two-term loan by the last day of the second semester. We advise you to accept, reduce or decline as soon as possible, but definitely before the last day of the semester.
8. All first-time federal loan borrowers must complete loan entrance counseling and a master promissory note at studentaid.gov prior to the disbursement of federal loan funds.

**Consortium Agreements**

Occasionally, students may enroll *simultaneously* at Ashland University and another college/university with enrollment combined for financial aid purposes. There are also times when students need to enroll at another college/university only (not at AU) for a particular semester. In both situations, a consortium agreement may be necessary. Contact the Financial Aid Office for more information.

**Types of Financial Aid**

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 scholarships, federal or private loans may be available to those who qualify.

- **Grants and scholarships** are considered gift aid that does not require repayment.
- **Federal Direct Loans** - Students must submit a FAFSA to be considered for Federal Direct Loans. The maximum amount a graduate student may borrow each semester is up to $10,250, depending on their cost of attendance. The maximum amount a bachelor's plus student may borrow ranges from $3,750 to $6,250 per semester, depending on their dependency status and cost of attendance. Students must be enrolled at least half time to borrow federal loans. Direct loan interest rates can be found at studentaid.gov/understand-aid/types/loans/interest-rates.
- **Federal Graduate PLUS Loan** - More information and the link to apply for this loan are available at studentaid.gov/plus-app/grad/landing.
- **Private Loans** - Students can apply for a loan through a private lender. Funding may be secured up to the cost of attendance minus all other financial assistance received by the student. Interest rates, loan terms and conditions vary. Students may start their search for a private educational loan lender by visiting ashland.edu/loans. The loan comparison lists on our website do not reflect a full list of possible lenders but is a great place to start your private loan search.

**Ashland Graduate Scholarships**

Graduate scholarships are reviewed annually, and criteria is subject to change in future years.

- Before applying to AU, graduate students referred to AU who apply for admission will receive a $500 Empower an Eagle Referral scholarship. The referral must be mentioned during the admissions application process, and students must be enrolled full-time. This scholarship is renewable annually for up to two years if the student maintains satisfactory academic progress standards.
- Ashland Theological Seminary provides annual need-based and academic scholarships to full-time graduate students. Visit https://seminary.ashland.edu/financial-aid-scholarships/ for more information.
- The AU Alumni Graduate scholarship is a tuition discount for those who already earned a bachelor's or graduate degree from AU and wish to continue their education in one of our graduate or certificate programs. Full-time students receive a 15% discount and part-time students a 10% discount. This discount cannot be combined with other tuition discounts and is renewed annually if the student maintains satisfactory academic progress standards.
- The College of Business and Economics awards a Graduate Dean's scholarship to select students. Students can receive $2,500 annually for up to two years if the student maintains a 3.0 or higher AU GPA.

- The College of Business and Economics awards an Emerging Graduate Leader scholarship to select students. Students can receive $2,000 annually for up to two years if the student maintains a 3.0 or higher AU GPA.

**Financial Aid Refund Repayment Policy**

Refer to the refund policy in the *Graduate 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. Reviews include all periods of enrollment, including those for which the student did not receive Title IV aid.

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

**Qualitative Standards**

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 & Government | |
| Master of Arts in Strategic Communication & Leadership | |
| Master of Arts in Teaching American History & Government | |
| Master of Business Administration | |
| Master of Education | |
| Master of Science in Applied Physiology of Exercise | |
| Master of Science in Business Analytics | |
| Master of Science in Physician Assistant Studies | |
| Master of Science in Supply Chain Management | |
| Graduate Certificates | |
| Doctor of Nursing Practice | |
| Doctor of Education in Leadership Studies | 3.2 |
| *ATS Master of Arts in Clinical Mental Health Counsel (CMHC) | 3.0 |
| *ATS Master of Arts (non-CMHC program) | 2.0 |
| *ATS Master of Divinity | |
| *ATS Doctor of Ministry (including Pre-DMin) | |
| *ATS Graduate Certificates | |

**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 Standards**

**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 Time Frame** – The maximum time frame 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 time frame 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 time frame purposes. A chart showing the maximum time frame 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 time frame 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 time frame calculation, regardless of 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" (satisfactory) or "P" (passing) is assigned a 3.00 grade value and is factored into the cumulative GPA for satisfactory academic progress purposes only. A grade of "U" (unsatisfactory) 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 time frame purposes.

**Audited Courses** – Audited courses refer to any credit course which a student attends as a listener only with a prior understanding between school officials and the student that such attendance will not result in credit being granted toward graduation. Audited courses will not be factored into SAP calculations.

**SAP APPEAL**

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). Students will be notified of their Title IV aid ineligibility via email and Self-Service if they are not meeting the minimum standards for satisfactory academic progress. However, students may request reinstatement of their financial aid eligibility by submitting an 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 and what has changed that will allow them to meet satisfactory academic progress standards during the next evaluation. Unusual or extenuating circumstances 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 following circumstances are not considered unusual or extenuating and beyond the student's control:

- Not knowing the SAP deadline, policy or procedure.
- Work conflicts.
- Voluntary overtime.
- Circumstances not date-aligned with SAP issue.

All three elements of the SAP policy (GPA, pace and maximum timeframe) are appealable; however, each element may warrant its own reasoning for failure to abide by SAP standards.

A SAP appeal must be submitted and approved for a student to be placed on financial aid probation and financial aid reinstated. Students may be placed on financial aid probation for only one payment period, at the end of which the student is expected to meet SAP standards. If the student fails to make SAP by the end of the payment period on which he or she was on financial aid probation, the student will become ineligible for financial aid for the payment period following that in which the student failed to meet financial aid SAP standards. Students can submit another financial aid appeal explaining why they were unable to meet appeal conditions. New documentation supporting the extenuating circumstance must accompany subsequent appeal requests.

**SAP APPEAL PROCESS**

Students may request reinstatement of their financial aid eligibility by submitting an appeal via Etrieve, found under Financial Aid Forms, to the Financial Aid Office. The signed appeal must explain and provide supporting documentation for the unusual or extenuating circumstances that prevented the student from meeting satisfactory academic progress standards and what has changed that will allow them to meet satisfactory academic progress standards during the next evaluation. Upon submission of the Etrieve form, the from will be forwarded to the Financial Aid Office workflow for review.

SAP appeals will be accepted throughout the academic year. SAP appeals requesting reinstatement of financial aid for the current academic term must be submitted two weeks prior to the end of the academic term. There is no limit to the number of SAP appeals a student may submit. If a student wishes to contest a denied SAP appeal, they must contact financialaid@ashland.edu.

Note: Per federal regulations, students paying for classes on their own or sitting out for an enrollment period is not sufficient to re-establish eligibility for Title IV aid.

**SAP APPEAL DOCUMENTATION**

Attached to and accompanying your SAP appeal should be date-specific supporting documentation. Failure to submit supporting documentation may result in the denial of your SAP appeal and continuing ineligibility of Title IV and institutional aid. Examples of acceptable documentation include, but is not limited to:

- Letter from a physician or counselor on letterhead.
- Third-party documentation of death such as an obituary, funeral notice, or death certificate.
- Accident reports, police records, court records, etc.

- Documentation to support attempting more than the maximum number of units allowed for your program (Maximum Time Limit appeals only).

Note: You will not have an opportunity to meet with the SAP committee, so it is important that your appeal includes all necessary information at the time of submission.

**ACADEMIC PLANS**

For GPA and pace appeals, if it is not mathematically possible for a student to regain Satisfactory status with one additional semester under Financial Aid Probation, an appeal may be approved for a longer period of time under an Academic Plan. Academic Plans are developed to bring the student back into compliance with SAP standards by a specific point in time provided the student follows the plan. All maximum timeframe appeals require, and are incorporated with, an academic plan as it is not mathematically possible to complete the academic program within 150% of the minimum degree/licensure requirements.

Academic Plans must be completed in consultation with your academic advisor and reviewed by the Financial Aid Office prior to approval. The student's academic progress will be reevaluated by the Financial Aid Office 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 the student on an academic plan fails to adhere to the requirements in the plan and is not making satisfactory academic progress, the student will become ineligible for financial aid for the payment period following that in which the student failed to adhere to the Academic Plan. Students can submit another financial aid appeal explaining why they were unable to meet appeal conditions. New documentation supporting the extenuating circumstance must accompany subsequent appeal requests.

**COMMUNICATION WITH STUDENTS**

There is no requirement for a student to contact the Financial Aid Office before submitting an appeal. If there are any questions regarding the SAP appeal process, students can submit any inquiries to financialaid@ashland.edu.

Students will be notified via email of the committee's decision regarding their SAP appeal. Additionally, the decision will be notated in the student's file. The Financial Aid Office will reach out to the student if any additional documentation is required.

**INTERPRETATION AND ENFORCEMENT**

The Executive 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.

**CONSUMER INFORMATION**

Information published regarding SAP appeals and policy can be found on our Consumer Information webpage linked at ashland.edu/consumer-information. Any revisions to appeal policies will take effect immediately upon publication to our webpage linked at ashland.edu/policies-terms. However, currently approved academic plans will not be affected by any published revisions.

**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 and *Pre-Dmin** | **Bachelor's Exempt** | | ****Graduate** | **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 Doctor of Education and Doctor of Nurse Practice students.

3. **Financial Aid:** Title IV federal, state, and/or institutional aid. Institutional aid includes any grant, scholarship, or discount 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 Time Frame:** An institution must establish a maximum time frame in which a student is expected to complete degree requirements for each program of study. The maximum time frame 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 time frame 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 Time Frame Exceeded** – student is not eligible for financial aid since the 150% maximum time frame 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 time frame 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 time frame calculation.

# Student Affairs

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

**Vice President for Student Affairs, Auxiliary Services, and Title IX Coordinator**

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, 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. The Student Center includes: Campus Store, Health Center, Safety Services, International Student Services, Mail Center with Amazon boxes, Eagles' Nest Café, wireless internet, computers and printers, multipurpose auditorium, multiple student lounges, commuter lockers, meeting rooms, food pantry, 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.

**Part I: Summer Orientation Program**

Select one of the five Summer Orientation Days to attend. Students and parents are invited to 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 II: 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 undergraduate students (registered for 12 or more hours per semester) at Ashland University are required to live on campus unless the student meets one of the **housing exemptions**.

**Undergraduate students who started at Ashland University in Fall 2023, and following semesters:**

- Students are required to live on campus for their **first three years** (for a total of six Fall and Spring semesters) or have completed **90 credit hours** at an accredited college/university, as verified by Ashland University Registrar.
- Students who wish to live off-campus will need to complete the Office of Residence Life's **Off-Campus Housing Application**.

**Undergraduate students who started at Ashland University Prior to Fall 2023:**

- Students must live on campus for **all four years**.

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 June 1 for returning students and are by August 1 for new and transfer students. Any student found to be living off campus without authorization will be invoiced for full room and board charges.

**Mansfield Nursing Campus – Student Life & Housing**

On campus programming is hosted for all students on the Mansfield College of Nursing and Health Sciences (CONHS) students by the Assistant Director of Residence Life. Students enrolled in the Nursing program are permitted to live on the CONHS campus or the Ashland campus to fulfill their housing requirement. Limited graduate and family housing is available for students who are enrolled in graduate-level nursing programs. All students in the Physician Assistant program, Accelerated Nursing Program and other graduate-level programs at Ashland University College of Nursing and Health Sciences will be eligible for graduate housing in the 1071 apartment building, as well as any student with a family ("family" for the purposes of this housing constitutes an Ashland University student, a legally married spouse/partner (partner), and/or dependent children, if applicable).

**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 involvement opportunities by logging into www.ashland.edu/engage with AU email credentials.

**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 Services**

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 Center for Life Calling Academic Affairs**

The Career Center for Life Calling 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 Center for Life Calling and his/her faculty advisor, the latter for potential credit. Visit https://www.ashland.edu/career-center-life-calling for more information.

**Center for CommUNITY & Belonging**

The Center for CommUNITY & Belonging has brought together our diverse student organizations, international student services, and our community service group AU GIVS. We are led by our kingdom calling stewarding relational spaces to connect across difference and serve others in the way of Christ. We serve people from all walks of life by embodying radical hospitality, pursuing intentional peace, and exemplifying brotherly love. We are committed to this multidimensional approach, the center 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.

**AU GIVS (Ashland Gets Involved with Volunteer Service)**

As a student led organization, we work 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

**Health Center**

The Health Center provides confidential medical care for common illnesses and injuries, continuation of allergy injections, gynecology visits and arranges for consultation with specialists, as needed. The services are covered under the Campus Access Fee. The staff consists of the Director of Health Services and Counseling, Administrative Assistant, Registered Nurse, Nurse Practitioner and a collaborating 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 Ashland Post Office in the morning Monday through Saturday. The mail is processed and an email is generated to the student with a QR code that they will use to scan at the lockers kiosk which allows students to have 24/7 access to their packages and letters. The students will have 3 days to retrieve their packages from the lockers, after that time has passed the students packages will be taken out of the lockers and they will have to pick it up at the Mail Center service window. During the holidays or breaks that time will be extended.

If the packages are too big for the lockers the student will receive an email to pick it up at the service window where they will have to show their ID. Outgoing mail is taken down to the Post office at 3:00 pm each weekday. When expecting a package, please wait until you receive the email from the mailroom. Oftentimes senders and shippers send emails that their packages are delivered but we still have to process them. Any questions please email the mailroom@ashland.edu

**Recreational & Wellness**

Recreation & Wellness 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, meditation & relaxation room, swimming pool, whirlpool, sauna, 3-lane jogging track, and two racquetball courts; and outside, three 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, as well as alumni and the community.

**Campus Store**

The Ashland University Campus Store is your one stop for all your Ashland University needs. Whether you need course materials (new, used, rental, or digital), scrubs, school or office supplies, art materials, greeting cards, or AU-branded apparel and gifts, you'll find it all right here on campus. The most unique part of our campus store is that it offers an entire customizable merchandise production shop and even fundraising opportunities within our Eagle Custom Design department, making it a go-to for personal and group projects. With convenient hours in the heart of campus, plus easy use of Eagle Card funds (including meal-swipe vouchers during voucher season), it's effortless to pick up what you need, show your Eagle pride, and support Ashland University all in one place. Even better, 100% of the proceeds of the Ashland University Campus Store go back to the university to support the exceptional student experience at Ashland University. Please click on the link for more information AU Campus Store.

**Dining Services**

For meal plan inquiries or general questions concerning dining operations, please contact the following:

- Danielle Hamilton, Auxiliary Services Business Manager
    - dhamilto@ashland.edu
    - 419-289-5758
- Fred Geib, Director of Student Dining Operations
    - fgeib@ashland.edu
    - 419-289-5768

**Safety Services Facilities Department 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 criminal activity
- Assist motorists with vehicle lockouts and jumpstarts
- Assist students locked out of their room/residence hall

**Safety Services Facilities Department on the Mansfield Campus**

The Safety Services office, as well as the Mansfield Police Department, provide security for the College of Nursing campus.

# Office of Christian Ministry

**Office of Christian Ministry**

https://www.ashland.edu/office-christian-ministry

Dr. Charles Neff

Executive Director AU Office of Christian Ministry

**Christian Ministry**

Lower level of Jack and Deb Miller 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 https://www.ashland.edu/office-christian-ministry or call 419.289.5489.

# Athletics

**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 Midwest Athletic Conference.

| WOMEN | MEN |
|---|---|
| Basketball | Baseball |
| Cross country | Basketball |
| esports | Cross country |
| Golf | esports |
| Lacrosse | Football |
| Soccer | Golf |
| Softball | Soccer |
| STUNT | Swimming and diving |
| Swimming and diving | Tennis |
| Tennis | Indoor track and field |
| Indoor track and field | Outdoor track and field |
| Outdoor track and field | Wrestling |
| Volleyball | |

**Fall 2024 Highlights**

Even for a program more than 100 years old, there's a first time for everything.

During the fall of 2024, Ashland University's football team finished 9-4 overall and 8-1 in the Great Midwest Athletic Conference, winning the conference championship outright. Qualifying for the NCAA Division II postseason for the ninth time, the Eagles won a road playoff game for the first time in program history – 40-38 at No. 6-ranked Charleston.

Ashland also was 23rd in the final 2024 American Football Coaches Association (AFCA) Division II Coaches Poll.

Eagle head coach Doug Geiser earned Great Midwest Coach of the Year honors, and senior wide receiver Tony Pannunzio was lauded as a second-team College Sports Communicators (CSC) Academic All-America.

**WOMEN'S SOCCER -** In 2024, Eagle women's soccer finished 17-2-2 overall and 12-0-2 in the Great Midwest – winning both the league's regular-season and tournament championships. Ashland also qualified for the NCAA Division II playoffs for the sixth consecutive time, and was slotted No. 16 in the final United Soccer Coaches (USC) Top 25 NCAA Division II poll of 2024.

Both junior forward Dani Hicks (second team) and senior forward McKinley Mendenhall (third team) landed CSC Academic All-America citations. On the conference level, Hicks was Offensive Player of the Year, senior midfielder Merrik Mihalek landed Defensive Player of the Year for the second season in a row, and head coach Cayleb Paulino garnered Coach of the Year recognition.

**VOLLEYBALL -** Ashland volleyball finished 2024 at 19-11 overall and 12-4 in the Great Midwest, winning the East Division and qualifying for the conference tournament.

A relatively-young squad was paced by freshman outside hitter Samantha Young, who was cited as the Great Midwest's Freshman of the Year. Senior middle hitter Kenzie McConnell was the league's volleyball Elite 26 Award winner, presented to the student-athlete with the highest cumulative grade-point average participating from a conference championship-qualifying program for each of the Great Midwest's 26 championship events.

**MEN'S SOCCER -** Eagle men's soccer boasted a first-team CSC Academic All-American in fifth-year midfielder Oliver Whaley. Whaley is the program's second Academic All-American all-time. On the field, Ashland finished 2024 at 10-7-1 overall and 9-4-1 in the Great Midwest, qualifying for the league tournament for the third season in a row.

**CROSS COUNTRY -** Two Ashland cross country runners – junior Nate Slater and senior Lily Dowdell – finished in sixth place in their respective Great Midwest Championship races. Slater made history as the Eagle men's team's first first-team All-Great Midwest honoree.

**Winter 2024-25 Highlights**

**WOMEN'S BASKETBALL -** Ashland women's basketball ended 32-4 overall and 19-1 in the Great Midwest in 2024-25, winning both the conference regular-season and tournament titles for a fourth straight year. AU also reached the D-II Sweet 16 for the eighth time in program history. Senior forward Zoe Miller was third-team CSC Academic All-American and Great Midwest Player of the Year, and both Miller (D2CCA) and senior forward Hayley Smith (WBCA) earned All-American honors.

**INDOOR TRACK AND FIELD -** AU indoor track and field saw the women's team win the Great Midwest title for a second straight year, and both the men's and women's teams finish 12th in the country (women tied). Eagle head coach A.G. Kruger was the conference's women's indoor Coach of the Year, and for the first time, sophomore Molly Winner is the circuit's women's indoor field Athlete of the Year.

**SWIMMING AND DIVING -** Sophomore Riley Hunt finished in a tie for 14th in women's 3-meter diving at NCAA Division II nationals to earn second-team All-American honors. Hunt also earned third-team CSC Academic All-American status, along with being the Great Midwest women's Diver of the Year. Junior Joey Lenczyk was second-team CSC Academic All-America, and the conference's men's Diver of the Year.

**WRESTLING -** The Eagles earned a fourth Great Midwest championship in the last four years, head coach Colt Sponseller is the Great Midwest Coach of the Year for the third time, and 141-pounder Brock Durbin is the Eagles' first Great Midwest Freshman of the Year. Eight Eagles went to the D-II championships.

**MEN'S BASKETBALL -** Junior forward Maceo Williams is AU men's basketball's second Great Midwest Player of the Year in the last three years. The Eagles went 15-13 overall and 11-9 in the Great Midwest, and qualified for a conference tournament for the 11th straight season.

**Spring 2025 Highlights**

**WOMEN'S LACROSSE -** Ashland women's lacrosse had a season of firsts in 2025, winning program's first conference regular-season and tournament championships, and making program's first appearance in NCAA Division II postseason. The Eagles went 14-6 overall and 8-0 in the Great Midwest, and boasted the program's first two D-II all-region selections, junior attacker Ashley Fisher and freshman midfielder Tori Wanat. Ashland also nearly swept all of the conference's top awards, including Coach of the Year Lauren Simko.

**STUNT -** Eagle STUNT set program records for wins and games played (24-9 record), went to nationals for third year in a row, and beat Trevecca Nazarene in overtime at nationals for second year in a row.

**BASEBALL -** The Eagles reached both the Great Midwest and D-II postseason tournaments, and finished the season at 37-19 overall and 24-8 in the conference. Ashland boasted the G-MAC's co-Player of the Year in graduate outfielder Max Caron, and the circuit's Freshman of the Year in outfielder Sean Krueckeberg.

**OUTDOOR TRACK AND FIELD -** Both Eagle teams won the Great Midwest outdoor championship at home, marking the first time both have won a conference outdoor title in the same year since 1999. Kruger was lauded as the conference's Coach of the Year for both men and women, Winner once again was the Field Athlete of the Year on the women's side, and junior Dhiren Brickman was the conference's men's outdoor Elite 26 Award winner (top GPA at the championships).

**MEN'S GOLF -** The Eagles played in NCAA Division II postseason for second time in three years, ending in 19th place at the regional tournament.

**WOMEN'S GOLF -** AU women's golf played in NCAA Division II postseason for second season in a row, finishing in a tie for 11th at the regional tournament.

**SOFTBALL -** The Eagles went 23-23 overall and 13-11 in the Great Midwest, returning to the G-MAC Tournament.

**WOMEN'S TENNIS -** Ended 2024-25 campaign at 10-7 overall and 3-6 in the Great Midwest.

**MEN'S TENNIS -** Finished 2024-25 season at 8-9 overall and 2-6 in the Great Midwest.

**All Eagle Teams Continue To Sport 3.0+ GPAs Through 2024-25**

It's become a trend – all Ashland University athletic teams ending a semester with a grade-point average of at least 3.0.

And it has happened again, as every Eagle team finished the 2025 spring semester with at least a 3.0 – the fourth straight semester this has occurred.

"It is exciting to see how well our teams are doing and that they continue to improve and put their focus and energy not only in competition but also in their academics," said **Elizabeth Hoge**, Assistant Athletic Director/Senior Woman Administrator/Director of Academic Support Services for Athletics. "Our students are high-achieving in and out of the classroom and we are proud of how well they do. Credit to our success coach **DaJuan Seward** for all he does working with our student-athletes and helping them with adjusting to college and recognizing what they can all achieve."

Said Ashland Director of Athletics **Al King**, "Kudos to our student-athletes for the work they put in. Second, thanks to the coaches who don't just provide lip service to this, they seriously work at getting the message across. They are just as competitive in emphasizing academic performance as they are winning on the field of play.

"Thanks to our academic support services across campus, and Catherine Williams for their help and guidance. Our FAR, **Dr. Mitch Metzger**, has become heavily involved in student-athlete success and it's paid off in a big way. And in our department, **Elizabeth Hoge** and **DaJuan Seward** have made remarkable strides in so many areas. Numbers like this don't happen by accident, it's a commitment, an approach and a demand to excel academically day in and day out."

The cumulative GPA for the entire athletic department in the spring of 2025 was 3.38.

# 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/registrars-office.

**Ashland University Student Learning Goals and Outcomes**

1. **Intellectual Development**

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

Pertaining to specialized knowledge acquired through education or experience students will be able to do one of the following:

- 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 judgments.

2. **Ethical Development**

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

Students will be able to do one of the following:

- 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 do one of the following:

- 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 do one of the following:

- 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.

## Interim Provost

Dr. Gregory McBrayer

## Registrar

Mark Britton

206 Founders Hall

mbritto3@ashland.edu

419.289.5057

## eAshland

**Dean**

Dr. Shawn Orr

317 Patterson Tech Center

sorr3@ashland.edu

419.289.5733

## The College of Arts and Sciences

**Interim Dean**

Daniel McDonald

dmcdona1@ashland.edu

419-289-5130

**Assistant Dean**

Dr. Christopher N. Swanson

210A Center for the Arts

cswanson@ashland.edu

419.289.5264

**Director University CORE**

Dr. Nicholas Johnson

njohnso9@ashland.edu

419.207.4552

**Director, Online Communication**

Dr. Deleasa Randall-Griffiths

329 Center for the Arts

drandall@ashland.edu

419.289.5143

**Director, Criminal Justice, Emergency Management and Homeland Security**

Anne Strouth

249 Dwight Schar College of Education

astrouth@ashland.edu

419-289-5258

## The Dauch College of Business and Economics

**Interim Dean & MBA Chair**

Dr. Lance Kaltenbaugh

101G Dauch College of Business and Economics

lkaltenb@ashland.edu

419.289.5477

**Online Organizational Leadership and Development**

Dr. Nikita Lopatin, Department Chair of Management

247 Dauch College of Business and Economics

nlopatin@ashland.edu

## The Dwight Schar College of Education

**Dean**

Dr. Lisa J. Vernon-Dotson

117 Dwight Schar College of Education

lvernond@ashland.edu

419-289-5377

**Assistant Dean**

Christine Becknell-Brown

117 Dwight Schar College of Education

cbecknel@ashland.edu

419-521-6832

## The Dwight Schar College of Nursing and Health Sciences

**Dean**

Dr. Carrie Keib

Mansfield Campus

1020 S. Trimble Road

ckeib@ashland.edu

419.521.6802

## Ashland Theological Seminary

**Executive Dean of the Seminary**

Dr. Yvonne Glass

seminarydean@ashland.edu

419.289.5160

**Assistant Dean**

Dr. Steven Cole

scole1@ashland.edu

419.207.5545

## Center Locations

Ashland (Main Campus) Center

Columbus Center

Cleveland/Elyria Center

Northeast Center (Massillon/Stark)

Southwest Center

Northwest Center

Telego Center for Educational Improvement

**The College of Arts and Sciences**

**Art and Design**

majors - art education, 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, life sciences education, toxicology

minors - biology, environmental science

**Chemistry/Geology/Physics**

majors - biochemistry, American Chemical Society (ACS)-certified chemistry, chemistry, chemistry/environmental science, forensic chemistry, integrated science education

minors - chemistry, environmental science, geology

**Communication Studies**

major - communication

minor – communication, conflict resolution, political communication, public relations, sport communication

**Criminal Justice**

majors - criminal justice, emergency management and homeland security, concentration in Criminal Justice

minors – conflict resolution, criminal justice, emergency management and homeland security, sociology, social and community justice

**English and Foreign Languages**

majors - creative writing, English, integrated language arts education

minors - creative writing, English, Spanish

**General Studies**

majors-general studies, 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, classical learning, faith & society

**Interdisciplinary Studies**

majors – interdisciplinary studies

**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, cybersecurity, integrated mathematics education, mathematics

minors - computer science, cybersecurity, mathematics, web technology

**Multidisciplinary Studies**

majors - multidisciplinary studies

**Music**

majors - music, music education

minors - applied music, music

**Philosophy**

majors – philosophy

minors - philosophy, ethics

**Psychology**

major - psychology

minors – psychology

**Religion**

major - religion

minors - christian ministry, ethics, faith & society, religion

**Social Work**

major - social work

minors - child and family studies, social work, addictions

**Theatre**

minor - theatre

**The Dwight Schar College of Nursing and Health Sciences**

**Health Sciences**

major - dietetics, exercise science

**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, business analytics

minors - business analytics, economics, finance, risk and insurance

**Management/International Business/Entrepreneurship/ Manufacturing Management/Supply Chain Mgt./Industrial and Systems Engineering**

majors - business administration, business management, entrepreneurship, industrial and systems engineering, international business, manufacturing management, supply chain management

minors - business administration (non-business majors only), business management, entrepreneurship (option for business majors and option for non-business majors), international business, supply chain management

**Marketing/Fashion Merchandising & Brand Management/Sport Management**

majors - marketing, fashion merchandising & brand management, sport management

minors - coaching, event management, fashion merchandising & brand management, marketing, sport management

**The Dwight Schar College of Education**

**Teacher Education**

majors - education studies

majors - P5 primary grades/intervention dual program

majors - middle childhood (4-9)

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

**eAshland**

**Center for English Studies**

Intensive English Program (ACCESS)

**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

Associate of Arts with a concentration in Emergency Management & Homeland Security

Bachelor of Arts in Business Administration

Bachelor of Science in Criminal Justice

Bachelor of Arts in Communication

Bachelor of Arts in Interdisciplinary Studies

Bachelor of Arts or Bachelor of Science in Multidisciplinary Studies

Bachelor of Science in Cybersecurity

Bachelor of Science in Emergency Management & Homeland Security

Bachelor of Science in Organizational Leadership and Development

**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 Business Administration

Bachelor of Science in Education

Bachelor of Science in Nursing

Bachelor of Science in Social Work

**Correctional Education Programs**

**Directors**

Shawn Orr - Senior Advisor to the President & Dean of eAshland

Denise Justice - Executive Director, Correctional Education Operations

Cathy Britton - Executive Director, Correctional Education Student Success

Mary Deloe - Executive Director, Correctional Education Academic Services

**Correctional Education Opportunities:**

Ashland University offers Pell Grant-funded 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 Communication
- Bachelor of Science in Interdisciplinary Studies
- Bachelor of Science in Organizational Leadership and Development

Face to Face learning: Ohio (select locations)

Online learning: AR, AZ, DC, FL, GA, LA, MN, MO, ND, NM, NY, OH, WV

**Ashland University 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 coursework, 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

# Academic Policies

**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 Student

| 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 may submit a completed Independent Study Request form electronically.

The electronic Independent Study Request form can be found here.

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.

**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**

A student may repeat any course previously taken at Ashland University. If a student repeats a course the last grade received is the grade earned. A course initially taken for a letter grade must be repeated for a letter grade. A course first taken on an S/U basis may be repeated on an S/U basis or taken for a letter grade, if applicable. If a student withdraws from a repeated course, the "W" grade will not replace the previously received grade. 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. 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.

**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.

**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.

**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.

**Withdrawal (From a Course)**

The last day to withdraw from a course is noted on the academic calendar. The withdrawal will be noted on the transcript as a "W" but not calculated in the GPA. Students should discuss the withdrawal from a course with their advisor and take into consideration possible consequences: academic, financial, or athletic. Students withdrawing from their last course must indicate whether they plan to continue their studies in the subsequent semester.

**Withdrawal Policy (Complete)**

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 by clicking this link. 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.

**Withdrawal (Administrative)**

Students may be withdrawn from the University by the Administration for financial and non-financial reasons. A student may be withdrawn from the University at the beginning of a semester if the student has a balance with the Business office. If the student is able to clear financial accounts with the University, the student may request readmission to the University for the next semester.

A student may also be withdrawn from the University at any point during the semester by the Administration for reasons which prevent the student from continuing his or her studies at the University and which at the same time prevent the student from initiating the withdrawal process. One example of this process is described in the process for a medical withdrawal (below). The withdrawal process should resemble the medical withdrawal process as closely as possible and be adequately documented.

**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 "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).
- 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.

**Student Complaint Procedures**

The Ashland University (AU) Student Complaint Policy is available to students who wish to have a concern resolved regarding a process or person of the university community not covered by existing policies (i.e., grade appeals). The objective of the AU Student Complaint Policy is to resolve concerns as quickly and efficiently as possible at the level closest to the student. This policy provides two avenues for pursuing a complaint: An Informal Resolution Procedure and a Formal Resolution Procedure. Students may utilize either or both procedures.

Institutions operating under SARA policies shall provide their and SARA's complaint resolution policies and procedures to all students taking courses under SARA policies.

Ashland University is committed to providing high quality educational opportunities. The University wishes to resolve grievances, complaints and concerns in an expeditious and fair manner. The Student Complaint Information webpage provides information regarding AU's Student Complaint Process and contacts for each state. Student complaints relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution. See NC-SARA's Student Complaint Process.

**Informal Resolution Procedure**

Students are encouraged to attempt to resolve a problem whenever possible by discussing it with the person with whom they are having the problem. Requesting an appointment with the staff or faculty member to discuss the matter in a calm and mature fashion is always the first step to trying to resolve a dispute. For example, if a student has concerns related to classroom situations or administrative actions, he/she should contact the faculty or staff member(s) with whom he/she has a conflict. It may be possible to resolve the concerns without the need for formal institutional action. However, if the problem is not resolved through this action, the student should then contact the faculty member's department chair, or the staff person's supervisor. If the problem is not resolved satisfactorily, or if it cannot be resolved by contacting the faculty/staff member(s) or their supervisor/administrator, or if the student decides for whatever reason that she or he is not able to resolve the situation in this manner, or if the student is unsure to whom the concern should be addressed, the student should proceed to the Formal Resolution Procedure

**Formal Resolution Procedure**

A formal complaint is in writing and sets forth a statement of the issue, the University policy or procedures violated, and the specific remedy sought. The complaint must be submitted using the on-line form.

**Level 1**

Absent extraordinary circumstances, the person, normally a Dean or Director, to whom the complaint has been submitted conducts, within seven (7) business days of receiving the complaint, a formal conference with the student, permitting her or him to provide any necessary relevant information. The Dean or Director confers with the other person or persons involved and conducts an additional investigation as he or she deems necessary. Absent extraordinary circumstances, a written recommendation is sent within seven (7) business days of the first formal conference. The recommendation is sent to the student and the other involved person or persons. The written recommendation states the background information, the rationale for the recommendation, and the recommended remedy, if any. Copies of the original complaint and the written recommendation are kept in the Office of Institutional Effectiveness for a minimum of five years.

**Level 2**

If the complaint is not resolved in level 1, the student or one of the other involved parties may, with fourteen (14) business days of receipt of the level 1 recommendation, appeal to the direct supervisor of the person who wrote the recommendation. Absent extraordinary circumstances, the supervisor will review the case and render a decision to the student within fourteen (14) business days of receipt of the appeal or complaint. In cases of appeals to level 2, copies of the original complaint and the level 1 and 2 written recommendations are kept in the Office of Institutional Effectiveness for a minimum of five years.

**Level 3**

Except in the case of a complaint against the President, where the Board of Trustees has final authority, appeals of the level 2 recommendation are submitted to the President within fourteen (14) business days. The President makes the final decision. Absent extraordinary circumstances, the President's written decision is sent to the student and other parties within fourteen (14) business days of receiving the level 3 appeal. In cases of appeals to level 3, copies of the original complaint, the previous written recommendations, and the final decision are kept in the Office of Institutional Effectiveness for a minimum of five years.

**To file a complaint, please use the** Student Complaint Form

**Ohio Residents' Student Complaint Procedure**

For Ohio residents, complaints not resolved at the institutional level can be filed utilizing the Ohio Department of Higher Education's non-SARA consumer complaint procedure and online form. Contact information to the Ohio Department of Higher Education and link to the online form may be found below:

**Ohio Department of Higher Education**
25 South Front St
Columbus, OH 43215
Phone: 614.466.6000

Ohio Department of Higher Education External Link

Student complaints not resolved at the institutional level can also be submitted to the:

**Higher Learning Commission**
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
Phone: 800.621.7440

Higher Learning Commission External Link

NC SARA/Online Student Complaint Process Link

**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 undergraduate semester hours credit may be granted and a processing/recording fee may be charged. Students must be enrolled in an academic program to utilize this option. Prior Learning must be relevant to the program of study and the courses within the program. Military service does not guarantee credit.

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
- Pre-approved professional credentials
- 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.
- Prior Learning Assessment (PLA) – a portfolio that includes learning narratives and a petition for credit using a specified format may be submitted by admitted students for review. A faculty member qualified as an Ashland University PLA Assessor will review the portfolio against a Faculty Senate Prior Learning Committee approved rubric and make credit recommendations to the registrar based for qualified learning experiences. A portfolio assessment fee will be added to the student's account and must be paid prior to assessment. The PLA Coordinator assists students through the portfolio submission process.

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.

**Grade Reports**

Final grades are reported at the close of each term (available on Self Service) 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.

**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. Students are encouraged to contact the pre-law advisor: Daniel Sullivan in the College of Business and Economics 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 Calculus or MATH 201/202 Applied 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 3+1 partnerships with the Cleveland Clinic School of Medical Laboratory Science and the Akron Cooperative Medical Laboratory Science Program at Akron Children's Hospital.

Following three years of coursework at Ashland University and subsequent completion of the medical laboratory science program at the Cleveland Clinic or Akron Children's Hospital, the student will be granted the baccalaureate degree from Ashland University and will be prepared to take the MLS 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 340 Microbiology
- BIO 429 Biochemistry
- CHEM 103/104 General Chemistry I & II
- CHEM 307/308 Organic Chemistry I & II
- MATH 108 Introductory Statistics
- MATH 201 Applied Calculus I

**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
- MATH 205/206 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
- MATH 205/206 Calculus or MATH 201/202 Applied 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 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
- MATH 108 Introductory Statistics
- MATH 205/206 Calculus or MATH 201/202 Applied Calculus
- 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
- 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 108 Introductory Statistics
- MATH 201 Applied Calculus I
- 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 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 & BRAND MANAGEMENT - Department of Marketing /Fashion Merchandising & Brand Management

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

Undergraduate Academic Affairs

# 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 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/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:

1. Citing information not taken from the source indicated.
2. Including in a reference list sources which have not been consulted.
3. Inventing or altering data or source information for research or other academic exercise.
4. Submitting as one's 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 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:

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 which incorporate dishonesty for academic gain.

## Other Forms of Academic Misconduct Examples include:

1. Obtaining confidential information about, examinations tests or quizzes other than that released by the instructor.
2. Stealing, buying, or otherwise obtaining all or part of an unadministered test in which the origins of the materials are suspect.
3. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
4. Inducing any other person to obtain an unadministered test or any information about the test.
5. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, computer file, on a test, a "change of grade" form, or other official academic records of the University which 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. Unless explicitly permitted by the instructor, the submission of Artificial Intelligence-generated content as one's original work is one such violation.
8. 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**

1. When a faculty member has observed a student violating any of the policies stated herein, an allegation of academic dishonesty shall be filed with the Registrar.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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 WP (if found not in violation of the policy) will be assigned to the course according to the outcome of the academic integrity process.
7. The following timeline shall apply to the adjudication of violations:
8. Within five business days, upon the receipt of the allegation, the Registrar shall notify the student and his/her academic advisor of:

- The opportunity to refute such allegation
- The opportunity to appeal an initial decision of such allegation, and
- The University penalty upon a finding that the student has committed an act of academic dishonesty.
- Upon receipt of notification from the Registrar the student has ten10 business days to request hearing or appeal.
- The registrar shall schedule a hearing within ten business days of receiving the request to appeal.

**Section 5. First Offense at the Undergraduate Level**

1. 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.
2. 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:

- 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.
- The extent to which the student has been previously warned or instructed about academic integrity.
- Willfulness of the violation. (Done with deliberate intention and not as an accident.)

3. 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:

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

4. 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**

1. First Offense.

- A student, against whom a faculty member alleged a first offense, may appeal such an allegation to the Academic Integrity Board.
- The Provost shall appoint members to such board.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

2. Second Offense

- 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.
- The Provost shall appoint members to such board.
- Any appeal must be filed in the Office of the Registrar within ten University business days from decision of the Academic Integrity Board.
- 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.
- 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.
- A finding by the Academic Integrity Appeals Board may not be appealed.
- 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**

1. 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.
2. Subsequent Offense(s):

- 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:
- 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.



# Credit and Grade Policies

**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 - A grade of incomplete may be assigned by a faculty member if the semester's coursework is not completed due to a medical or other emergency outside the student's control. An incomplete may be considered by the faculty if the student may earn a passing grade upon completion of the missing work; an incomplete is never assigned to poor work or in order to repeat work already attempted during the semester. An incomplete (I) carries the same GPA weight as a failing (F) grade until it is updated.

The student should submit the work to the instructor within six weeks after the last day of the semester for which the incomplete was granted. After receiving the completed work, faculty will submit a grade change form to the Registrar's office within one week, but no later than seven weeks after the end of the previous semester. Faculty may set different completion and grade submission dates if the circumstances require it.

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.

**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 will need to initiate a formal grade appeal in order for the process to move forward.

**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.

Undergraduate Academic Affairs

# Academic Probation and Dismissal

# Academic Probation and Dismissal Policy

A student who has earned a cumulative grade point average (GPA) of less than 2.0 after the fall or spring semester is placed on academic probation or is dismissed from the University. The sections below detail how academic probation and dismissal are determined as well as the consequences attached to each. While the University is dedicated to student success, it is ultimately the student's responsibility to improve his/her academic performance.

## 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 1.001 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 1.951 and 1.999

## Consequences of Undergraduate Academic Probation Status

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 meet with an academic advisor or designee. The student and the academic advisor/designee will collaborate on an Academic Improvement Plan. The Academic Improvement Plan may include reducing the number of registered credit hours, repeating courses or taking specific courses, changing major(s) and/or minor(s), working with additional academic support staff (e.g. Career Center, Counseling, Writing and Communication Center, Tutoring), or other restrictions or requirements deemed in the best interest of student's academic success.

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.

Students will be required to meet with an academic advisor or designee. The student and the academic advisor/designee will collaborate on an Academic Improvement Plan. The Academic Improvement Plan may include reducing the number of registered credit hours, repeating courses or taking specific courses, changing major(s) and/or minor(s), working with additional academic support staff (e.g. Career Center, Counseling, Writing and Communication Center, Tutoring), or other restrictions or requirements deemed in the best interest of student's academic success.

## College Credit Plus (Dual Enrollment) Academic Probation and Dismissal

College Credit Plus (CCP) students are subject to two distinct academic standing policies:

1. CCP Probation and Dismissal, administered by the student's high school and governed by Ohio Administrative Code 3333-1-65.13, and
2. Ashland University Academic Probation and Dismissal, based on AU's institutional policies.

A student may be placed on one or both types of probation or dismissal based on their academic performance. Students must meet the requirements of both systems to remain eligible for continued participation in the CCP program.

**CCP Probation - OAC 3333-1-65.13, "Underperforming Students"**

A student is placed on CCP Probation by their high school if their cumulative GPA across all CCP courses (from any college) falls below 2.0, or if they withdraw from or fail two or more courses in a single term.

While on CCP Probation:

- The student may enroll in only one college course per term, and

- The student may not enroll in a course in the same subject in which they previously earned a D, F, or no credit.

**Ashland University CCP Academic Probation**

Separately, a CCP student is placed on Ashland University Academic Probation if their cumulative AU GPA falls below 2.0.

Under both policies, the probationary term is the student's next semester of participation.

**College Credit Plus (CCP)/Dual Enrollment Dismissal Policy**

A student is placed on CCP Dismissal when he or she has failed to increase his or her cumulative GPA to 2.0 or higher during the probation term.

## Undergraduate Dismissal Status

Students will be dismissed from the University when their cumulative GPA is as listed below:

Freshman (0-29 earned credit hours): At or below 1.000

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 1.950

## Consequences of Undergraduate Dismissal Status

To be dismissed from the University means that a student will forfeit any privileges which pertain to a student at Ashland University, in particular the student may not register for any courses nor participate in any activities reserved for students.

Students who are dismissed and desire immediate reinstatement for a fall or spring semester must document extenuating medical circumstances or non-medical circumstances by filing a written appeal with the Undergraduate Academic Standards Committee (UAS) through the Registrar's office.

The written appeal and any supporting documentation must be submitted within five business days after receiving dismissal notification. This should include specific reasons for past performance, along with defined goals and objectives for the future.

Appeals are heard by the UAS Committee. All appeals made to the committee and the resulting decisions will become a part of the student's permanent records. The UAS Committee may outline conditions to be observed in the event the student is reinstated.

Students granted reinstatement will be required to meet with an academic advisor or designee and must obtain a cumulative GPA sufficient for probationary status applicable to their class standing (see above under Probationary Status).

The student and the academic advisor/designee will collaborate on an Academic Improvement Plan. The Academic Improvement Plan may include reducing the number of registered credit hours, repeating courses or taking specific courses, changing major(s) and/or minor(s), working with additional academic support staff (e.g. Career Center, Counseling, Writing and Communication Center, Tutoring), or other restrictions or requirements deemed in the best interest of student academic success. Students will be reinstated with probationary status.

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 their assigned advisor.

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 nonmedical circumstances, they may file written appeals for reinstatement as outlined within the Dismissed section of these policies.

## Summer Enrollment

Students dismissed after the spring semester, while enrolled in a summer session, may finish the session, but must still file an appeal with the UAS Committee if they desire to be reinstated for the fall semester.

## Readmission after Academic Dismissal

A student dismissed from the University for the first time may re-apply to the University after one fall or spring semester. Re-Applications to the University are submitted to the admissions office, accompanied by an Academic Improvement Plan, and will be decided by the Undergraduate Academic Standards Committee. The UAS Committee may outline conditions to be observed in the event the student is readmitted. Any student readmitted to the University will re-enter on probationary status with all the responsibilities outlined above. A student dismissed from the University for a second time may not re-apply.

## 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 (Under-performing 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 (SAP) 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 and Honors Policies

**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 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 October 10, 2025 for December Conferral

By March 7, 2026 for May Conferral

By July 2, 2026 for August Conferral

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. Once submitted, a graduation application will remain on file with the Registrar's Office for one academic year. If additional time is needed, a student will need to reapply at that time.

**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 May commencement ceremony. Students with an August conferral date will be published in the May 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 Conferral - Students with a December conferral date will be permitted to walk in the May commencement ceremony. Students with a December conferral date will be published in the May 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 December graduates will be mailed after conferral.

**Residence Requirement (Academic)**

A candidate for a degree must take a minimum of 30 semester hours (15 hours for associate degree) 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. Exceptions to the last 12 hours of coursework being taken at Ashland University may be petitioned from the Faculty Senate Academic Standards Committee. Please contact the Registrar's Office for more information.

**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.

**Dual Degrees, Double Majors, and Second Degrees**

Students seeking two degrees simultaneously, for example a bachelor of arts and a bachelor of science degree, can apply for the second degree with the approval of their academic advisors in their first and second fields of study through the Registrar's office. Students are required to obtain a minimum of 30 additional credits beyond the initial 120 credit hours for the first degree.

Students seeking to declare (an) additional major(s) within the same degree may do so with the approval of their advisor through the Registrar's office.

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

**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 are full-time during their first semester, and 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

Lambda Pi Eta - see Communication Studies

Phi Alpha – see Social Work

Phi Alpha Theta – see History

Phi Sigma Iota – see English and 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 and Foreign Languages

Sigma Theta Tau – see Nursing

Society for Collegiate Journalists – see Journalism and Digital Media

Theta Alpha Kappa - see Religion

Upsilon Pi Epsilon – see Computer Science

Undergraduate Academic Affairs

# Support Services

**Support Services**

**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: degree planning, course registration, academic success strategies, understanding University policies and procedures, 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 and in academic skills. In academic skills tutoring, students will be introduced to time management, note-taking, study skills, and test-taking strategies. 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/tutoring-center.

**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 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. Nursing majors and specific Education majors will continue to be advised by Professional Advising through their second year. In addition, 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. Visit the Academic Advising Webpage for updated information: https://www.ashland.edu/professional-academic-advising.

**The Writing and Communication Center (WCC)**

The Writing and Communication Center (WCC) is a free service available to all Ashland University students in any major. Undergraduate students can receive one-on-one feedback from a trained communication coach on any project that involves communication—essays, presentations, research projects, lab reports, digital productions, and much more. When working with students, coaches approach communication as a complex and individualized process. The WCC's primary objective is to help students become more aware, autonomous, and confident communicators. All undergraduate appointments are offered synchronously (live). Students can choose between face-to-face or Zoom appointments.

More intense writing support is available to ALL undergraduate students through a Writing Lab, a one-credit course called ENG 110. Students may take the lab concurrently with ENG 101 or 102 or by arrangement with any other undergraduate course. The lab course may be taken for a maximum of two credit hours. The Writing Lab allows undergraduate students to collaborate on writing assignments to reinforce skills for college composition. This course is available in person or online via Zoom.

The WCC lab 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 WCC webpage for updated information: https://www.ashland.edu/wcc.

**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/information-technology.

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/information-technology).

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

Undergraduate Academic Affairs

# AP Placement

**Advanced Placement Conversion Guide**

| AP TEST | SCORE | AU COURSE | SCORE | AU COURSE | SCORE | AU COURSE |
|---|---|---|---|---|---|---|
| Art - 2D Design | 3 | Aesth. Elect | 4 | Aesth. Elect | 5 | Aesth. Elect |
| Art History | 3 | Art 150 | 4 | Art 150 | 5 | Art 150 |
| Art - Drawing | 3 | Art 140 | 4 | Art 140 | 5 | Art 140 |
| Art - General | 3 | Art 150 | 4 | Art 150 | 5 | Art 150 |
| Biology | 3 | Bio 200 level Elec (4cr) | 4 | Bio 200 level Elec (4cr) | 5 | Bio 200 level Elec (4cr) |
| Calculus AB | 3 | Math 205 | 4 | Math 205 | 5 | Math 205 |
| Calculus BC | 3 | Math 205 & 206 | 4 | Math 205 & 206 | 5 | Math 205 & 206 |
| Chemistry | 3 | Chem 103 | 4 | Chem 103 & 104 | 5 | Chem 103 & 104 |
| Computer Sci A | 3 | CS 121 | 4 | CS 121 & 122 | 5 | CS 121 & 122 |
| Computer Sci Prin | 3 | CS 101 | 4 | CS 101 | 5 | CS 101 |
| Microeconomics | 3 | No credit will be given | 4 | Econ 232 | 5 | Econ 232 |
| Macroeconomics | 3 | No credit will be given | 4 | Econ 233 | 5 | Econ 233 |
| Eng Lang/ Composition | 3 | No credit will be given | 4 | Eng 101 | 5 | Eng 101 & 102 |
| Eng Lit/ Composition | 3 | No credit will be given | 4 | Eng 101 | 5 | Eng 101 & 102 |
| Environmental Science | 3 | Bio 110 | 4 | Bio 110 | 5 | Bio 110 |
| European History | 3 | Hist Elect (3 cr.) | 4 | Hist Elect (3 cr.) | 5 | Hist Elect (3 cr.) |
| French Language | 3 | Fren 251 & 252 | 4 | Fren 251 & 252 | 5 | Fren 251 & 252 |
| French Literature | 3 | Fren 353 & 354 | 4 | Fren 353 & 354 | 5 | Fren 353 & 354 |
| German Langauge | 3 | Ger 261 & Ger 262 | 4 | Ger 261 & Ger 262 | 5 | Ger 261 & Ger 262 |
| Gov & Politics - US | 3 | PolSci Elect (3 cr) | 4 | PolSci Elect (3 cr) | 5 | PolSci Elect (6 cr) |
| Gov & Politics - Comparative | 3 | PolSci Elect (3 cr) | 4 | PolSci Elect (3 cr) | 5 | PolSci Elect (6 cr) |
| Human Geography | 3 | Nat Sci (3 cr) | 4 | Nat Sci (3 cr) | 5 | Nat Sci (3 cr) |
| Latin | 3 | Latin 110 | 4 | Latin 110 & 210 | 5 | Latin 110 & 210 |
| Music Theory - Aural | 3 | No credit will be given | 4 | Music 227 | 5 | Music 227 & 228 |
| Music Theory - Written | 3 | No credit will be given | 4 | Music 259 | 5 | Music 259 & 260 |
| Physics 1 | 3 | Physics 201 | 4 | Physics 201 | 5 | Physics 201 |
| Physics 2 | 3 | Physics 202 | 4 | Physics 202 | 5 | Physics 202 |
| Physics C - Mechanics | 3 | Physics 205 | 4 | Physics 205 | 5 | Physics 205 |
| Physics C - E&M | 3 | Physics 206 | 4 | Physics 206 | 5 | Physics 206 |
| Precalculus | 3 | Math 111 | 4 | Math 111 | 5 | Math 111 |
| Psychology | 3 | No credit will be given | 4 | Psyc 101 | 5 | Psyc 101 |
| Research | 3 | No credit will be given | 4 | Eng Elect (3 cr) | 5 | Eng Elect (3 cr) |
| Seminar | 3 | No credit will be given | 4 | Eng Elect (3 cr) | 5 | Eng Elect (3 cr) |
| Spanish Language | 3 | Span 271 & 272 | 4 | Span 271 & 272 | 5 | Span 271 & 272 |
| Spanish Literature | 3 | Span 372 & 373 | 4 | Span 372 & 373 | 5 | Span 372 & 373 |
| Statistics | 3 | Math 108 | 4 | Math 108 | 5 | Math 108 |
| US History | 3 | Hist 212 | 4 | Hist 212 | 5 | Hist 212 |
| World History | 3 | Hist Elect (3 cr.) | 4 | Hist Elect (3 cr.) | 5 | Hist Elect (6 cr.) |



# CLEP Placement

**College Level Examination Program Conversion Guide**

Computer Based Testing (CBT) and Paper & Pencil Testing

ACE Recommended

| CLEP TEST | SCORE | SEMESTER HOURS | AU EQUIVALENCY |
|---|---|---|---|
| **Business** | | | |
| Financial Accounting | 50 | 3 | ACCT 201 |
| Information Systems | 50 | 3 | IS 221 |
| Introductory Business Law | 50 | 3 | MGT 401 |
| Principles of Management | 50 | 3 | MGT 240 |
| Principles of Marketing | 50 | 3 | MKT 233 |
| **Composition and Literature** | | | |
| American Literature | 50 | 3 | ENG 203 |
| Analyzing & Interpreting Literature | 50 | 3 | ENG ELECT |
| College Composition<br>(with or without Essay) | 50 | 3 | ENG 101 |
| College Composition Modular | 50 | 3 | ENG 101 |
| English Literature | 50 | 3 | ENG 217 |
| Freshman College Composition | 50 | 6 | No Equivalency |
| Humanities | 50 | 6 | ELECT AES & ELECT HUM |
| **Foreign Languages** | | | |
| French Language, Level 1 | 50 | 6 | FREN 151 & 152 |
| French Language, Level 2 | 63 | 12 | FREN 151, 152, 251, 252 |
| German Language, Level 1 | 50 | 6 | GER 161 & 162 |
| German Language, Level 2 | 63 | 12 | GER 161, 162, 261, 262 |
| Spanish Language, Level 1 | 50 | 6 | SPAN 171 & 172 |
| Spanish Language, Level 2 | 63 | 12 | SPAN 171, 172, 271, 272 |
| *Level 1- Equivalent to the first two semesters (or 6 semester hours) of college-level foreign language course work* | | | |
| *Level 2- Equivalent to the first four semesters (or 12 semester hours) of college-level foreign language course work* | | | |
| **History and Social Sciences** | | | |
| American Government | 50 | 3 | POLSC Elect |
| History of the United States I:<br>Early Colonization to 1877 | 50 | 3 | HIST 212 |
| History of the United States II: 1865 to Present | 50 | 3 | HIST 213 |
| Human Growth and Development | 50 | 3 | FCS 270 |
| Introduction to Educational Psychology | 50 | 3 | EDFN 202 |
| Introductory Psychology | 50 | 3 | PSYC 101 |
| Introductory Sociology | 50 | 3 | SOC 111 |
| Principles of Macroeconomics | 50 | 3 | ECON 233 |
| Principles of Microeconomics | 50 | 3 | ECON 232 |
| Social Sciences and History | 50 | 3 | ELECT SS & ELCT HIST |
| Western Civilization I:<br>Ancient Near East to 1648 | 50 | 3 | HIST 112 |
| Western Civilization II:<br>1648 to Present | 50 | 3 | HIST 113 |
| **Science and Mathematics** | | | |
| Algebra - Trigonometry | 50 | 3 | MATH 100 |
| Biology | 50 | 6 | No Equivalency |
| Calculus | 50 | 3 | MATH 205 |
| Chemistry | 50 | 6 | No Equivalency |
| College Algebra | 50 | 3 | No Equivalency |
| College Mathematics | 50 | 6 | No Equivalency |
| Precalculus | 50 | 3 | No Equivalency |
| Natural Sciences | 50 | 6 | No Equivalency |
| Trigonometry | 50 | 3 | No Equivalency |

## IB Placement

**International Baccalaureate Conversion Guide**

| IB COURSE | EXAM SCORE | AU COURSE EQUIVALENT | CREDIT HOURS |
|---|---|---|---|
| Business Management | 5,6,7 | MGT 240 & MGT 343 | 6 |
| Language A: Literature | 5,6,7 | 3 credits Humanities | 3 |
| Language A: Language & Literature (taught in English) | 5,6,7 | ENG 101 & ENG 102 | 6 |
| Language A: Language & Literature (taught in French or Spanish) | 5,6,7 | FREN 353, 354 or<br>SPAN 372,373 | 6 |
| Modern Languages: Language B | 4,5,6,7 | SPAN 271 & 272 or<br>FREN 251 & 252 or<br>GER 261& 262 or<br>PORT 241 & 242 | 6 |
| Classical Languages (Latin or Greek) | 4,5,6,7 | FREN 353, 354 OR SPAN 372,373 | 3 |
| Geography | 5,6,7 | HIST 301 | 3 |
| Global Politics | 5, 6, 7 | POLSC 231 | 3 |
| History | 5,6,7 | History Elective | 3 |
| Philosophy | 5,6,7 | PHIL 104 | 3 |
| Psychology | 5,6,7 | PSYC 101 | 3 |
| Biology | 4, 5, 6, 7 | 6,7 = 3 credits of 100 level elective credit;<br>High level 4,5 = BIO 100;<br>High Level 6,7 = 4 credits 200-level elective credit | 3-4 |
| Computer Science | 5,6,7 | CS 101 | 3 |
| Chemistry | 5,6,7 | CHEM 103 | 4 |
| Physics | 5,6,7 | PHYS 201 | 4 |
| Environmental Systems & Society | 4, 5, 6, 7 | 6,7 = 3 credits of 100 level elective credit;<br>High level 4,5 = BIO 110;<br>High Level 6,7 = 4 credits BIO 200-level elective credit | 3-4 |
| Mathematics | 6,7 | MATH 111 | 3 |
| Music | 5,6,7 | Music 225 | 3 |
| Sciences: Sports, Exercise and Health Science | 4, 5, 6, 7 | Exercise Science Elective | 3 |
| Theatre | 4,5,6,7 | TH 203 | 3 |
| Visual Arts | 5,6,7 | 2 credits Aesthetics | 3 |

# Institutional Core Requirements

**Institutional Core Requirements**

**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.

**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.

**Institutional Associate of Arts Degree Requirements**

**Institutional Associate of Arts Degree Requirements include: a Core Curriculum of 36 hours.**

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 Course | 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 |
| | 36 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.*

See List of Approved Core Courses.

# Core Courses

**Core Courses**

**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 108 Elementary Statistics

*MATH 110 Finite Mathematics

MATH 150 Reading Euclid

MATH 201 Calculus w. Appl. to Mgmt., Life, and Soc. Sci.

MATH 205 The Calculus I

MATH 217 Theory of Arithmetic and Geometry

MATH 223 Discrete Mathematics I

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, 340s, 440s (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 211 Short Story
ENG 212 The Poem
ENG 213 Dramatic Literature
ENG 214 The Novel
ENG 217 British Literature
ENG 218 Studies in Shakespeare
ENG 309 African American Literature
*ENG 314 Literature and Gender
ENG 315 German Literature in Translation
ENG 316 Postcolonial Literature
*ENG 330 African Literature
ENG 338 Themes and Topics in Literature
ENG 340 Studies in Jewish Literature
ENG 343 American Studies
ENG 365 Greek Literature
ENG 370 Russian Novel
ENG 371 Literature and Film
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/IDS 110 Philosophy of Human Nature
PHIL 117 Thought and Belief
PHIL/IDS 215 Ethics
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 304 Advanced Old Testament
REL 308 Political Theology
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 201 Molecular & Cellular Basis of Life
BIO 202 Organisms, Adaptation & Diversity
BIO 222 Health Sciences Anatomy & Physiology I
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 Stars
PHYS 206 University Physics
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 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.

International students can fulfill the CCI requirement by enrolling in FL 299 and completing the CCI Narrative with permission of the Core Director.

**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 215 French Women Writers

*FL 220 Contemporary Latin American Literature in Translation

FL 221 U.S. – Mexico Border Literature

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:**

CCIS, CIS Abroad, Kansai Gaidai University in Japan Exchange Program, Kingston University, Lorenzo de Medici, Maynooth University, PKNU International Summer School, Sant'Anna, Semester at Sea, and USAC programs (minimum of 3 weeks abroad)

COST (Consortium of Overseas Student Teaching)

EDEC 460 Sa: ECE

EDCI 467 Sa: MG

EDCI 461 Sa: AYA

AU in Germany

AU in Tuscany

BIO 497 (when approved tour if offered)*

HIS/POLSC 341 (when approved tour is offered)

FMBM 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)

SMG 435 (when approved tour is offered)

BUS 210 (when approved tour is offered)

***BIO 497 approved November 18, 2025 by Core Advisory Council.**

# Associate of Arts Degree Requirements

**Associate of Arts Degree Requirements**

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 Course | 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.*

See list of approved Core Courses

# Baccalaureate Degrees

**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

**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

See list of approved Core Courses.

# Graduate 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 department 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/registrars-office.

## 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 problems and draw on evidence to make informed decisions through scholarship.
2. **Ethical Development**
   Students will demonstrate the ability to make ethically sound decisions in their professional field.
3. **Civic Engagement**
   Students will exhibit professionalism and engagement within a broader professional community.
4. **Global Responsibilities and Intercultural Competence**
   Students will analyze and explain the impact of culture and experience on one's world view and behavior.

## Interim Provost

Dr. Gregory McBrayer

## Registrar

Mark Britton

206 Founders Hall

rmbritto3@ashland.edu

419.289.5057

## eAshland

**Dean**

Dr. Shawn Orr

317 Patterson Tech Center

sorr3@ashland.edu

419.289.5733

## The College of Arts and Sciences

**Interim Dean**

Daniel McDonald

dmcdona1@ashland.edu

419-289-5130

**Assistant Dean**

Dr. Christopher N. Swanson

210A Center for the Arts

cswanson@ashland.edu

419.289.5264

**MA in American History and Government**

**Chair**

Dr. John Moser

254 Schar College of Education
jmoser1@ashland.edu
419.289.5231

**Director**
Christian A. Pascarella
221 Schar College of Education
cpascare@ashland.edu
419.289.5608

**MA in Strategic Communication and Leadership**

**Director**
Dr. Olga Monacell
328 Center for the Arts
omonacel@ashland.edu
419.289.5141

**Program Coordinator**
Shelley Knallay
333 Center for the Arts
sknallay@ashland.edu

**Master of Fine Arts**

**Director**
Christian Kiefer
ckiefer2@ashland.edu
419.289.5738

**Program Coordinator**
Shelley Knallay
333 Center for the Arts
sknallay@ashland.edu

## The Dauch College of Business and Economics

**Dean & MBA Chair**
Dr. Lance Kaltenbaugh
101G Dauch College of Business and Economics
lkaltenb@ashland.edu
419.289.5477

**MBA Executive Director**
Kathryn Goon
101L Dauch College of Business and Economics
kgoon2@ashland.edu
419.207.6211

## The Dwight Schar College of Education

**Dean**
Dr. Lisa J. Vernon-Dotson
117 Dwight Schar College of Education
lvernond@ashland.edu
419-289-5377

**Assistant Dean**
Christine Becknell-Brown
117 Dwight Schar College of Education
cbecknel@ashland.edu
419-521-6832

**Director of Field Experiences and Partnerships**
Laura Kanney
134 Dwight Schar College of Education
lkanney@ashland.edu

419-289-5349

**Director of Accreditation and Educator Preparation**

Lisa Weller

130 Dwight Schar College of Education

lweller@ashland.edu

419-289-5754

**Program Director, Undergraduate Teacher Preparation**

Dr. Amy Crawford

160 Dwight Schar College of Education

acrawf11@ashland.edu

419-207-4896

**Program Director, Graduate Intervention Specialist, Bachelor Plus, & Elyria Center**

Dr. Stephen Denney

123 Dwight Schar College of Education

sdenney@ashland.edu

419-207-4947

**Program Director, Graduate Reading**

Dr. Ann Marie Wernick

121 Dwight Schar College of Education

awernick@ashland.edu

**Program Director, Graduate Educational Technology**

Dr. Erik Kormos

149 Dwight Schar College of Education

ekormos@ashland.edu

419-207-4566

**Program Director, Graduate Gifted Education**

Dr. Jennifer Groman

146 Dwight Schar College of Education

jgroman@ashland.edu

419-289-5192

**Program Director, Adult Education, MED, & Graduate TESOL**

Dr. Mohsine Bensaid

144 Dwight Schar College of Education

mbensaid@ashland.edu

419-289-5156

**Program Director, CIPD, Principal Licensure & MED Educational Leadership**

Karen L. Arbogast

147 Dwight Schar College of Education

karbogas@ashland.edu

phone: TBD

**Program Director, Superintendent**

Dr. Michael Tefs

156 Dwight Schar College of Education

mtefs@ashland.edu

419-207-5528

**Program Director, Ed.D. Leadership Studies**

Dr. Jordan Argus

Dwight Schar College of Education

jargus@ashland.edu

614-368-5683

## The Dwight Schar College of Nursing and Health Sciences

**Dean**

Dr. Carrie Keib

Mansfield Campus
1020 S. Trimble Road
ckeib@ashland.edu
419.521.6802

**Director, Graduate Nursing Program**
J. Kimberly Higginbotham, DNP, APRN, CPNP-PC, PMHS
Mansfield Campus
1020 S. Trimble Road
jmatthe2@ashland.edu
419.521.6842

**Director, Family Nurse Practitioner Track**
Rachel Hoffer, DNP, APRN, FNP-C
Mansfield Campus
1020 S. Trimble Road
jlehrer@ashland.edu

**Director, Health Systems Leadership Track**
Jill Matthes, DNP, RN, CHSE
Mansfield Campus
1020 S. Trimble Road
jmatthe2@ashland.edu
419.521.6823

**Director, Physician Assistant Studies**
Melissa Irwin, DMSc, PA-C
Mansfield, Campus
1020 S. Trimble Road
mirwin5@ashland.edu
419.521.6829

**Director, Nurse Educator Certificate**
T. Jody Hostetler, DNP, MEd, RN
Mansfield Campus
1020 S. Trimble Road
thostet3@ashland.edu
419.521.6871

**Director, School Nurse Certificate Program**
Jennifer Boles, MSN, RN, LSN, NCSN
Mansfield Campus
1020 S. Trimble Road
jboles2@ashland.edu
419.521.6868

**Director, MS Applied Physiology of Exercise, Strength, and Conditioning**
Dr. Randall Gearhart, Ph.D., CSCS, FACSM
245 Rybolt Sports Science Center
rgearhar@ashland.edu
419.289.6198

## Ashland Theological Seminary

**Executive Dean of the Seminary**
Dr. Yvonne Glass
seminarydean@ashland.edu
419-289-5163

**Assistant Dean**
Dr. Steven Cole
scole1@ashland.edu
419.207.5545

## 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 Business Administration
- Master of Education
- Master of Fine Arts
- Master of Science
  Courses are available for these degrees in the following major program areas:

Master of Arts

- American History and Government
- Specialization in Teaching American History & Government
- Strategic Communication and Leadership

Master of Business Administration, specialization options include:

- Accounting, Business Analytics, Digital Marketing, Entrepreneurship, Financial Management, Global Management, Health Care Management and Leadership, Human Resource Management, Management Information Systems, Management Science (STEM), Project Management, Sport Management or Supply Chain Management.

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

Master of Fine Arts in Creative Writing

M.S. Applied Physiology of Exercise

M.S. Physician Assistant Studies

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 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: https://www.ashland.edu/transcript-request
2. Processing loan deferment forms. Forms can be faxed to 419.289.5939, emailed to regis@ashland.edu, or mailed to Ashland University, Registrar's Office, 401 College Avenue, Ashland, Ohio 44805.
3. Receiving applications for graduation. Graduation applications are accepted through Self Service.
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 graduate 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.

## 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.

## 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 with the Department Office one week prior to beginning the activity. Instructors must electronically verify class lists. During the summer period, faculty need to verify class lists by the end of the first week of classes.

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

Registration for all MAHG and MASTAHG students is conducted via Self Service (https://selfservice.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 drop the course section via Self-Service prior to the deadline for 8-week classes as published on the registrar's calendar (fall and spring semesters) or prior to the third day of class (summer semesters).

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 Self Service 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 re-enrolling 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 or the Doctor of Nursing Practice Program.

## Student Complaint Procedures (non grade appeal)

The Ashland University (AU) Student Complaint Policy is available to students who wish to have a concern resolved regarding a process or person of the university community not covered by existing policies (i.e., grade appeals). The objective of the AU Student Complaint Policy is to resolve concerns as quickly and efficiently as possible at the level closest to the student. This policy provides two avenues for pursuing a complaint: An Informal Resolution Procedure and a Formal Resolution Procedure. Students may utilize either or both procedures.

Institutions operating under SARA policies shall provide their and SARA's complaint resolution policies and procedures to all students taking courses under SARA policies.

Ashland University is committed to providing high quality educational opportunities. The University wishes to resolve grievances, complaints and concerns in an expeditious and fair manner. The Student Complaint Information webpage provides information regarding AU's Student Complaint Process and contacts for each state. Student complaints relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution. See NC-SARA's Student Complaint Process.

**Informal Resolution Procedure**

Students are encouraged to attempt to resolve a problem whenever possible by discussing it with the person with whom they are having the problem. Requesting an appointment with the staff or faculty member to discuss the matter in a calm and mature fashion is always the first step to trying to resolve a dispute. For example, if a student has concerns related to classroom situations or administrative actions, he/she should contact the faculty or staff member(s) with whom he/she has a conflict. It may be possible to resolve the concerns without the need for formal institutional action. However, if the problem is not resolved through this action, the student should then contact the faculty member's department chair, or the staff person's supervisor. If the problem is not resolved satisfactorily, or if it cannot be resolved by contacting the faculty/staff member(s) or their supervisor/administrator, or if the student decides for whatever reason that she or he is not able to resolve the situation in this manner, or if the student is unsure to whom the concern should be addressed, the student should proceed to the Formal Resolution Procedure.

**Formal Resolution Procedure**

A formal complaint is in writing and sets forth a statement of the issue, the University policy or procedures violated, and the specific remedy sought. The complaint must be submitted using the on-line form.

**Level 1**

Absent extraordinary circumstances, the person, normally a Dean or Director, to whom the complaint has been submitted conducts, within seven (7) business days of receiving the complaint, a formal conference with the student, permitting her or him to provide any necessary relevant information. The Dean or Director confers with the other person or persons involved and conducts an additional investigation as he or she deems necessary. Absent extraordinary circumstances, a written recommendation is sent within seven (7) business days of the first formal conference. The recommendation is sent to the student and the other involved person or persons. The written recommendation states the background information, the rationale for the recommendation, and the recommended remedy, if any. Copies of the original complaint and the written recommendation are kept in the Office of Institutional Effectiveness for a minimum of five years.

**Level 2**

If the complaint is not resolved in level 1, the student or one of the other involved parties may, with fourteen (14) business days of receipt of the level 1 recommendation, appeal to the direct supervisor of the person who wrote the recommendation. Absent extraordinary circumstances, the supervisor will review the case and render a decision to the student within fourteen (14) business days of receipt of the appeal or complaint. In cases of appeals to level 2, copies of the original complaint and the level 1 and 2 written recommendations are kept in the Office of Institutional Effectiveness for a minimum of five years.

**Level 3**

Except in the case of a complaint against the President, where the Board of Trustees has final authority, appeals of the level 2 recommendation are submitted to the President within fourteen (14) business days. The President makes the final decision. Absent extraordinary circumstances, the President's written decision is sent to the student and other parties within fourteen (14) business days of receiving the level 3 appeal. In cases of appeals to level 3, copies of the original complaint, the previous written recommendations, and the final decision are kept in the Office of Institutional Effectiveness for a minimum of five years.

**To file a complaint, please use the** Student Complaint Form

**Ohio Residents' Student Complaint Procedure**

For Ohio residents, complaints not resolved at the institutional level can be filed utilizing the Ohio Department of Higher Education's non-SARA consumer complaint procedure and online form. Contact information to the Ohio Department of Higher Education and link to the online form may be found below:

**Ohio Department of Higher Education**
25 South Front St
Columbus, OH 43215
Phone: 614.466.6000

Ohio Department of Higher Education External Link

Student complaints not resolved at the institutional level can also be submitted to the:

**Higher Learning Commission**
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
Phone: 800.621.7440

Higher Learning Commission External Link

NC SARA/Online Student Complaint Process

## 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.

## 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 9 graduate semester hours credit may be granted and a processing/recording fee may be charged. Students must be enrolled in an academic program to utilize this option. Prior Learning must be relevant to the program of study and the courses within the program. Military service does not guarantee credit.

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
- Pre-approved professional credentials
- 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.
- Prior Learning Assessment (PLA) – a portfolio that includes learning narratives and a petition for credit using a specified format may be submitted by admitted students for review. A faculty member qualified as an Ashland University PLA Assessor will review the portfolio against a Faculty Senate Prior Learning Committee approved rubric and make credit recommendations to the registrar based for qualified learning experiences. A portfolio assessment fee will be added to the student's account and must be paid prior to assessment. The PLA Coordinator assists students through the portfolio submission process.

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.

## The Writing and Communication Center (WCC) & Graduate Student Support

Graduate students (online and on-campus) can access support for any assignment that involves writing or communication through the Writing and Communication Center (WCC). The WCC 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 hold a graduate degree, are well-acquainted with writing and communication theories and have extensive experience with providing academic guidance to graduate students. 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 asynchronous appointments (not in real time) where students submit their drafts through our online scheduler, WCOnline, and receive feedback within 24-48 hours. To book an asynchronous appointment, use our online scheduler, WCOnline. Be sure to use 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 MyWCOnline.

The WCC also offers synchronous (live) appointments either in person or via Zoom. For face-to-face appointments, email wcc@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, MLA, Chicago/Turabian, or other formal style guidelines, including in-text citation and documentation
- Provide feedback on grammar and punctuation errors

Please note, however, that our graduate consultants (GCs) are NOT permitted to do the following:

- GCs cannot "fix" or correct errors--they can identify them and point you to resources for help
- GCs cannot be content experts in your discipline. They are masters-qualified experts in writing and communication theories. If you provide an assignment guide, GCs 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." Whenever appropriate, they will advise you to consult-your professor for help with that.
- GCs cannot write your work for you or serve as editors/proofreaders. They are here for your guidance and support only.
- CGs cannot be available at the last minute if you have not completed your work early enough to get feedback in a timely manner.

## Withdrawal (From a Course)

The last day to withdraw from a course is noted on the academic calendar. The withdrawal will be noted on the transcript as a "W" but not calculated in the GPA. Students should discuss the withdrawal from a course with their advisor and take into consideration possible consequences: academic, financial, or athletic. Students withdrawing from their last course must indicate whether they plan to continue their studies in the subsequent semester.

## Withdrawal Policy (Complete)

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 by clicking **this link.** 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.

## Withdrawal (Administrative)

Students may be withdrawn from the University by the Administration for financial and non-financial reasons. A student may be withdrawn from the University at the beginning of a semester if the student has a balance with the Business office. If the student is able to clear financial accounts with the University, the student may request readmission to the University for the next semester.

A student may also be withdrawn from the University at any point during the semester by the Administration for reasons which prevent the student from continuing his or her studies at the University and which at the same time prevent the student from initiating the withdrawal process. One example of this process is described in the process for a medical withdrawal (below). The withdrawal process should resemble the medical withdrawal process as closely as possible and be adequately documented.

## 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 "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).

- 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)

A candidate for graduate level degrees and programs should refer to their specific program requirements and eligibility for transfer credit policies.

## 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.

## 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.

## Accessibility Center

The Student Accessibility Center works with eligible students to ensure equal access to education and university life. It is a collaborative effort between the student, staff, faculty members and Student Accessibility Center (SAC) to facilitate access, promote inclusion on campus and provide equal educational opportunities at Ashland University.

Our office evaluates and approves reasonable accommodations for students with a disability. According to the Americans with Disabilities Act (ADA) of 1990, a disability includes any “physical or mental impairment that substantially limits one or more major life activities.” Any student with a verified disability could include physical, psychological or learning disabilities, communicative disorders or temporary injuries (e.g. concussions, broken or sprained limbs).

To establish eligibility for services and accommodations on the basis of a disability, students will engage in a process which includes gathering documentation specific to your request, completing an online form, and making an appointment with the Director of SAC to provide further information.

Accommodations based on verifiable documentation may include:

- Testing in a distraction-reduced area
- Priority registration
- Testing with extended time
- Access to assistive technology
- Providing a scribe for testing in cases of temporary injury

## 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 (non grade appeal)

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.



# Credit and Grade Policies

## 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) 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 Self Service) 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.

## 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 EdD program director(s), may determine that the student should not be allowed to continue in the program.

## 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 will need to initiate a formal grade appeal in order for the process to move forward.

**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.

Graduate Academic Affairs

# 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. Unless explicitly permitted by the instructor, the submission of Artificial Intelligence-generated content as one's original work is one such violation.
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**

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. Time frames for taking actions may be extended upon agreement of the parties.

**Section 5. Penalties and Penalty Determination**

1. 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.
2. 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:

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

3. 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**

1. The student shall have an opportunity to attend the Graduate Academic Integrity Standing Committee's hearing and refute the allegation of academic dishonesty.
2. 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.
3. 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.
4. Students may appeal a decision of the dean of the Graduate School to permanently dismiss a student from the program to the provost by submitting an appeal to the Provost's Office within ten calendar days of notification of the decision.

**Notes**

- 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 Academic Affairs

# Transfer of Credit

**Doctor of Education**

Upon admittance to the doctoral program, a student's transcripts are evaluated on an individual basis. Up to 15 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.

**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 Strategic Communication and Leadership**

Students in the Master of Arts in Strategic Communication and Leadership 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:

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

3. A student must have earned the credit hours at a regionally-accredited institution.
4. The credit hours must be graduate-level credit hours from a course in which the student received at least a B.
5. 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

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:

1. Credit hours transferred cannot have been used for another degree.
2. A student must have earned the credit hours no longer than six years prior to acceptance into the master's program.
3. A student must have earned the credit hours at a regionally-accredited institution.
4. The credit hours must be graduate-level credit hours from a course in which the student received at least a B.
5. 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

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:

1. A student must have earned the credit hours no longer than six years prior to acceptance into the master's program.
2. Credit hours transferred cannot have been used for another degree.
3. A student must have earned the credit hours at an accredited institution.
4. The credit hours must be graduate-level credit hours from a course in which the student received at least a B.
5. 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:

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

**Master of Fine Arts**

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

Graduate Academic Affairs

# Graduation and Degree Policies

## Degree Applications

Applications for degree are accepted on the following schedule.

By November 10, 2023 for December Conferral

By April 5, 2024 for May Conferral

By August 2, 2024 for August Conferral

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. Once submitted, a graduation application will remain on file with the Registrar's Office for one academic year. If additional time is needed, a student will need to reapply at that time.

## 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 May commencement ceremony. Students with an August conferral date will be published in the May 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 May commencement ceremony. Students with a December conferral date will be published in the May commencement program only. Diplomas for December graduates will be mailed after conferral.

## 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 Strategic Communication and Leadership**

Master of Arts in Strategic Communication and Leadership 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.

**Master of Science in Physician Assistant Studies**

Students must complete all requirements for the Master of Science in Physician Assistant Studies Degree within 48 months. All students are required to follow the approved program plan. Once the maximum allotted time has passed, students must reapply for admission. Any credit earned prior to readmission cannot be used toward 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.

Graduate Academic Affairs

# 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**

1. 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.
2. Campus: All property owned or leased by Ashland University.
3. 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.
4. Incident Report: The initial document setting forth facts suggesting the violation of a rule or regulation of Ashland University by a graduate student.
5. 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.
6. 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 director(s) of the Doctor of Education program, 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 Strategic Communication and Leadership 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 Physiology of Exercise Program, in the case of a Master of Science in Applied Physiology of Exercise student.

**IV. Regulations and Policies**

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

**A. Safety**

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

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

2. Harassment: Threatening to harm, intentionally harassing, hazing, stalking, coercing, intimidating, or seriously embarrassing any person through conduct that would offend a reasonable person. Any harassment because of the status of a victim as being a member of a protected class shall also be prohibited.
3. Dangerous Weapons: Possession, use, sale, or distribution anywhere on any campus or at any activity sponsored, either in whole or in part by Ashland University, of a dangerous weapon is prohibited. "Dangerous weapons" include but shall not be limited to all firearms, BB and pellet guns, knives, ammunition, explosives, fireworks and firecrackers of any type, and all other illegal weapons. No person shall carry a concealed weapon, whether under proper license or otherwise, on any campus or other property occupied by Ashland University.
4. Sexual Imposition: Engaging in sexual contact with another person when (a) the sexual contact is offensive to the victim, (b) the victim's ability to appraise the nature of or control the offender's conduct is substantially impaired, or (c) the victim is unaware of the sexual contact.
5. Drugs: Possession, use, cultivation or manufacture, sale or distribution on any campus of any drug, or drug paraphernalia, except under the direction of a licensed physician or as expressly permitted by law. Conviction of any federal, state, or local law of any drug offense is a violation of this policy.
6. Alcohol: Use and/or possession of alcoholic beverages and/or containers anywhere on any campus.

**B. Property**

1. Unauthorized possession, use, or removal: Unauthorized possession, use, or removal from a designated area of property belonging to Ashland University, any member of the University community, or any guest or vendor.
2. Destruction/Damage to Property: Destruction, damage, or defacement, including damage to technological equipment or network services belonging to Ashland University, any member of the University community, or any guest or vendor.

**C. Integrity**

1. Failure to meet financial obligations: Failure to meet financial obligations to Ashland University or giving the University a worthless check.
2. Failure to comply with requests/sanctions: Failure to follow the oral or written instructions regarding University policies or federal, state, or local laws by a properly identified University official whom the Board of Trustees or the president of the University has vested authority to give such instruction, or knowingly interfering with or obstructing students, faculty, or staff acting in the performance of their assigned duties. Cooperation with staff members in their assigned duties is expected. Failure to comply with a judicial sanction may result in suspension or dismissal.
3. Deception, Fraud, and/or Misuse of Documents/Technology: Furnishing false information to Ashland University, including, but not limited to, representing oneself as another (in writing or in person), knowingly supplying false or misleading information to University officials, unauthorized possession of an ID or false ID or falsifying, tampering, altering, forging, or misusing any University record, computer, technology, or official document.
4. Dishonesty in Judicial Matters: Dishonesty before University judicial bodies, knowingly misrepresenting verbally or in writing the nature of events or identification of persons or failing to appear before an appropriate judicial body by a complainant or witness when requested by an official member of the Judicial System.
5. Inappropriate Behavior: Disorderly conduct or an act that is morally shameful or that jeopardizes the integrity of Ashland University, any member of the University community, or any guest or vendor. Inappropriate behavior violations by persons representing Ashland University can include activities that occur off campus. Conviction of any federal, state, or local criminal statute is a violation of this policy.
6. Classroom Disruption: Activity or behavior that interferes with an instructor or faculty member's ability to teach or a student's ability to learn. The instructor or faculty member retains latitude in determining whether activity or behavior is disruptive.

**D. Accessory Responsibility**

Aiding, abetting, inciting, or cooperating with another person in the commission of a violation of regulations. All members of the University community have the responsibility for enforcing rules and reporting violations. Any individual, when University policies are being violated, is subject to the same disciplinary action as the violating party. Students are responsible for the behavior of their guests.

**E. Traffic, Parking, and Vehicle Operation**

Any person operating a motor vehicle on Ashland University property, or any campus, will be responsible for complying with University vehicle and parking regulations. Persons found to be in violation of such regulations may be ticketed and/or subject to judicial action in accordance with the severity of the offense.

**F. Academic Integrity**

Please see the Academic Integrity Policy in this catalog.

**V. Student Rights**

Please see Ashland University's Student Handbook.

Those rights are incorporated by reference herein.

**VI. Complainant's/Victim's Rights**

Please see Ashland University Student Handbook. Those rights are incorporated by reference herein.

**VII. Judicial Process**

1. 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.

2. 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.

3. 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.

4. 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.

5. Judicial Committee Hearing

- *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.

- *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.

- *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.

- *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.

- *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**

1. 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.

2. 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.

3. 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.).

4. 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.

5. 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.

6. 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.

7. 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.

8. Removal of Property

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

9. 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.

10. 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.

**XI. Exclusions**

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

**XII. Amendments**

The University reserves the right to amend this Code from time to time.

# Library and Research Resources

**Library and Research**

https://www.ashland.edu/library

Located near the center of the Ashland University Campus, the Robert M. & Janet L. Archer 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 online catalogs. The combined holdings of both libraries include over 850,000 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. Dedicated to student success, the library features the Instructional Resource Center, the Bernice Faber Baker Active Learning Lab, the Harold E. Andrews Collection of Special and Rare Books, and the Leo and Laura Thomas Numismatic Center. Also housed in the library building are student-centered departments, including the Writing and Communications Center, the Center for Academic Support & Tutoring Center, the Career Center for Life Calling, Lyceum Cafe, XR Conference Room & Wellness Space, and a 135-seat lecture room.

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, chat service, and by e-mail. Instructional classes are held in the Active Learning Lab, 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 Robert M. & Janet L. Archer Library. Its collection, Library of Congress Classification L - education, juvenile and young adult literature, and the IRC collections, support the teaching programs and curriculum of the Dwight Schar College of Education.

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

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

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

# International Programs

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

## Office of International Student Services

At Ashland University, the presence of international students enhances the educational experience. These students bring new perspectives through participation in classroom and extracurricular activities. Staff members of the Office of International Student Services 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

https://www.ashland.edu/study-abroad

The Study Abroad Office at Ashland offers unique, affordable programs that focus on core classes so a student of any major can participate. Past study abroad students describe it as one of the most powerful transformational experiences in their lives. Learning about art in Italy. Studying WWII in Germany. Touring the Nike & Converse plants in Amsterdam. These experiences dramatically increases students' cultural awareness, enhances their problem-solving skills, and builds their confidence and independence.

## Semester and Summer Programs

Ashland University has pre-approved programs in more than 38 countries. You receive credit for courses taken abroad that advance your academic program.

## Japan Exchange Program

*Fall or spring semester*

Spend a semester or academic year studying at Kansai Gaidai University in Osaka, Japan for the same tuition cost as AU. Major, minor and core courses are pre-approved.

## Faculty-Led Tours

*1 - 3 Weeks*

Each year, Ashland University coordinates faculty-led tours to locations all over the world. You will accompany one or more faculty members as they explore a focused topic, using the destination as the classroom. Past programs have traveled to Arizona, Austria, Belgium, China, Costa Rica, England, France, Germany, Greece, Hong Kong, India, Ireland, Israel, Italy, Massachusetts, Mississippi, the Netherlands, South Africa and Spain.

## Student Teaching Abroad

*7 Weeks*

The College of Education offers students the opportunity to complete their final student teaching requirement abroad. You will be assigned to a school that uses 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**

https://seminary.ashland.edu/

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**

Yvonne Glass, Interim Dean of the Seminary

**Faculty & Administrators with Faculty Status**

David W. Baker, Professor of Old Testament and Semitic Languages

John Byron, Professor of New Testament

Brenda Colijn, Professor Emeritus 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, Associate Professor of Counseling, Executive Dean of the Seminary

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

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 Emeritus of Counseling

**Seminary Dean's Cabinet**

Laura Bedocs, Seminary Registrar

Yvonne Glass, Interim Dean of the Seminary

L. Daniel Hawk, Professor of Old Testament and Hebrew

**Administration**

Laura Bedocs, Seminary Registrar

Yvonne Glass, Executive Dean of the Seminary

Renee Johnson, Professional Advisor

**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: Master of Arts in Applied Bible and Theology; Master of Arts (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 Office of Recruitment at (419) 289-5170.

CLEVELAND, OH - Students can complete the Master of Arts in Black Church Studies, Master of Divinity and the Master of Arts in Christian Ministries at the 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 6393 Oak Tree Boulevard S, Independence, OH 44131. For further information, contact For further information, contact the Ashland Theological Seminary Office of Recruitment at (419) 289-5170.

COLUMBUS, OH –Students can complete the Master of Arts in 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 8050 N. High St., Suite 190, Columbus, OH 43235. For further information, contact the Ashland Theological Seminary Office of Recruitment at (419) 289-5170.

Online (ONL) – Students are able to complete the full Master of Arts (Biblical Studies), Master of Arts (Historical and Theological Studies), Master of Arts in Applied Bible and Theology, Master of Arts in Black Church Studies, Master of Arts in Christian Ministries, and the Master of Divinity Online. For further information, contact the Office of Recruitment at (419) 289-5170.

Students are able to complete all seminary degrees except Master of Arts in Clinical Mental Health Counseling and Doctor of Ministry either online, or through a combination of course delivery methods. For further information, contact the Ashland Theological Seminary Office of Recruitment at (419) 289-5170.

# Ashland University Centers

**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**

Dr. Craig Hovey

chovey@ashland.edu

**Assistant Director**

Elizabeth Buttil

ebuttil@ashland.edu

For more information, please visit our website at: https://www.ashland.edu/ashland-center-nonviolence

or contact us at: 419-289-5313

**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

**The Writing and Communication Center (WCC)**

The Writing and Communication Center (WCC) is a free service available to all Ashland University students in any major and discipline. Students can receive one-on-one feedback from a trained communication coach or a graduate consultant on any project that involves communication—essays, presentations, research projects, lab reports, digital productions, and much more. When working with students, coaches and consultants approach communication as a complex and individualized process. The WCC's primary objective is to help undergraduate and graduate students become more aware, autonomous, and confident communicators.

All undergraduate appointments are offered synchronously (live). Students can choose between in-person or Zoom appointments. To book an appointment, visit https://ashland.mywconline.com (you will need to create an account the first time you use the scheduler).

For graduate and fully online students, our default type of appointment is conducted asynchronously. In other words, appointments are made through our online scheduler (WCOnline) where students can attach a draft to the appointment. Then, within 24-48 hours of the scheduled appointment, one of our consultants reviews their draft and returns feedback via email. We also offer synchronous (live) graduate appointments in person or via Zoom upon request. To schedule an asynchronous appointment, go to https://ashland.mywconline.com (be sure to create an account the first time you use WCOnline). To schedule a synchronous (live) in-person or Zoom appointment, please email us at wcc@ashland.edu.

For more information, please visit our website at: https://www.ashland.edu/writing-and-communication-center

**Director**

Mohsine Bensaid
mbensaid@ashland.edu
419-289-5156

If you have any questions or concerns, please email wcc@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

- 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 of the Center for Innovation and Teaching Excellence (CITE)**

Elise Riggle

For more information about the Center for Innovation and Teaching Excellence, please email au-cite@ashland.edu.

**Director of Faculty Development**

Dr. Sharleen Mondal

# eAshland

**eAshland**

https://www.ashland.edu/eashland/

**Dean:** Dr. Shawn Orr

**Mission Statement**

eAshland is dedicated to the development and implementation of non-credit training and certificates, professional learning opportunities, and the growth of for-credit distance, hybrid, and technology-enhanced instruction. By removing structural barriers, we promote the growth and diversity of the community at Ashland University. By providing unique educational experiences for learners from high school through retirement, we foster a culture of life-long learning.

**General Admissions Procedures for Online Programs**

See Online Undergraduate Admissions Procedures and Graduate School Admissions Procedures for complete details. Complete the appropriate online application under "Graduate, Online, and Adult" at https://apply.ashland.edu/apply/.

**Administration**

Elise Riggle, Director of Center for Innovation and Teaching Excellence and Instructional Design Services.

Carla Coon, Director of College Credit Plus.

Stephanie Meeks, Director of the Office of Workforce Development

Jim Powell, Executive Director of Professional Learning

Michelle D'Ambrosio, Telego Center Manager

Samantha Brenes, Online Support & Testing Center Manager

**LearnAU**

Ashland University's LearnAU team works with faculty to create remarkable teaching and learning experiences by enabling faculty to flourish and students to succeed. Using diverse learning tools, assets, and strategies to design positive learning solutions, we partner with faculty, subject matter experts, and students to build and continuously improve online, hybrid, and face-to-face courses at Ashland University and to inspire and educate teachers and learners alike.

**Director:** Elise Riggle

Dr. Charles Piscitello

David Grimes

Katharine Major

**College Credit Plus (CCP) / Dual Enrollment (DE)**

Through Ashland University'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.

**College Credit Plus Director:** Carla Coon

**College Credit Plus Manager:** Heather McKay

**Admission Requirements:**

Admission to the CCP program will be granted to the student who satisfies the requirements of either pathway below.

CCP admission does not guarantee placement in any course. Students must be able to meet all placement and prerequisite guidelines.

**Pathway 1: Traditional Admission:**

Minimum 2.50 unweighted cumulative* HS GPA, plus one of the following assessment scores:

- 18 ACT Composite
- 970 SAT

Or ONE of the following Accuplacer scores: 250 Reading, 263 Writing, 263 Quantitative Reasoning, Algebra and Statistics (QAS)

**Pathway 2: Test-Optional Admission**:

- Minimum 3.00 unweighted cumulative* high school GPA or
- 2.85 – 2.99 GPA unweighted cumulative* high school GPA with grades of "A" or "B" in the relevant coursework areas.

AU defines the **relevant coursework areas** as math, English, science, and social studies.

*A **cumulative** high school GPA must include at least one **final** grade in **each** of the relevant coursework areas.

Students who have not yet earned a final grade in each of the relevant coursework areas must currently have As and Bs only in those areas and take the Accuplacer Reading exam. A copy of the student's grade card with grades for all the grading periods for the current school year to date should be sent **by the school** to **collegecreditplus@ashland.edu**.

**Office of Workforce Training and Development**

**Mission**

Established to serve the needs of the Ohio economic community, the Office of Workforce Training and Development at Ashland University offers industry-driven, non-credit courses, programs, and certifications to support both workforce training demands and individuals looking to enhance and grow their professional careers or personal lives.

**Director:** Stephanie Meeks

**Professional Learning Services**

**Mission**

The mission of Ashland University's Professional Learning 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 Learning Services, Main Campus

Courtney Kessler, Director of Professional Learning Services, Columbus Center

David Silverberg, Director of Professional Learning Services, Massillon Center

Gayle Niehaus, Director of Learning Development Services, Southwest Center

Dee Basinger, Director of Professional Learning, Northwest Center

**Telego Center for Educational Improvement**

**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.

**Manager:** Michelle D'Ambrosio

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.

**The Gill Center for Business and Economic Education and Outreach Programs**

**Mission**

One of the building blocks of a free society is a market economy where individual choice is valued and individual effort is rewarded. These concepts imply responsibility both for oneself and for one's 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 and the Council for Economics.

**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 to 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.

**Academic Research and Development Collaborative**

This ideation group includes faculty and staff who collaborate for the purpose of collecting, synthesizing, and creating new learning opportunities for all Ashland University constituencies.

**Testing Center**

The Ashland University Testing Center provides institutional, instructional, professional, and assessment testing and services for students, departments, and the community.

**Manager**: Samantha Brenes

**Acadeum**

On a very limited basis, Ashland University offers online course options through Acadeum, a consortium of other campuses across the country. Courses taken through Acadeum are considered institutional credit and impact a student's GPA and graduation requirements in the same way an AU course does. Registration for any Acadeum course is initiated by a student's academic advisor and subsequently approved by the appropriate department chairperson as well as the host institution and Ashland University. There is no pre-approved list of course options.

**Manager**: Dr. Shawn Orr

**The 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.

For more information about the Center for Innovation and Teaching Excellence, please email au-cite@ashland.edu or contact Elise Riggle at 419-289-5885.

# Honors Program

**Honors Program**

https://www.ashland.edu/honors-program

**Professional Staff**

Jeffrey D. Weidenhamer, Director, Trustees' Distinguished Professor of Chemistry

Megan Sherar, 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 20-22 students per section and taught by some of the best professors at Ashland University. The Honors Interdisciplinary Seminar develops the Honors students' critical thinking and communication skills, building 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 or research project 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 3.6 or above. Test scores are not required for admission, but incoming students who submit test scores typically have 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 are interviewed by 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. 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.

**Continuation/Graduation Requirements**

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 academic year; 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 academic year 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.

It is recommended that an Honors student complete at least 1-2 Honors Core courses by the end of the first year in the Honors Program, 3 Honors Core courses by the end of the second year in the Honors Program, enroll in Honors 310 during the junior year, and work on the Honors Capstone Project during the 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.

**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 judged 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 officially begins 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 submit an Independent Study Request form through Etrieve on the AU Portal 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, Honors students 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 on Etrieve, 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 should be submitted to the Honors Program Director when the student registers for classes, and 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 on Etrieve prior to the enrollment in HON 201 and the beginning of the project. This contract 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 from the Honors Program Coordinator, 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 to waive the Honors Elective. 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 Core Requirements**

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. Honors students are required to complete Honors core courses in four different areas of the core. Students who begin in the Honors Program having already completed 4 of these 8 core areas 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 areas 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. Because these courses can substitute for the Core courses that all students are required to take, the Honors core course requirements should not add to the hours required of students to complete their degree.

Honors designated core courses will be capped at 20-22 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. Honors students in good standing after their first year are able to take up to 21 credit hours per semester without additional fees.

| 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<br>(choose 4 diff. areas)<br>(logic/math, religion, communication, natural sciences, humanities, aesthetics, historical reasoning, social sciences) | 12 | Honors or Permission |
| **Honors Elective:**<br>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.

**Courses and Descriptions**

See HON Courses

# Department of Art & Design

**Art**

**Department of Art & Design**

**The College of Arts and Sciences**

**Chair**

Dan McDonald, Associate Professor of Art

**Faculty**

Katherine Brown, Professor of Art

Keith Dull, Professor of Art

Wendy Schaller, Associate Professor of Art

Michael Bird, Assistant Professor of Art

Cynthia Petry, Assistant Professor 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, and art education. 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.

**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, graphic design, 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.

**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

**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 Art Course Descriptions.

# Associate of Arts with a concentration in Art

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| ART 134 2-D Design | 3 | None |
| ART 135 3-D Design | 3 | None |
| ART 141 Drawing I | 3 | None |
| ART 206 Digital Imaging | 3 | ART 134 |
| Art History electives | 6 | None |
| **Complete 3 of the following:** | 9 | |
| ART 211 Ceramics I | (3) | None |
| ART 231 Graphic Design I | (3) | ART 206 or ART 160E |
| ART 242 Drawing II | (3) | ART141 |
| ART 245 Illustration I | (3) | ART 134 and ART 242 |
| ART 261 Painting I | (3) | None |
| ART 271 Printmaking I | (3) | None |
| ART 281 Sculpture I | (3) | None |
| **Total Hours** | **27 hrs.** | |
| **Institutional Core Requirements:** | | |
| Communication Course | 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 | |
| **Total Core Hours** | **36 hrs.** | |

*To earn an Associate's degree through Ashland University, a student must earn at least 60 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ART Courses

# Bachelor of Arts with a major in Fine Art (minor required)

**Bachelor of Arts with a major in Fine Art (minor required)**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Art Foundations Sequence:** | | |
| ART 134 2-D Design | 3 | None |
| ART 141 Drawing I | 3 | None |
| ART 242 Drawing II | 3 | ART 141 |
| ART 206 Digital Imaging | 3 | ART 134 |
| ART 135 3-D Design | 3 | None |
| ART 256 Western Art History I | 3 | None |
| ART 257 Western Art History II | 3 | None |
| ART 497 Senior Seminar/Exhibition | 1 | Sr. Status |
| **Art Foundations Sequence Total Hours** | **22 hrs.** | |
| **Choose one track: Studio or Art History** | | |
| *Studio Track* | | |
| **Studio Concentration:** | 12 | |
| Ceramics | (12) | |
| Digital Art | (12) | |
| Graphic Design* | (12) | |
| Illustration | (12) | |
| Painting | (12) | |
| Printmaking | (12) | |
| Sculpture | (12) | |
| Intro. Studio Electives (200-level) | 6 | |
| ART 390 Topics in Studio Art | 6 | |
| Art History Elective (300-level or above) | 6 | |
| ART 495 Contemporary Art and Issues | 3 | Jr. Status |
| PHIL 318: Topics in Philosophy | 3 | PHIL 104, 110, 215, or Art major |
| *Language Requirement | 6 | |
| ART 293/393/493 Art Internship | 0-6 | |
| **Total Hours** | 64-70 hrs. | |
| *Art History Track* | | |
| Intro. Studio Electives (200-level) | 9 | |
| ART 390 Topics in Studio Art | 6 | |
| Art History Elective (300-level or above) | 15 | |
| ART 495 Contemporary Art and Issues | 3 | Jr. Status |
| PHIL 318: Topics in Philosophy | 3 | PHIL 104, 110, 215, or Art major |
| Language Requirement | 6 | |
| ART 293/393/493 Art Internship | 0-6 | |
| **Total Hours** | 64-70 | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*Language requirement: Up to the intermediate level in modern or ancient language: 0-6 credits

**To earn a Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ART Courses

See PHIL Courses

# Bachelor of Fine Arts with a comprehensive major in Fine Arts

**Bachelor of Fine Arts with a comprehensive major in 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.

Students will choose a Studio Concentration from following areas: ceramics, digital art, painting, printmaking, illustration, graphic design, or sculpture.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Art Foundations Sequence:** | | |
| ART 134 2-D Design | 3 | None |
| ART 141 Drawing I | 3 | None |
| ART 242 Drawing II | 3 | ART 141 |
| ART 206 Digital Imaging | 3 | ART 134 |
| ART 135 3-D Design | 3 | None |
| ART 256 Western Art History I | 3 | None |
| ART 257 Western Art History II | 3 | None |
| ART 497 Senior Seminar/Exhibition | 1 | Sr. Status |
| **Art Foundations Sequence Total Hours:** | **22 hrs.** | |
| **Studio Concentration*:** | | |
| Studio Concentration I | 3 | None |
| Studio Concentration II | 3 | Studio Concentration I |
| Studio Concentration III | 3 | Studio Concentration II |
| Studio Concentration IV | 3 | Studio Concentration III |
| Studio Concentration V | 3 | Studio Concentration IV |
| Intro. Studio Electives (200-level) | 9 | |
| ART 390 Topics in Studio Art | 9 | |
| Art History Electives | 9 | |
| ART 491 BFA Capstone | 1 | Sr. Status |
| ART 495 Contemporary Art and Issues | 3 | Jr. Status |
| PHIL 318 Topics in Philosophy | 3 | PHIL 104, 110, 215 or Art Major |
| **Language Requirement | 3 | |
| ART 293/393/493 Art Internship | 0-6 | |
| **Total Hours:** | **74-80 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*Courses used to complete the Studio Concentration may not be used to complete the Studio electives.

*** Language requirement: At least one class in a modern or ancient language: 3 credits. Students may have 3 credits waived through approved travel with completion of “CCI” narrative, as approved by the department chair.

***To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ART Courses

See PHIL Courses

# Bachelor of Science in Education with a comprehensive major in Art, Multi-Age (PreK-12)

**Bachelor of Science in Education with a comprehensive major in Art, Multi-Age (PreK-12)**

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.

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 must complete at least one studio class in the following areas: Ceramics, Digital Art, Painting, Printmaking, or Sculpture. This may be completed as part of the studio concentration or within the studio electives.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Art Foundations Sequence:** | | |
| 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 206 Digital Imaging | 3 | ART 134 |
| ART 256 Western Art History I | 3 | None |
| ART 257 Western Art History II | 3 | None |
| ART 497 Senior Seminar/Exhibition | 1 | Sr. Status |
| **Art Foundations Sequence Total Hours** | **22 hrs.** | |
| Studio Concentration (Choose One): painting, ceramics, printmaking, sculpture, illustration, graphic design, or digital art | 12 | |
| Intro. Studio Electives (200-level) | 9 | |
| ART 390 Topics in Studio Art | 6 | |
| Art History Elective | 6 | |
| ART 495 Contemporary Art and Issues | 3 | Jr. Status |
| PHIL 318 Philosophy of Art | 3 | Phil 104, 110, 117, or 215 recommended |
| ART 221 Art Ed. Theories & 3 Pract. | 3 | None |
| ART 432 Teaching Art, Grades 7-12 | 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 |
| READ 350 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 |
| **Total Hours** | **98 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn a Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ART courses

See PHIL courses

See EDFN courses

See EDIS courses

See EDCI courses

See PSYC courses

See READ Courses

# Minor in Art History

**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 History Electives (300-level or higher)** | **(12)** | |
| ART 350 Topics in Art History | (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 |
| **Total Hours** | **18 hrs.** | |

**Courses and Descriptions**

See ART Courses

# Minor in Studio Art

**Minor in Studio Art**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| ART 134 2-D Design | 3 | None |
| ART 135 3-D Design | 3 | None |
| Any 300-level Studio Class | 3 | |
| **Choose one:** | 3 | |
| ART 140 Fundamentals of Drawing | (3) | None |
| ART 141 Drawing I | (3) | None |
| **Choose one:** | 3 | |
| ART 206 Digital Imaging | (3) | ART 134 |
| 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:** | 6 | |
| Ceramics | (6) | |
| Digital Art | (6) | |
| Graphic Design* | (6) | |
| Illustration** | (6) | |
| Painting | (6) | |
| Printmaking | (6) | |
| Sculpture | (6) | |
| **Total Hours** | **24 hrs.** | |

*Requires ART 206: Digital Imaging

**Requires ART 134: 2-D Design, ART 141: Drawing I, ART 242: Drawing II

**Courses and Descriptions**

See ART Courses

# Biology

## Department of Biology/Toxicology

## The College of Arts and Sciences

**Chair**

Paul Hyman, Professor of Biology

**Faculty**

Soren Brauner, Professor of Biology

Mason Posner, Professor of Biology, Trustees' Professor

Patricia A. Saunders, Professor of Biology

Andrew J. Trimble, Associate Professor of Biology/Toxicology

Randi Depp, Assistant Professor of Biology

Cynthia Perkovich, Assistant Professor of Biology

Robin Sikut, Lecturer in Biology

Susan Harrington, Adjunct Assistant Professor

Tracy Frankowski, Adjunct Professional Instructor

Mary Garchar, Adjunct Professional Instructor

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 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, CO2 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 one of our partner programs at the Akron Children's Hospital or 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.

**Biology Courses and Descriptions**

See Course Descriptions section of catalog

# BS with a comprehensive major in Biology

**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* (Calculus and/or Statistics Recommended) | 6-10 | |
| **Total Biology Core Hours** | **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 |
| CHEM 429/429L 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 Methods in Biology | (4) | BIO 202 |
| 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 | |
| **Total Hours** | **60 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| Social Sciences | 6 | |
| Aesthetics | 6 | |
| **Total Core Hours** | **45 hrs.** | |

*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.

***To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

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.

**Courses and Descriptions**

See List of Institutional Core Courses

See BIO Courses

See CHEM Courses

# BS with a Comprehensive Major in Biology - Forensic Biology Concentration

**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 |
| **Total Biology Core Hours** | **26 hrs.** | |
| **FORENSIC BIOLOGY TRACK** | | |
| BIO 234 Forensic Science | 3 | 4 hrs. BIO., 4 hrs. CHEM |
| BIO 428 Molecular Biology | 4 | BIO 303 |
| CHEM 308 Organic Chemistry II | 3 | CHEM 307 |
| CHEM 308L Organic Chem. II Lab | 1 | CHEM 307 |
| CHEM 320 Quantitative Analysis | 4 | CHEM 104 |
| CHEM 429 Biochemistry | 3 | CHEM 307 |
| CHEM 429L Biochemistry Lab | 1 | CHEM 307 |
| 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 Applied Calculus I | (3) | 2 yrs. H.S. Alg.; 1 yr. H.S. Geom. |
| OR | | |
| MATH 205 Calculus I | (5) | MATH 111 or Equiv. |
| MATH 108 Introductory Statistics | (3) | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **68-72** | |
| **Institutional Core Requirements:** | | |
| Communication Course | 3 | |
| Critical Cultural Inquiry (CCI) | 3 | |
| Math/Logic course | 3 | |

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| Religion course | 3 | |
| Historical Reasoning course | 3 | |
| Composition | 6 | |
| Natural Science | 6 | |
| Humanities | 6 | |
| Social Sciences | 6 | |
| Aesthetics | 6 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

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.

**Courses and Descriptions**

See List of Institutional Core Courses

See BIO Courses

See CHEM Courses

See CJ Courses

See MATH Courses

# BS with a Comprehensive Major in Biology - Medical Laboratory Science Concentration

**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 |
| 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 |
| CHEM 429/429L Biochemistry (with lab) | 4 | CHEM 307 |
| MATH 108 Introductory 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 |
| **Total Hours** | **45 hrs.** | |
| **Total major credit:** | **95-97 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| Aesthetics | 6 | |
| **Total Core Hours** | **45 hrs.** | |

*Recommended elective courses include Cell Biology, Quantitative Analysis, Instrumental Analysis, Physics, Management and/or Education, and Computer Science.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Requirements

See BIO Courses

See CHEM Courses

See MATH Courses

# BS with a Comprehensive Major in Toxicology

**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 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 | |
| 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 |
| CHEM 429 Biochemistry | 3 | CHEM 307 |
| CHEM 429L Biochemistry Lab | 1 | CHEM 307 |
| **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) | Jr. or Sr. status, Bio/Tox. Major |
| **Specific Math Courses for biology:** | 6-8 | |
| MATH 201 Applied Calculus I | (3) | 2 yrs. H.S. Alg.; 1 yr. H.S. Geom. |
| **OR** | | |
| MATH 205 Calculus I | (5) | MATH 111 or Equiv. |
| MATH 108 Introductory Statistics | (3) | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **72-74 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

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.

**Courses and Descriptions**

See List of Institutional Core Courses

See BIO Courses

See CHEM Courses

See MATH Courses

# BS in Education with comprehensive major in Integrated Science (Grades 7-12)

**Bachelor of Science in Education with comprehensive major in Integrated Science (Grades 7-12)**

See listing in Chemistry.

# BS in Education with a comprehensive major in Biology (Life Science Licensure) Grades 7-12

**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 |
| CHEM 103 General Chemistry I | 4 | H.S. Chem.; 3 yrs. H.S. math |
| CHEM 104 General Chemistry II | 4 | CHEM 103 |
| MATH 108 Introductory 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 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 |
| **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 |
| READ 350 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 |
| **Total Hours** | **92-94 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*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.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See BIO Courses

See CHEM Courses

See EDFN Courses

See EDIS Courses

See EDCI Courses

See GEOL Courses

See MATH Courses

See PHYS Courses

See PSYC Courses

See READ Courses

# Minor in Biology

**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 | |
| **Total Hours** | **25-27 hrs.** | |

**Courses and Descriptions**

See BIO Courses

See CHEM Courses

See MATH Courses

# Business and Economics

**Business and Economics**

**Richard E. and Sandra J. Dauch College of Business and Economics**

**Interim Dean**

Lance Kaltenbaugh

**Associate Dean**

Lance Kaltenbaugh, Associate Professor of Sport Management

**Administrative Staff**

Carrie Hartsel, Internship and Experiential Learning Coordinator, COBE Operations Manager

Tara Mowry, Administrative Assistant to the Dean

Tom Sudow, Director, Burton D. Morgan Center for Free Enterprise & Entrepreneurship

**Faculty by Department**

**Accounting/Management Information Systems**

Chair: Tim Hinkel, Associate Professor of Accounting

J. David Lifer, Professor of Management Information Systems

Victoria L. Kaskey, Associate Professor of Accounting

B. Sue Mullen, Lecturer of Accounting

**Economics/Finance**

Chair: Jeffrey Russell, Associate Professor of Economics

Paul Holmes, Associate Professor of Economics

Nikita Lopatin, Associate Professor of Finance

Mark A. Nadler, Associate Professor of Economics

Dennis Witherspoon, Associate Professor of Finance

**Administration/Management/International Business/Entrepreneurship/Manufacturing Management/Supply Chain Management**

Interim Chair: Nikita Lopatin, Associate Professor of Finance

Sivakumar Venkataramany, Professor of International Business

Rebecca Schmeller, Associate Professor of Management

Robert Stoll, Associate Professor of Management

Daniel W. Sullivan, Associate Professor of Entrepreneurship

Joan Berry Kalamas, Lecturer of Management

Doug Hartshorn, Lecturer of Management

Willy Ugaz Sanchez, Visiting Professor of Industrial Engineering and Supply Chain Management

**Marketing/Fashion Merchandising & Brand Management/Sport Management**

Chair: Laura Kruger, Assistant Professor of Marketing

Kenneth Brubaker, Associate Professor of Sport Management

Alison Rossi, Assistant Professor of Fashion Merchandising & Brand Management

**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 Association to Advance Collegiate Schools of Business (AACSB) in March 2024. Previously, the college was accredited through the Accreditation Council for Business Schools and Programs (ACBSP), beginning June 1993. 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 internationally 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, alongside its esteemed Dauch College of Business and Economics, has been granted business accreditation by the Association to Advance Collegiate Schools of Business (AACSB).

**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 Ashland Finance Club (AFC); The Association for Supply Chain Management (ASCM); Eagle Investment Group; Eagle Entrepreneurs; Eagle Marketing; Fashion in Action Organization (FAO); Institute of Management Accountants (IMA); Sport Business Club (SBC); Society for Human Resource Management (SHRM); and Beta Gamma Sigma honor society (see below).

**Student Honor Societies**

Students who excel in business administration are eligible for membership in Beta Gamma Sigma, an international honor society in business. The society honors undergraduate students who have completed at least the first term of their 2nd/Sophomore year and rank in the top 10 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 and rank within the top 20 percent of their college class.

Omicron Delta Epsilon, the international honor society for economics, is open to Economics majors and minors who have completed at least 12 hours of economics with a GPA of 3.25 or above, and with a cumulative GPA of 3.25 or above. Eligible students are contacted in early spring each year.

**Opportunities for Global Study**

There are programs for summer and semester-long study abroad specifically for business students. 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.

**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.

Ashland University's Accounting program is intended to prepare students to take the CPA exam in the State of Ohio. AU's program does NOT qualify students for licensure or certification in any other State or Territory. If a student's permanent residence is in a state or territory other than Ohio, they can only enroll in the Accounting program if they agree that, upon graduation, they intend to seek employment in Ohio. Out-of-State Students states should meet with their advisors to sign a formal attestation form.

Those planning to take the CPA exam in the state of Ohio must complete at least 120 credit hours of undergraduate-coursework to sit for the exam that includes 30 credit hours of accounting courses and 24 credit hours of non-accounting business courses. To obtain licensure, CPA candidates must either take an additional 30 semester hours of graduate coursework beyond the 120-hour requirement, or complete an extra year of experience beyond the 1-year requirement for those with a Master's degree.

**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 Analytics**

The Business Analytics program equips students with data analytics and business intelligence (BI) skills, a broad category of analytical techniques, technologies and applications, and apply them to analyze, understand and interpret data. Business analytics searches for new insights and patterns in the data to improve organizational performance based on statistical methods. The major's primary focus is on analyzing industry data using industry-standard statistical software and technical communication skills.

**Student Learning Outcomes for Business Analytics:**

1. Prepare data for analysis.
2. Conduct statistical analysis and make recommendations appropriate for management decision-makers.
3. Present analytical results understandable to a non-technical audience.

**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. Identify how price is formed as a means of allocating scarce resources in a market economy.
2. Identify and analyze major models of the economy.
3. Identify the role of government in a market economy and evaluate the effects of government policies.
4. Develop tools that can be used to measure outcomes in markets and the economy.
5. Explain how businesses use information to make price and output decisions and to maximize profit

**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 & Brand Management**

This Fashion Merchandising & Brand Management 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 & brand management majors also focus on competency of experiential learning and working in teams.

**Student Learning Outcomes for Fashion Merchandising & Brand Management:**

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.

**Industrial and Systems Engineering**

Industrial engineering is the application of math and science technologies to benefit people and improve society. Industrial engineering offers students a base of traditional engineering courses which emphasize areas such as simulation modeling, engineering database systems, quality assurance, logistics and supply chain management, operations research, and facilities planning. Students integrate the knowledge acquired in these courses in a capstone design project.

Industrial engineers work in manufacturing firms, hospitals, banks, public utilities, transportation, government agencies, insurance companies, and construction firms. Some of the projects they undertake are: development and implementation of a quality-control system; analyses to improve processes and make operational decisions; and improve efficiency, productivity, and development of computer systems for information control.

**Student Learning Outcomes for Industrial and Systems Engineering:**

1. Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. Identify and analyze major models of the economy.
3. Communicate effectively with a range of audiences.
4. Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. Acquire and apply new knowledge as needed, using appropriate learning strategies.

**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.

---

**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.

---

**Courses and Descriptions**

See ACCT Courses

See BUS Courses

See CIS Courses

See ECON Courses

See ENTP Courses

See FIN Courses

See FMBM Courses

See HSM Courses

See MBA Courses

See MGT Courses

See MIS Courses

See MKT Courses

See SCM Courses

See SMG Courses

# 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 108 Introductory 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 |
| **Total Hours** | **33 hrs.** | |
| **Institutional Core Requirements:** | | |
| Communication Course | 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 | |
| **Total Core Hours** | **36 hrs.** | |

*To earn an Associate's degree through Ashland University, a student must earn at least 60 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ACCT Courses

See ECON Courses

See FIN Courses

See MATH Courses

See MGT Courses

See MIS Courses

See MKT Courses

# BA with a major in Business Administration (Offered on-campus and online)

**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.)

| 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 108 Introductory 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 |
| **Total Hours** | **37 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ACCT Courses

See ECON Courses

See FIN Courses

See MATH Courses

See MIS Courses

# BS with a Comprehensive Major in Industrial & Systems Engineering

**Bachelor of Science with a Comprehensive Major in Industrial & Systems Engineering**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| IE 201 Engineering Management | 3 | None |
| IE 202 Engineering Economic Analysis | 3 | MATH 205, ECON 232 |
| IE 203 Principles of Engineering | 3 | None |
| IE 205 Introduction to Information Systems Engineering | 3 | None |
| IE 303 Productivity Analysis | 3 | IE 205, MATH 317 |
| IE 304 Facility Layout and Material Handling | 3 | MATH 317, MFG 201 |
| IE 305 Human Factors Engineering | 3 | IE 201, MATH 317 |
| IE 401 Statistical Testing and Regression | 3 | IE 202, MATH 317 |
| IE 402 Design of Experiments and Quality Assurance | 3 | IE 303, 401 |
| IE 403 Statics and Dynamics | 3 | IE 304 |
| IE 405 Stochastic Methods | 3 | IE 401 |
| IE 406 Simulation Modeling | 3 | IE 401 |
| IE 407 Senior Project | 3 | Senior Status |
| CHEM 103 General Chemistry | 4 | H.S. Chem., 3 yrs. H.S. Math |
| ECON 232 Principles of Microeconomics | 3 | None |
| MFG 201 Manufacturing Processes | 3 | None |
| MFG 310 Electrical Circuits & Devices | 3 | MATH 108 or 205 |
| MATH 205 Calculus I | 5 | MATH 111 or Equivalent |
| MATH 206 Calculus II | 5 | MATH 205 |
| MATH 223 Discrete Mathematics I | 3 | 3 yrs. H.S. College Prep Math |
| MATH 250 Mathematical Proof | 1 | MATH 223 |
| MATH 305 Calculus III | 4 | MATH 206 |
| MATH 307 Linear Algebra | 3 | MATH 202, 206, or 224 |
| MATH 308 Operations Research | 3 | MATH 224, 230, 305, or 307 |
| MATH 313 Differential Equations | 3 | MATH 305 |
| MATH 317 Probability | 3 | MATH 223, 250; MATH 202, or 206 |
| PHYS 205 University Physics I | 5 | MATH 206 |
| PHYS 206 University Physics II | 5 | PHYS 205 |
| **Total Hours** | **92 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See CHEM Courses

See ECON Courses

See IE Courses

See MFG Courses

See MATH Courses

See PHYS Courses

# BS in Organizational Leadership and Development

**Bachelor of Science in Organizational Leadership and Development**

The Bachelor of Science in Organizational Leadership and Development prepares students to understand the philosophical, theoretical, and practical nature of a variety of social organizations with a view toward entry-level employment as key personnel who can lead, develop, plan, train others, and assess a range of professional tasks necessary for success in broadly diverse organizational contexts. The philosophy underlying this program is derived from adult learning theory that adults are uniquely motivated internally as they move through a range of life stages and phases and that their life experiences are unique resources to develop personal agency, critical thinking ability, and reflective practices suitable for leadership in a wide range of professional and vocational situations. The program seeks to harness the unique contributions of the university's Liberal Arts core—and its long history of association with adult learning—and a minor in Ethics, drawn from the departments of Philosophy and Religion, to foster the development of leaders for a diverse organizational context.

## Prerequisites

With adult learners, there are adult learning competencies that allow these learners to build the meaningful connections needed in their learning with a less prescriptive path. While most of the 300- and 400-level courses have a specific prerequisite course, the program is uniquely designed to account for and allow adult learners, at any level, to join the program and successfully progress through. Students have the opportunity to transfer in prior college or prior learning credit that may be applicable. It is also the expectation of the program that lower-level courses be taken in years one and two, 300-level courses would begin to be taken in years two and three, and 400-level courses could begin to be taken in years three and four. This could be adjusted upon the approval of the faculty advisor and the readiness of the learner.

## Teaching Modality Information

The courses in the Organizational Leadership and Development program for the College of Business & Economics are intended to be taught entirely online in an asynchronous environment over eight weeks. The content is delivered in an accelerated format where students only have access to one week at a time, but each week then will remain open. The student is responsible for the weekly content and must ensure that assignments are submitted by the posted due dates. Regular and substantive interaction between students and instructor, students and content, students and other students (where applicable), and students and self will be carefully considered and developed into the course design for each course. If the degree programs are offered in the Correctional Educational Program, the course would be adjusted in the format(s) designed for the delivery platforms aligning with Correctional Educational Programming.

This course is delivered asynchronously online through Blackboard (or other platforms as necessary). To complete this course successfully, learners will be required to have:

1. A personal computer that adheres to the minimum requirements outlined by the Student Learning Management System (LMS)
2. An appropriate browser for the platform/LMS being used. (Google Chrome works best with Blackboard.)
3. A webcam to record video (unless otherwise prohibited)
4. A microphone to record audio (unless otherwise prohibited)

## Bachelor of Science in Organizational Leadership and Development

| Course Number and Title | Hours | Prerequisite |
|---|---|---|
| ORGLD 101<br>Introduction to Leadership for the Adult Learner | 3 | None |
| ORGLD 301 Methods of Teaching Adults | 3 | None |
| ORGLD 305 Multicultural Perspectives on Adulthood | 3 | None |
| ORGLD 307 Program Planning for Adult Service Agencies | 3 | ORGLD 305 |
| ORGLD 403 Assessment of Workforce Development | 3 | Jr Status |
| ORGLD 405 Designing Adult Learning | 3 | MIS 221 |
| ORGLD 406 Systems Theory and Human Capability | 3 | Jr Status |
| ORGLD 412 Organizational Development and Change | 3 | ORGLD 101 |
| ORGLD 415 Social Science Research Skills for Organizational Leaders | 3 | MATH 108 |
| ORGLD 418 Ethical Leadership in Workplace Training | 3 | ORGLD 101 |
| ORGLD 430 Capstone in Organizational Leadership and Development | 3 | Sr Status |
| COM 101 Human Communication | 3 | None |
| COM 305 Organizational Communication | 3 | COM 101 |
| COM 333 Leadership Communication | 3 | COM 101 |
| MATH 108 Elementary Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| MIS 221 Information Technology | 3 | None |
| PHIL 220 Practical Thinking | 3 | None |
| SOC 301 Race, Ethnic and Minority Issues | 3 | None |
| | **54 hrs.** | |
| **Minor in Ethics** | | |
| **Philosophy ethics course (choose 2):** | 6 | |
| PHIL 110 Philosophy of Human Nature | (3) | None |
| PHIL 215 Ethics | (3) | None |
| PHIL 280 Applied Ethics | (3) | None |
| **Religion ethics course (choose 2):** | 6 | |
| REL 109 Exploring Christian Ethics | (3) | None |
| REL 220 Taking Human Life | (3) | None |
| REL 308 Political Theology | (3) | Core religion course |
| REL 401 Seminar in Christian Ethics | (3) | REL 106 or 109 |
| ***Any approved Ethics Course** | 3 | |
| | **15 hrs.** | |
| **Total** | **69 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*Courses will be approved by the Ethics Minor Committee.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See COM Courses

See MATH Courses

See MIS Courses

See ORGLD Courses

See PHIL Courses

See REL Courses

See SOC Courses

# BS in Business Administration (BSBA)

**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.)

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/internshipwork-experience-program.

**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 108 |
| 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) | Senior Status |
| *BUS 339 Bus. Intern/Coop. Ed. | (3) | Soph. Status |
| **Total Hours** | **37-40 hrs.** | |

**Core Requirements from other disciplines:**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **3 hrs.** | |

**Courses and Descriptions**

See ACCT Courses

See BUS Courses

See ECON Courses

See FIN Courses

See MATH Courses

See MGT Courses

See MIS Courses

See MKT Courses

# Accounting Major

**Accounting Major:**

Candidates for the BSBA degree with a major in Accounting must complete the following course requirements as well as an approved minor or second major. Candidates must also complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Course Requirements for Major:** | | |
| 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 321 Business Spreadsheets | 3 | ACCT 201; MIS 221 |
| ACCT 406 Auditing, Prof. Ethics | 3 | ACCT 205, 207, MATH 108 |
| **Choose One:** | 3 | |
| ACCT 308 Fed. Inc. Tax Indiv. | (3) | ACCT 201; MIS 221 |
| ACCT 309 Fed. Inc. Tax Bus. Entities | (3) | ACCT 201; MIS 221 |
| **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 |
| **Total Hours** | **30 hrs.** | |
| **Core Requirements from Business and Economics:** | | |
| 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 108 |
| 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) | Senior Status |
| *BUS 339 Bus. Intern/Coop. Ed. | (3) | Soph. Status |
| **Total Hours** | **37-40 hrs.** | |
| **Core Requirements from other disciplines:** | | |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **3 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*If not taken as part of the accounting core

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

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.

**Courses and Descriptions**

See List of Institutional Core Courses

See ACCT Courses

See BUS Courses

# Business Analytics Major

**Business Analytics Major:**

Candidates for the BSBA degree with a major in Business Analytics must complete the following course requirements as well as an approved minor or second major. Candidates must also complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Required Courses:** | | |
| BANA 348 Business Analytics I | 3 | MATH 108 or MATH 318 |
| BANA 448 Business Analytics II | 3 | BANA 348 |
| BANA 350 Machine Learning for Business | 3 | BANA 348 |
| MIS 272 Business Intelligence, Analytics, & Data Visualization | 3 | MIS 221 or CS 121 |
| MIS 470 Database Management | 3 | None |
| **Choose ONE of the following** | **3** | |
| MGT 340 Management Science | (3) | MIS 221, MATH 108 |
| MATH 308 Operations Management | (3) | MATH 224 or MATH 230 |
| **Choose 4 Courses From** | **12** | |
| ACCT 321 Business Spreadsheets | (3) | ACCT 201 or MIS 221 |
| BANA 449 Research in Business Analytics | (3) | BANA 448 or MIS 272 or MGT 340 |
| BUS 339M Business Analytics Internship | (3) | Soph. Status |
| CS 121 Computer Programming I | (3) | CS 101 |
| ECON 310 Sports Economics and Analytics | (3) | ECON 232, MATH 108 |
| MATH 341 Applied Regression Analysis | (3) | MATH 108 or MATH 318 |
| MIS 346 E-Commerce | (3) | MIS 221, MGT 240 or MKT 233 |
| MIS 370 Programming for Business I | (3) | MIS 221 |
| MKT 311 Market Analysis & Research | (3) | MKT 233 |
| MKT 326 Consumer Behavior | (3) | MKT 233 |
| SCM 351 Lean Production & Quality | (3) | MGT 319 |
| SEC 185 Cyber Ethics | (3) | None |
| **Total Hours** | **30 hrs.** | |
| **Core Requirements from Business and Economics:** | | |
| 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 108 |
| 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) | Senior Status |
| *BUS 339 Bus. Intern/Coop. Ed. | (3) | Soph. Status |
| **Total Hours** | **37-40 hrs.** | |
| **Core Requirements from other disciplines:** | | |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **3 hrs.** | |
| **Institutional Core Requirements:** | | |
| Communication Course | 3 | |
| Critical Cultural Inquiry (CCI) | 3 | |
| Math/Logic course | 3 | |
| Religion course | 3 | |
| Historical Reasoning course | 3 | |
| Composition | 6 | |
| Natural Science | 6 | |

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| Humanities | 6 | |
| Social Sciences | 6 | |
| Aesthetics | 6 | |
| **Total Core Hours** | **45 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.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ACCT Courses

See BANA Courses

See BUS Courses

See CS Courses

See ECON Courses

See MATH Courses

See MGT Courses

See MIS Courses

See MKT Courses

See SCM Courses

See SEC Courses

# Business Management Major

**Business Management Major:**

Candidates for the BSBA degree with a major in Business Management must complete the following course requirements as well as an approved minor or second major. Candidates must also complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Course Requirements for Major:** | | |
| MGT 307 Org. Theory & Design | 3 | MGT 240 |
| MGT 318 Org. Behavior | 3 | MGT 240 |
| MGT 324 Human Res. Mgmt. | 3 | Soph. Status |
| 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 |
| FIN 327 Risk & Insurance | (3) | MATH 108 or MATH 318 |
| ACCT 321 Business Spreadsheets | (3) | ACCT 201, MIS 221 |
| MIS 346 Electronic Commerce | (3) | MIS 221; MGT 240 or MKT 233 |
| MGT 340 Mgmt. Science | (3) | MIS 221, MATH 108 |
| 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) | None |
| SCM 351 Lean Prod. & Qual. | (3) | MGT 319 |
| **Total Hours** | **24 hrs.** | |
| **Core Requirements from Business and Economics:** | | |
| 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 108 |
| 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) | Senior Status |
| *BUS 339 Bus. Intern/Coop. Ed. | (3) | Soph. Status |
| **Total Hours** | **37-40 hrs.** | |
| **Core Requirements from other disciplines:** | | |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **3 hrs.** | |
| **Institutional Core Requirements:** | | |
| Communication Course | 3 | |
| Critical Cultural Inquiry (CCI) | 3 | |
| Math/Logic course | 3 | |
| Religion course | 3 | |
| Historical Reasoning course | 3 | |
| Composition | 6 | |
| Natural Science | 6 | |

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| Humanities | 6 | |
| Social Sciences | 6 | |
| Aesthetics | 6 | |
| **Total Core Hours** | **45 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.

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ACCT Courses

See BUS Courses

See ECON Courses

See ENTP Courses

See FIN Courses

See MGT Courses

See MIS Courses

See MKT Courses

See SCM Courses

# Economics Major

**Economics Major:**

Candidates for the BSBA degree with a major in Economics must complete the following course requirements as well as an approved minor or second major. Candidates must also complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Course Requirements for Major:** | | |
| BANA 348 Business Analytics | 3 | MATH 108 or MATH 318 |
| 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 Electives 300 & above | 9 | |
| **Total Hours** | **24 hrs.** | |
| **Core Requirements from Business and Economics:** | | |
| 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 108 |
| 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) | Senior Status |
| *BUS 339 Bus. Intern/Coop. Ed. | (3) | Soph. Status |
| **Total Hours** | **37-40 hrs.** | |
| **Core Requirements from other disciplines:** | | |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **3 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements.

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See BANA Courses

See ECON Courses

# Entrepreneurship Major

**Entrepreneurship Major:**

Candidates for the BSBA degree with a major in Entrepreneurship must complete the following course requirements as well as an approved minor or second major. Candidates must also complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Course Requirements for Major:** | | |
| ENTP 245 Intro. To Ent. | 3 | None |
| ENTP 250 Ent./Family Bus. Mgmt. | 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 |
| ENTP 465 Financing a Business Venture | 3 | ENTP 250, 365, 445 |
| MGT 307 Org. Theory & Design | 3 | MGT 240 |
| MGT 318 Org. Behavior | 3 | MGT 240 |
| MGT 324 Human Res. Mgmt. | 3 | Soph. Status |
| **Electives:** | **6** | |
| *BUS 339 Internship | (3) | Soph. Status |
| CS 175 Web Design | (3) | None |
| ECON 342 Global Economics | (3) | ECON 232 or 233 |
| FIN 322 Pers. Asset/Mgmt. | (3) | Soph. Status |
| FIN 327 Risk and Ins. | (3) | MATH 108 or MATH 318 |
| ACCT 321 Bus. Spreadsheets | (3) | ACCT 201, MIS 221 |
| MIS 346 E-Commerce | (3) | MIS 221, MKT 233 or MGT 240 |
| 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) | None |
| **Total Hours** | **30 hrs.** | |
| **Core Requirements from Business and Economics:** | | |
| 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 108 |
| 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) | Senior Status |
| *BUS 339 Bus. Intern/Coop. Ed. | (3) | Soph. Status |
| **Total Hours** | **37-40 hrs.** | |
| **Core Requirements from other disciplines:** | | |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **3 hrs.** | |
| **Institutional Core Requirements:** | | |
| Communication Course | 3 | |
| Critical Cultural Inquiry (CCI) | 3 | |
| Math/Logic course | 3 | |
| Religion course | 3 | |
| Historical Reasoning course | 3 | |

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| Composition | 6 | |
| Natural Science | 6 | |
| Humanities | 6 | |
| Social Sciences | 6 | |
| Aesthetics | 6 | |
| **Total Core Hours** | **45 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.

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ACCT Courses

See BUS Courses

See CS Courses

See ECON Courses

See ENTP Courses

See FIN Courses

See MGT Courses

See MIS Courses

See MKT Courses

See SCM Courses

# Fashion Merchandising & Brand Management Major

**Fashion Merchandising & Brand Management Major:**

Candidates for the BSBA degree with a major in Fashion Merchandising & Brand Management must complete the following course requirements as well as an approved minor or second major. Candidates must also complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Course Requirements for Major:** | | |
| FMBM 111 Introduction to Fashion & Branding | 3 | None |
| FM 112 Fashion Studio I | 3 | None |
| FMBM 211 Clothing & Culture | 3 | None |
| FMBM 316 Textiles | 3 | None |
| FMBM 317 Fashion & Branding Forecasting | 3 | FMBM 111 |
| FM 413 Fashion Studio II | 3 | FM 112 |
| FMBM 416 Fashion Merchandising & Branding | 3 | FMBM 317 |
| FMBM 417 Fashion & Branding History | 3 | Sophomore Status |
| FMBM 430 Visual Merchandising | 3 | FMBM 416 |
| **Elective (Choose two):** | **6** | |
| *BUS 339 Business Internship | (3) | Soph. Status |
| FMBM 312 Branding Analysis | (3) | FMBM 111 |
| MKT 314 Advertising Princ. | (3) | MKT 233 |
| MKT 315 Retail Merchandising | (3) | MKT 233 |
| **Total Hours** | **33 hrs.** | |
| **Core Requirements from Business and Economics:** | | |
| 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 108 |
| 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) | Senior Status |
| *BUS 339 Bus. Intern/Coop. Ed. | (3) | Soph. Status |
| **Total Hours** | **37-40 hrs.** | |
| **Core Requirements from other disciplines:** | | |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **3 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 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.

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See BUS Courses

See FM Courses

See FMBM Courses

See MKT Courses

# Finance Major

**Finance Major:**

Candidates for the BSBA degree with a major in Finance must complete the following course requirements as well as an approved minor or second major. Candidates must also complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

**Finance Core**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| ECON 334 Money and Banking | 3 | ECON 233 |
| FIN 327 Risk & Insurance | 3 | MATH 108 or MATH 318 |
| 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 |
| **Total Hrs.** | **15** | |

**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 |
| **Choose three of the following courses:** | **9** | |
| *BUS 339 Internship | (3) | Soph. Status |
| FIN 322 Per. Asset Mgmt. | (3) | Soph. Status |
| FIN 422 Security Analysis | (3) | FIN 330 |
| FIN 432 Eagle Investment Portfolio I | (3) | FIN 422, Fin. Maj. |
| FIN 442 Eagle Investment Portfolio 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.** | |

**Corporate Track**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| ACCT 321 Business Spreadsheets | 3 | ACCT 201, MIS 221 |
| **Choose one of the following:** | **3** | |
| ACCT 207 Int. Accounting I | (3) | ACCT 201 |
| BANA 348 Business Analytics I | (3) | MATH 108 or MATH 318 |
| **Choose three of the following courses:** | **9** | |
| ACCT 208 Int. Accounting II | (3) | ACCT 207 |
| BANA 448 Business Analytics II | (3) | BANA 348 |
| *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 432 Eagle Investment Group I | (3) | FIN 422, Fin. Maj. |
| FIN 442 Eagle Investment Group II | (3) | FIN 432, Fin. Maj. |
| FIN 454 Spec. Top. In Fin. | (3) | FIN 228 |
| MGT 402 Business Law II | (3) | MGT 401 |
| **Total Hours** | **15 hrs.** | |

| CORE REQUIREMENTS FROM BUSINESS AND ECONOMICS: | | |
|---|---|---|
| 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 108 |
| 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) | Senior Status |
| *BUS 339 Bus. Intern/Coop. Ed. | (3) | Soph. Status |
| **Total Hours** | **37-40 hrs.** | |
| **Core Requirements from other disciplines:** | | |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **3 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 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.

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ACCT Courses

See BANA Courses

See BUS Courses

See ECON Courses

See FIN Courses

See MGT Courses

# International Business Major

**International Business Major:**

Candidates for the BSBA degree with a major in International Business Management must complete the following course requirements as well as an approved minor or second major. Candidates must also complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Course Requirements for Major:** | | |
| **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 |
| **Required Courses:** | | |
| 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 | |
| **Total Hours** | **30 hrs.** | |
| **Core Requirements from Business and Economics:** | | |
| 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 108 |
| 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) | Senior Status |
| *BUS 339 Bus. Intern/Coop. Ed. | (3) | Soph. Status |
| **Total Hours** | **37-40 hrs.** | |
| **Core Requirements from other disciplines:** | | |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **3 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 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.

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See BUS Courses

See ECON Courses

See FIN Courses

See FL Courses

See FREN Courses

See LTN Courses

See MGT Courses

See MKT Courses

See SPAN Courses

# Management Information Systems Major

**Management Information Systems Major:**

Candidates for the BSBA degree with a major in Management Information Systems must complete the following course requirements as well as an approved minor or second major. Candidates must also complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Course Requirements for Major:** | | |
| MIS 370 Prog. For Bus. I | 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 |
| BANA 348 Business Analytics | 3 | MATH 108, MATH 110, MATH 317, or MATH 318 |
| **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 272 Bus. Intelligence, Analytics, & Data Visualization | (3) | MIS 221 or CS 121 |
| MIS 346 E-commerce | (3) | MIS 221, MGT 240, or MKT 233 |
| MIS 372 Prog. for Bus. II | (3) | MI 370 |
| MIS 452 Spec Topics in Info. Syst. | (1-3) | IS 327 |
| 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 108 |
| **Total Hours** | **27** | |
| **Core Requirements from Business and Economics:** | | |
| 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 108 |
| 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) | Senior Status |
| *BUS 339 Bus. Intern/Coop. Ed. | (3) | Soph. Status |
| **Total Hours** | **37-40 hrs.** | |
| **Core Requirements from other disciplines:** | | |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **3 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Total Core Hours** | **45 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.

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ACCT Courses

See BUS Courses

See CS Courses

See MGT Courses

See MIS Courses

# Manufacturing Management Major

**Manufacturing Management Major:**

Candidates for the BSBA degree with a major in Manufacturing Management must complete the following course requirements as well as an approved minor or second major. Candidates must also complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Course Requirements for Major:** | | |
| MFG 201 Manufacturing Process | 3 | None |
| MFG 202 Applied Mechanics & Hydraulics | 3 | MATH 108 |
| MFG 306 Occupational Safety & Health | 3 | MFG 201 |
| MFG 310 Electrical Circuits & Devices | 3 | MATH 108, MFG 201 |
| MGT 307 Organizational Theory & Design | 3 | MGT 240 |
| MGT 318 Organizational Behavior | 3 | MGT 240 |
| MGT 324 Human Resource Management | 3 | Soph. Status |
| MGT 425 Employment Law & Labor Relations | 3 | MGT 324 |
| SCM 316 Supply Chain Management | 3 | None |
| SCM 351 Lean Production & Quality | 3 | MGT 319 |
| MFG 405 Foundations of Project Management | 3 | MGT 319 |
| **Total Hours** | **33 hrs.** | |
| **Core Requirements from Business and Economics:** | | |
| 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 108 |
| 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) | Senior Status |
| *BUS 339 Bus. Intern/Coop. Ed. | (3) | Soph. Status |
| **Total Hours** | **37-40 hrs.** | |
| **Core Requirements from other disciplines:** | | |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **3 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 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.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See MFG Courses

See MGT Courses

See SCM Courses

# Marketing Major

**Marketing Major:**

Candidates for the BSBA degree with a major in Marketing must complete the following course requirements as well as an approved minor or second major. Candidates must also complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Course Requirements for Major:** | | |
| 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 108 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) | None |
| SMG 415 Sport Marketing | (3) | MKT 233 |
| **Total Hours** | **30 hrs.** | |
| **Core Requirements from Business and Economics:** | | |
| 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 108 |
| 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) | Senior Status |
| *BUS 339 Bus. Intern/Coop. Ed. | (3) | Soph. Status |
| **Total Hours** | **37-40 hrs.** | |
| **Core Requirements from other disciplines:** | | |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **3 hrs.** | |
| **Institutional Core Requirements:** | | |
| Communication Course | 3 | |
| Critical Cultural Inquiry (CCI) | 3 | |
| Math/Logic course | 3 | |
| Religion course | 3 | |
| Historical Reasoning course | 3 | |

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| Composition | 6 | |
| Natural Science | 6 | |
| Humanities | 6 | |
| Social Sciences | 6 | |
| Aesthetics | 6 | |
| **Total Core Hours** | **45 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.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See BUS Courses

See CS Courses

See HSM Courses

See JDM Courses

See MATH Courses

See MGT Courses

See MIS Courses

See MKT Courses

See SCM Courses

See SMG Courses

# Sport Management Major

**Sport Management Major:**

Candidates for the BSBA degree with a major in Sport Management must complete the following course requirements as well as an approved minor or second major. Candidates must also complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Course Requirements for Major:** | | |
| 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) | CIS 170 or SMG 161; Psych 101 recommended |
| **Total Hours** | **33 hrs.** | |
| **Core Requirements from Business and Economics:** | | |
| 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 108 |
| 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) | Senior Status |
| *BUS 339 Bus. Intern/Coop. Ed. | (3) | Soph. Status |
| **Total Hours** | **37-40 hrs.** | |
| **Core Requirements from other disciplines:** | | |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **3 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 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.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See SMG Courses

# Supply Chain Management Major

**Supply Chain Management Major:**

Candidates for the BSBA degree with a major in Supply Chain Management must complete the following course requirements as well as an approved minor or second major. Candidates must also complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Course Requirements for Major:** | | |
| 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 108 |
| MKT 311 Market Ana. & Res. | 3 | MKT 233 |
| SCM 243 Procurement | 3 | MKT 233 |
| SCM 316 Supply Chain Mgmt. | 3 | None |
| SCM 350 Logistics | 3 | SCM 316 |
| SCM 351 Lean Prod. & Quality | 3 | MGT 319 |
| SCM 431 Supply Chain Strategy | 3 | SCM 351 |
| **Total Hours** | **27 hrs.** | |
| **Core Requirements from Business and Economics:** | | |
| 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 108 |
| 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) | Senior Status |
| *BUS 339 Bus. Intern/Coop. Ed. | (3) | Soph. Status |
| **Total Hours** | **37-40 hrs.** | |
| **Core Requirements from other disciplines:** | | |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| **Total Hours** | **3 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 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.

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See MGT Courses

See MIS Courses

See MKT Courses

See SCM Courses

# Minors for Business Majors and Non-Business Majors

**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

**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 108 |
| **Total Hours** | **21 hrs.** | |

**Courses and Descriptions**

See ACCT Courses

See MIS Courses

# Business Analytics Minor

**Business Analytics Minor:**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Choose ONE of the following MATH prerequisites** | **3** | |
| MATH 108 Introductory Statistics | (3) | Math ACT score of 18 or math SAT score of 480 or MATH 100 |
| MATH 110 Finite Mathematics | (3) | 2 yrs HS Algebra or MATH 100 |
| MATH 317 Probability | (3) | MATH 223, MATH 250; MATH 202 or MATH 206 |
| MATH 318 Mathematical Statistics | (3) | MATH 250, MATH 305, and MATH 317 |
| **Choose ONE of the following** | **3** | |
| MATH 308 Operations Management | (3) | MATH 224, 230, 305, or 307 |
| MGT 340 Management Science | (3) | MIS 221, MATH 108 |
| **Required Courses:** | | |
| BANA 348 Business Analytics I | 3 | MATH 108 or MATH 318 |
| BANA 448 Business Analytics II | 3 | BANA 348 |
| MIS 221 Information Technology | 3 | None |
| MIS 272 Business Intelligence, Analytics, & Data Visualization | 3 | MIS 221 or CS 121 or BANA 348 |
| **Elective (choose one from the following):** | **3** | |
| ACCT 321 Business Spreadsheets | (3) | ACCT 201, MIS 221 |
| BANA 350 Machine Learning for Business | (3) | BANA 348 |
| BANA 449 Research in Business Analytics | (3) | BANA 448 or MIS 272 or MGT 340 |
| CS 121 Computer Programming I | (3) | CS 101 |
| ECON 310 Sports Economics and Analytics | (3) | ECON 232, MATH 108 |
| MATH 341 Applied Regression Analysis | (3) | MATH 108 or MATH 318 |
| 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 |
| **Total Hours** | **21 hrs.** | |

**Courses and Descriptions**

See ACCT Courses

See BANA Courses

See CS Courses

See ECON Courses

See MGT Courses

See MIS Courses

See SCM Courses

# Business Law Minor

**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) | |
| **Total Hours** | **15 hrs.** | |

**Courses and Descriptions**

See ACCT Courses

See HSM Courses

See MGT Courses

# Business Management Minor

**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 | Soph. Status |
| **Elective:** | **3** | |
| *BUS 339/439 Internship | (3) | Soph. Status |
| MGT 340 Mgmt. Science | (3) | MIS 221, MATH 108 |
| 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 |
| **Total Hours** | **15 hrs.** | |

*Note: The Internship must be related to the minor and pre-approved by the COBE Internship Coordinator.

**Courses and Descriptions**

See BUS Courses

See MGT Courses

# Coaching Minor

**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 | CIS 170 or SMG 161; Psych 101 recommended |
| **One course chosen from:** | **3** | |
| EXS 309 Physiology of Exercise | (3) | EXS 190, BIO 222 |
| 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 |
| CIS 329 Theory & Tech of Cheer and STUNT | (2) | None |
| **Total Hours** | **17-20 hrs.** | |

**Courses and Descriptions**

See CIS Courses

See EXS Courses

See SMG Courses

# Economics Minor

**Economics Minor**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| ECON 232 Princ. Of Microecon. | 3 | None |
| ECON 233 Princ. Of Macroecon. | 3 | None |
| Choose One: | 3 | |
| ECON 332 Int. Microecon. | (3) | ECON 232 |
| ECON 333 Int. Macroecon. | (3) | ECON 233 |
| ECON electives 300 & above | 9 | |
| **Total Hours** | **18 hrs.** | |

**Courses and Descriptions**

See ECON Courses

# Entrepreneurship Minor

**Entrepreneurship Minor:**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| ENTP 245 Intro to Entrep. | 3 | None |
| ENTP 250 Entrep./Family Bus. Mgmt. | 3 | None |
| 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 |
| **Total Hours** | **18 hrs.** | |

**Courses and Descriptions**

See ENTP Courses

See MGT Courses

See MKT Courses

# Event Management Minor

**Event Management Minor:**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| SMG 161 Introduction to Sport, Recreation, and Leisure | 3 | None |
| MKT 233 Introduction to Marketing | 3 | None |
| HSM 437 Event and Operations Management | 3 | SMG 161 |
| **Choose one course from:** | 3 | |
| MKT 313 Salesmanship | (3) | MKT 233 |
| MKT 403 Digital Marketing | (3) | MKT 233 |
| **Choose one course from:** | 3 | |
| SMG 262 Facilities Design and Event Management | (3) | None |
| SMG 415 Sport Marketing | (3) | SMG 161 |
| **Choose one course from:** | 3 | |
| DIET 250 Food Service Management, Sanitation, and Safety | (3) | None |
| ENTP 245 Introduction to Entrepreneurship | (3) | None |
| HSM 430 Beverage Management | (3) | Senior Status |
| MGT 324 Human Resource Management | (3) | Sophomore Status |
| **Total Hours** | **18** | |

**Courses and Descriptions**

See DIET Courses

See ENTP Courses

See HSM Courses

See MGT Courses

See MKT Courses

See SMG Courses

# Fashion Merchandising & Brand Management Minor

**Fashion Merchandising & Brand Management Minor:**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| FMBM 111 Introduction to Fashion & Branding | 3 | None |
| FMBM 317 Fashion & Branding Forecasting | 3 | FMBM 111 |
| FMBM 416 Fashion Merchandising & Branding | 3 | FMBM 317 |
| **Choose 6 hrs. from:** | **6** | |
| FMBM 417 Fashion & Branding History | (3) | Sophomore Status |
| FMBM 430 Visual Merchandising | (3) | FMBM 416 |
| MKT 314 Advertising Principles | (3) | MKT 233 |
| MKT 315 Retail Merchandising | (3) | MKT 233 |
| *BUS 339 Business Internship | (3) | Jr. Status |
| **Total Hours** | **15 hrs.** | |

*Note: The Internship must be related to the minor and pre-approved by the COBE Internship Coordinator.

**Courses and Descriptions**

See BUS Courses

See FMBM Courses

See MKT Courses

# Finance Minor

**Finance Minor:**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| ACCT 201 Financial Accounting | 3 | None |
| 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 |
| **Choose one of the following Math courses:** | | |
| MATH 108 Introductory Statistics | (3) | MATH 100 or ACT 18 or SAT 480 |
| MATH 110 Finite Mathematics | (3) | MATH 100 or 2 yrs. HS Algebra |
| MATH 317 Probability | (3) | MATH 223, 250; MATH 202 or 206 |
| MATH 318 Mathematical Statistics | (3) | MATH 250, 305, 317 |
| **Choose two of the following electives:** | | |
| ACCT 321 Business Spreadsheets | (3) | ACCT 201, MIS 221 |
| BANA 348 Business Analytics I | (3) | MATH 108 |
| *BUS 339/439 Internship | (3) | Soph. Status |
| FIN 322 Per. Asset Mgmt. | (3) | Soph. Status |
| FIN 327 Risk & Insurance | (3) | MATH 108 or MATH 318 |
| 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 432 Eagle Investment Group I | (3) | FIN 422, Fin. Maj. |
| FIN 442 Eagle Investment Group II | (3) | FIN 432, Fin. Maj. |
| FIN 454 Spec. Topics-Finance | (3) | FIN 228 |
| **Total Hours** | **27 hrs.** | |

*Note: The Internship must be related to the minor and pre-approved by the COBE Internship Coordinator.

**Courses and Descriptions**

See ACCT Courses

See BANA Courses

See BUS Courses

See ECON Courses

See FIN Courses

See MATH Courses

See MGT Courses

# International Business Minor

**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 |
| **Total Hours** | **27 hrs.** | |

*Note: The Internship must be related to the minor and pre-approved by the COBE Internship Coordinator.

**Courses and Descriptions**

See ACCT Courses

See BUS Courses

See COM Courses

See ECON Courses

See FIN Courses

See FREN Courses

See LTN Courses

See MGT Courses

See MKT Courses

See POLSC Courses

See REL Courses

See SPAN Courses

# Management Information Systems Minor

**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 272 Business Intelligence, Analytics, & Data Visualization | (3) | MIS 221 or CS 121 |
| 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 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 108 |
| **Total Hours** | **15-16 hrs.** | |

*Note: The Internship must be related to the minor and pre-approved by the COBE Internship Coordinator.

**Courses and Descriptions**

See ACCT Courses

See BUS Courses

See CS Courses

See MGT Courses

See MIS Courses

# Marketing Minor

**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 | |
| **Total Hours** | **21 hrs.** | |

**Courses and Descriptions**

See MKT Courses

# Risk Management and Insurance Minor

**Risk Management and Insurance Minor:**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| ACCT 201 Financial Accounting | 3 | None |
| MATH 108 Introductory 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 |
| FIN 327 Risk & Insurance | 3 | MATH 108 or MATH 318 |
| FIN 434 Commercial Property & Casualty Insurance | 3 | FIN 327 |
| FIN 435 Life & Health Insurance | 3 | FIN 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 |
| **Total Hours** | **27 hrs.** | |

**Courses and Descriptions**

See ACCT Courses

See ECON Courses

See FIN Courses

See MATH Courses

See MGT Courses

# Sport Management Minor

**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) | CIS 170, or SMG 161; Psych 101 recommended |
| 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 108 |
| **Total Hours** | **19 hrs.** | |

**Courses and Descriptions**

See HSM Courses

See MGT Courses

See MKT Courses

See SMG Courses

# Supply Chain Management Minor

**Supply Chain Management Minor:**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| MATH 108 Introductory 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 108 |
| MKT 233 Princ. Of Marketing | 3 | None |
| SCM 243 Procurement | 3 | MKT 233 |
| SCM 316 Supply Chain Mgmt. | 3 | None |
| SCM 350 Logistics | 3 | SCM 316 |
| SCM 351 Lean Prod. & Quality | 3 | MGT 319 |
| **Total Hours** | **24 hrs.** | |

**Courses and Descriptions**

See MATH Courses

See MGT Courses

See MKT Courses

See SCM Courses

# Minors for Non-Business Majors Only

**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

**Business Administration Minor:**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| ACCT 201 Financial Acct. | 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 |
| **Choose One:** | 3 | |
| ECON 232 Princ. Of Microecon. | (3) | None |
| ECON 233 Princ. Of Macroecon. | (3) | None |
| **Total Hours** | **18 hrs.** | |

**Courses and Descriptions**

See ACCT Courses

See ECON Courses

See FIN Courses

See MGT Courses

See MIS Courses

See MKT Courses

# Entrepreneurship Minor (Non-Business Majors Only)

**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 |
| **Total Hours** | **15 hrs.** | |

**Courses and Descriptions**

See ENTP Courses

See MGT Courses

See MKT Courses

# Chemistry and Biochemistry

**Chemistry and Biochemistry**

**Department of Chemistry/Geology/Physics**

**The College of Arts and Sciences**

**Chair**

Brian K. Mohney, Professor of Chemistry

**Faculty**

Perry S. Corbin, Professor of Chemistry

Rebecca W. Corbin, Professor of Chemistry

Jeffrey D. Weidenhamer, Professor of Chemistry, Trustees' Professor

Robert G. Bergosh, Associate Professor of Chemistry

Nicholas A. Johnson, Associate Professor 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. Demonstrate cognitive development in 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 informed and ethical decisions within the context of science.
5. Communicate scientific information both orally and in writing.

**Chemistry Facilities and Equipment**

The chemistry program is approved by the American Chemical Society. Four instructional laboratories, four research/instrumentation laboratories, and ample classroom space accommodate the needs of the faculty and students. The chemistry instrumentation laboratory houses chromatography and spectroscopy instruments that students will use in industry, a clinical setting, or graduate school. Recent acquisitions include an inductively coupled plasma spectrophotometer for measuring trace metals, a high-performance liquid chromatograph with mass spectrometer detection for determination of natural products and pharmaceutical agents, a liquid chromatograph for polymer studies, an ion-exchange chromatograph for measuring anions , and a high field NMR spectrometer. The chemistry curriculum is structured so that students have hands-on use of these instruments throughout their time 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.

**Chemistry Courses and Descriptions**

See Course Descriptions section of catalog.

# BS with a comprehensive major in Chemistry

**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 411/411L Quantum Mechanics | 4 | PHYS 205 (pre- or co-requisite) |
| CHEM 412/412L Thermodynamics | 4 | PHYS 205 |
| MATH 205-206 Calculus I-II | 5/5 | MATH 111 or Equiv. |
| PHYS 205-206 Univ. Physics | 4/4 | MATH 206; PHYS 205, MATH 206 |
| **Choose One:** | 3-4 | |
| MATH 305 Calculus III | (4) | MATH 206 |
| MATH 307 Linear Algebra | (3) | MATH 202, 206, or 224 |
| **Total Hours** | **49-50 hrs.** | |

**General Track**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| Chemistry Core | 49-50 | |
| 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) | |
| **Total Hours** | **58-61 hrs.** | |

**ACS Approved Track**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| Chemistry Core | 49-50 | |
| CHEM 416 Adv. Inorg. Chem | 4 | CHEM 307 |
| CHEM 420 Inst. Analysis | 4 | CHEM 320 |
| CHEM 429/429L Biochemistry | 4 | CHEM 307 |
| 400 level Chem. Elect. (incl. CHEM 497) | 3 | |
| **Total Hours** | **64-65 hrs.** | |

| INSTITUTIONAL CORE 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See BIO Courses

See CHEM Courses

See GEOL Courses

See MATH Courses

See PHYS Courses

# BS with a comprehensive major in Biochemistry

**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 |
| 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 416 Adv. Inorganic | 4 | CHEM 307 |
| 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 | 4 | MATH 206 |
| PHYS 206 Univ. Physics II | 4 | PHYS 205 |
| **Choose 1 of 2:** | **4** | |
| CHEM 411/411L Quantum Mechanics | (4) | PHYS 205 (pre- or co-requisite) |
| CHEM 412/412L Thermodynamics | (4) | PHYS 205 |
| **Choose one:** | **4** | |
| BIO 424 Cell Biology | (4) | 12 hrs. Bio, BIO 303 |
| BIO 325 Anatomy and Phys. | (4) | BIO 201 |
| BIO 428 Molecular Biology | (4) | BIO 303 |
| **Total Hours** | **69 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See BIO Courses

See CHEM Courses

See MATH Courses

See PHYS Courses

# BS with a comprehensive major in Forensic Chemistry

**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 416 Adv. Inorganic | 4 | CHEM 307 |
| CHEM 420 Inst. Analysis | 4 | CHEM 320 |
| CHEM 429/429L Biochemistry | 4 | CHEM 307 |
| 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 I-II | 5/5 | MATH 111 or Equ. |
| PHIL 280 Applied Ethics | 1-2 | None |
| PHYS 205-206 Univ. Physics II | 4/4 | MATH 206 |
| **Choose One:** | 4 | |
| CHEM 411/411L Quantum Mechanics | (4) | PHYS 205 (pre- or co-requisite) |
| CHEM 412/412L Thermodynamics | (4) | PHYS 205 |
| **Total Hours** | **76-77 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See BIO Courses

See CHEM Courses

See CJ Courses

See COM Courses

See MATH Courses

See PHIL Courses

See PHYS Courses

# BS in Education with a comprehensive major in Integrated Science (Grades 7-12)

**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 | None |
| BIO 303 Genetics | 4 | BIO 201 & 6 BIO hrs |
| 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 two from:** | **7-8** | |
| BIO 305 Evolution | (3) | BIO 202 or 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 |
| **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. |
| **Choose one option (General or University Physics)** | **19-20** | |
| **General Physics option:** | | |
| MATH 201 Applied Calculus 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 Mineralogy | (4) | GEOL 101 |
| CHEM 307/307L Org. Chem. I | (4) | CHEM 104 |
| **University Physics option:** | | |
| 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 |
| READ 350 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 |
| **Total Hours** | **101-103 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See BIO Courses

See CHEM Courses

See EDCI Courses

See EDFN Courses

See EDIS Courses

See GEOL Courses

See MATH Courses

See PHYS Courses

See PSYC Courses

# Minor in Chemistry

**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 Quantum Mechanics | (3) | PHYS 205 (pre- or co-requisite) |
| CHEM 416 Adv. Inorganic Chemistry | (4) | CHEM 307 |
| CHEM 429 Biochemistry | (3-4) | CHEM 307 |
| **Total Hours** | **19-20 hrs.** | |

**Courses and Descriptions**

See CHEM Courses

# Communication Studies

## Department of Communication Studies

## (Communication)

## The College of Arts and Sciences

**Chair**

Cory Hillman, Assistant Professor of Communication Studies

**Faculty**

Deleasa Randall-Griffiths, Professor of Communication Studies

Olga Monacell, Associate Professor of Communication Studies

Jeffrey Delbert, Assistant Professor 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.

**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.

**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.

**Description of Major**

The Bachelor of Arts in Communication provides skill development on a foundation of social science theory and research. This major focuses on human communication processes in dyadic, small group, organizational, mediated and public settings. Concentration areas include: Public Relations, Sport Communication, and Communication Studies. Students develop strategic communication skills in listening, speaking, writing, critical thinking, research, and relationship building. Communication students will:

1. Engage in communication inquiry through communication theories, perspectives, principles, and concepts.
2. Apply ethical communication principles and practices to create and deliver messages appropriate to the audience, purpose, and context.
3. Engage in active listening to critically analyze mediated and non-mediated messages.
4. Utilize communication principles and practices to develop cultural awareness and influence public discourse.

**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.

**COM Courses and Descriptions**

See Course Descriptions section of catalog.

# BA in Communication

**Bachelor of Arts in Communication**

The Bachelor of Arts in Communication provides skill development on a foundation of social science theory and research. This major focuses on human communication processes in dyadic, small group, organizational, mediated and public settings. Concentration areas include: Public Relations, Sport Communication, and Communication Studies. Students develop strategic communication skills in listening, speaking, writing, critical thinking, research, and relationship building.

| COURSE NUMBER AND TITLE | HRS | PREREQUISITES |
|---|---|---|
| **Required Communication Major courses** | | |
| COM 101 Human Communication<br>or<br>COM 120 Foundations of Health Communication | (3)<br>(3) | None |
| COM 204 Communication Theory and Research | 3 | COM 101 or COM 120 |
| COM 262 Strategic Messaging | 3 | COM 101 or COM 120 |
| COM 343 Conflict, Mediation, and Negotiation | 3 | COM 101 or COM 120 |
| COM 425 Risk and Crisis Communication | 3 | COM 101 or COM 120 |
| **Total hours required** | **15 hrs.** | |
| **Choose One Area of Concentration** | | |
| **Communication Studies Concentration** | | |
| **Choose 5 courses from the following:** | | |
| COM 163 Foundations of Sport Communication | (3) | None |
| COM 205 Introduction to Public Relations | (3) | COM 101 or COM 120 |
| COM 206 Small Group Communication | (3) | COM 101 or COM 120 |
| COM 208 Argumentation and Advocacy | (3) | COM 101 or COM 120 |
| COM 210 Family Communication | (3) | COM 101 or COM 120 |
| COM 211 Public Relations Writing | (3) | COM 205 |
| COM 222 Topics in Communication | (3) | COM 101 or COM 120 |
| COM 244 Sport Communication and Culture | (3) | COM 101 or COM 120 |
| COM 270 Research Methods in Communication | (3) | COM 101 or COM 120 |
| COM 274 Strategic Social Media | (3) | COM 101 or COM 120 |
| COM 301 Public Speaking | (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 |
| COM 305 Organizational Communication | (3) | COM 101 or COM 120 |
| COM 315 International Storytelling | (3) | COM 101 or COM 120 |
| COM 320 Health Communication | (3) | COM 101 or COM 120 |
| COM 333 Leadership Communication | (3) | COM 101 or COM 120 |
| COM 415 Communication In Sport Organizations | (3) | COM 101 or COM 120; COM 163 |
| COM 436 Internship in Communication Studies | (3) | Permission of Instructor |
| COM 470 Research Experience in Communication Studies | (3) | Permission of Instructor |
| COM 474 Campaign Communication | (3) | COM 262; Junior status |
| **Total Communication Studies Concentration hrs.** | **15 hrs.** | |
| OR | | |
| **Public Relations Concentration** | | |
| **Required courses:** | | |
| COM 205 Introduction to Public Relations | 3 | COM 101 or COM 120 |
| COM 211 Public Relations Writing | 3 | COM 205 |
| COM 274 Strategic Social Media | 3 | COM 101 or COM 120 |
| COM 474 Campaign Communication | 3 | COM 262; Junior status |
| **Choose one course from the following:** | | |
| COM 436 Internship in Communication Studies | (3) | Permission of Instructor |
| COM 470 Research Experience in Communication Studies | (3) | Permission of Instructor |
| any other COM elective | (3) | COM 101 or COM 120 |
| **Total Public Relations Concentration hrs.** | **15 hrs.** | |
| OR | | |
| **Sport Communication Concentration** | | |
| **Required** | | |
| COM 163 Foundations of Sport Communication | 3 | None |
| COM 244 Sport, Communication and Culture | 3 | COM 101 or COM 120 |
| COM 274 Strategic Social Media | 3 | COM 101 or COM 120 |

| COURSE NUMBER AND TITLE | HRS | PREREQUISITES |
|---|---|---|
| COM 415 Communication in Sport Organizations | 3 | COM 101 or COM 120; COM 163 |
| **Choose one course from the following:** | | |
| COM 436 Internship in Communication Studies | (3) | Permission of Instructor |
| COM 470 Research Experience in Communication Studies | (3) | Permission of Instructor |
| any other COM elective | (3) | COM 101 or COM 120 |
| **Total Sport Communication Concentration Hrs.** | **15 hrs.** | |
| **Total hours** | **30 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

**Please note** - Students pursuing a BA in Communication:

- Must earn a minor with the BA in Communication
- May not earn a minor and a concentration in the same area
- May not overlap more than 9 credit hours between the Communication major and a Communication department minor
- Must take 12 credit hours that are 300/400 level which apply toward the major.

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See COM Courses

# Minor in Communication Studies

**Minor in Communication Studies**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Choose One from :** | 3 | |
| COM 101 Human Communication | (3) | None |
| COM 120 Found. Of Health Communication | (3) | None |
| COM 204 Communication Theory & Research | 3 | COM 101 or COM 120 |
| **Take Communication electives at 200 level and above:** | **9** | |
| **Total Hours** | **15 hrs.** | |

**Courses and Descriptions**

See COM Courses

# Minor in Conflict Resolution

**Minor in Conflict Resolution**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| CJ 130 Introduction to Criminal Justice | 3 | None |
| CJ 227 Corrections in the U.S. | 3 | CJ 130 |
| CJ 465 Restorative Justice | 3 | CJ 130, 227 |
| COM 343 Conflict, Mediation, & Negotiation | 3 | COM 101 or COM 120 |
| **Choose one course from:** | **3** | |
| COM 101 Human Communication | (3) | None |
| COM 120 Found. Of Health Communication | (3) | None |
| **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 Mgmt. | (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 |
| **Total Hours** | **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.

**Courses and Descriptions**

See CJ Courses

See COM Courses

See MGT Courses

See SOCWK Courses

# Minor in Political Communication

**Minor in Political Communication**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Choose one course from:** | 3 | |
| COM 101 Human Communication | (3) | None |
| COM 120 Found. Of Health Communication | (3) | None |
| **Required Courses:** | | |
| COM 262 Strategic Messaging | 3 | COM 101 or 120 |
| COM 310 Political Communication | 3 | COM 101 or 120 |
| POLSC101 Understanding Politics | 3 | None |
| **Choose one course from:** | 3 | |
| COM 425 Risk and Crisis Communication | (3) | COM 101 or 120; junior status |
| COM 474 Campaign Communication | (3) | COM 262; junior status |
| **Choose two courses from:** | 6 | |
| COM 208 Argumentation and Advocacy | (3) | COM 101 or 120 |
| COM 301 Public Speaking | (3) | COM 101 or 120 |
| COM 333 Leadership Communication | (3) | COM 101 or 120 |
| POLSC 210 Political Rhetoric | (3) | None |
| POLSC 240 Campaigns and Elections | (3) | None |
| POLSC 375 Lincoln | (3) | None |
| **Total credit hours** | 21 | |

**Courses and Descriptions**

See COM Courses

See POLSC Courses

# Minor in Public Relations

**Minor in Public Relations**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| 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 101 Human Communication | (3) | None |
| COM 120 Found. Of Health Comm. | (3) | None |
| **Choose one:** | **3** | |
| COM 262 Strategic Messaging | (3) | COM 101 or 120 |
| 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 425 Risk & Crisis Comm. | (3) | COM 101 or 120, Jr. Status |
| **Total Hours** | **15 hrs.** | |

**Courses and Descriptions**

See COM Courses

# Minor in Sport Communication

**Minor in Sport Communication**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Choose One from :** | 3 | |
| COM 101 Human Communication | (3) | None |
| COM 120 Found. Of Health Communication | (3) | None |
| **Take the following:** | | |
| COM 163 Foundations of Sport Communication | 3 | COM 101 or COM 120 |
| COM 244 Sport, Communication, and Culture | 3 | COM 101 or COM 120 |
| COM 415 Communication in Sport Organizations | 3 | COM 101 or COM 120 |
| **Choose One from:** | **3** | |
| COM 205 Introduction to Public Relations | (3) | COM 101 or COM 120 |
| COM 274 Strategic Social Media | (3) | COM 101 or COM 120 |
| **Choose One from:** | **3** | |
| COM 305 Organizational Communication | (3) | COM 101 or COM 120 |
| COM 425 Risk and Crisis Communication | (3) | COM 101 or COM 120 |
| **Total Hours** | **18 hrs.** | |

**Courses and Descriptions**

See COM Courses

# Computer Science and Cybersecurity

**Computer Science and Cybersecurity**

**Department of Mathematics and Computer Science**

**The College of Arts and Sciences**

https://www.ashland.edu/mathematics-and-computer-science-department

**Chair**

Darren Wick, Professor of Mathematics

**Faculty**

Abdulbast Abushgra, Assistant Professor of Cybersecurity

Selvanayaki Kolandapalayam Shanmugam, Associate 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**

**Computer Science**

1. Students will be able to apply computational techniques to problem-solving
2. Students will be able to apply mathematical concepts in computing
3. Students will be able to write clear, organized code

**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 293, CS 393 or CS 493 for requirements).

**Student Organizations**

Any interested student may join the student chapters of the Association for Computing Machinery, the National Cybersecurity Student Association 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-Students majoring in department programs will participate in assessment of the Student Learning Outcomes for each major through assessments embedded in appropriate courses.

**Computer Science Courses and Descriptions**

See Course Descriptions section of catalog

**Cybersecurity Courses and Descriptions**

See Course Descriptions section of catalog

# BA with a major in Computer Science

**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 210 Social, Ethical, and Professional Issues in Computing | 3 | None |
| CS 215 Introduction to Artificial Intelligence | 3 | None |
| CS 230 Data Structures | 3 | CS 122, MATH 223 |
| CS 301 Computer Architecture | 3 | CS 122 |
| CS 303 Computer Algorithms | 3 | CS 230, MATH 224 |
| CS 321 Advanced Programming | 3 | CS 230 |
| CS 421 Principles of Operating Systems | 3 | CS 230, 301 |
| CS 499 Software Development | 3 | MIS 372 |
| MATH 223 Discrete Mathematics I | 3 | 3 years H.S. College Prep Math |
| MATH 224 Discrete Mathematics II | 3 | MATH 223 |
| MATH 307 Linear Algebra | 3 | MATH 202, 206, or 224 |
| MIS 372 Systems Analysis & Design | 3 | MIS 221 or CS 121 |
| MIS 470 Database Management | 3 | None |
| **Electives-Choose 1 course from:** | **3-5** | |
| CS 175 Web Design | (3) | None |
| CS 221 The Linux Operating System | (3) | CS 101 |
| CS 260 Topics in CS | (3) | None |
| CS 275 Web Programming | (3) | CS 101, 175 |
| CS 302 Theory of Computation | 3 | MATH 224 |
| CS 325 Mobile Applications Development | (3) | CS 122 |
| CS 427 Computer Graphics | (3) | CS 303, MATH 307 |
| CS 460 Advanced Topics in CS | (3) | CS 230 |
| MATH 201 Applied Calculus I<br>or<br>MATH 205 Calculus I | (3-5) | 2 years H.S. Algebra; 1 yr of H.S. Geometry<br>or<br>MATH 111 or equivalent |
| MATH 308 Operations Research | (3) | MATH 224, 230, 305, or 307 |
| MIS 272 Business Intelligence, Analytics, & Data Visualization | (3) | MIS 221 or CS 121 |
| SEC 180 Foundations of Computer Security | (3) | None |
| SEC 185 Cyber Ethics | (3) | None |
| Any Additional 400-level CS course | (3) | |
| **Total Hours** | **51-53 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*Students with prior programming experience may be permitted to substitute a Computer Science Elective with a CS prefix for CS 101 and have CS 101 waived as a prerequisite for CS 121.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See CS Courses

See MATH Courses

See MIS Courses
See SEC Courses

# BS with a comprehensive major in Computer Science

**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 210 Social, Ethical, and Professional Issues in Computing | 3 | None |
| CS 215 Introduction to Artificial Intelligence | 3 | None |
| CS 230 Data Structures | 3 | CS 122, MATH 223 |
| CS 301 Computer Architecture | 3 | CS 122 |
| CS 303 Computer Algorithms | 3 | CS 230, MATH 224 |
| CS 321 Advanced Programming | 3 | CS 230 |
| CS 421 Principles of Operating Systems | 3 | CS 230, 301 |
| CS 499 Software Development | 3 | MIS 372 |
| MATH 223 Discrete Mathematics I | 3 | 3 years H.S. College Prep Math |
| MATH 224 Discrete Mathematics II | 3 | MATH 223 |
| MATH 307 Linear Algebra | 3 | MATH 202, 206, or 224 |
| MIS 372 Systems Analysis & Design | 3 | MIS 221 or CS 121 |
| MIS 470 Database Management | 3 | None |
| **Electives-Choose 4 courses from:**** | 12-14 | |
| CS 175 Web Design | (3) | None |
| CS 221 The Linux Operating System | (3) | CS 101 |
| CS 260 Topics in CS | (3) | None |
| CS 275 Web Programming | (3) | CS 101, 175 |
| CS 302 Theory of Computation | (3) | MATH 224 |
| CS 325 Mobile Applications Development | (3) | CS 122 |
| CS 427 Computer Graphics | (3) | CS 303, MATH 307 |
| CS 460 Advanced Topics in CS | (3) | CS 230 |
| MATH 201 Applied Calculus I<br>or<br>MATH 205 Calculus I | (3-5) | 2 years H.S. Algebra; 1 yr of H.S. Geometry<br>or<br>MATH 111 or equivalent |
| MATH 308 Operations Research | (3) | MATH 224, 230, 305, or 307 |
| MIS 272 Business Intelligence, Analytics, & Data Visualization | (3) | MIS 221 or CS 121 |
| SEC 180 Foundations of Computer Security | (3) | None |
| SEC 185 Cyber Ethics | (3) | None |
| Any additional 400 level CS course | (3) | |
| **Total Hours** | **60-62 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*Students with prior programming experience may be permitted to substitute a Computer Science Elective with a CS prefix for CS 101 and have CS 101 waived as a prerequisite for CS 121.

**At least 3 of the Computer Science Electives must be courses with a CS prefix.

***To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See CS Courses

See MATH Courses

See MIS Courses

See SEC Courses

# BS with a comprehensive major in Cybersecurity

**Bachelor of Science with a comprehensive major in Cybersecurity**

This program is designed for those students who wish to pursue a career in cybersecurity.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| CS 101 Logic and Computing | 3 | 2 years H.S. Algebra |
| CS 221 The Linux Operating System | 3 | CS 101 |
| SEC 180 Foundations of Computer Security | 3 | None |
| SEC 185 Cyber Ethics | 3 | None |
| SEC 190 Cybersecurity Management | 3 | None |
| SEC 280 Windows Security | 3 | SEC 180 |
| SEC 290 Communication & Network Security | 3 | SEC 180 |
| SEC 295 Digital Forensics & Investigation | 3 | SEC 180 |
| SEC 380 Linux Security | 3 | SEC 180, CS 221 |
| SEC 381 Hacker Tools & Techniques | 3 | SEC 180 |
| SEC 480 Mobile Security | 3 | SEC 180 |
| SEC 485 Advanced Computer Security | 3 | SEC 180 |
| CJ 242 Criminology | 3 | None |
| HSEC 180 Introduction Emergency Management & Homeland Security | 3 | None |
| MATH 108 Introductory Statistics | 3 | Math ACT 18, or Math SAT 480, or MATH 100 |
| PSYC 101 General Psychology I | 3 | None |
| **Internship/Field Experience** | **3** | |
| SEC 493 Internship | (3) | Chair Approval, Learning Contract |
| CJ 403 Field Experience | (3) | CJ 103, Instructor Approval |
| **Electives (Choose 3 courses from):** | **9** | |
| BANA 348 Business Analytics I | (3) | MATH 108 or MATH 318 |
| BANA 448 Business Analytics II | (3) | BANA 348 |
| CS 121 Computer Programming I | (3) | CS 101 |
| CJ 130 Introduction to Criminal Justice | (3) | None |
| CJ 266 Constitution and Criminal Procedure | (3) | None |
| ECON 301 Game Theory | (3) | Core/Math Logic Requirement |
| HSEC 220 Infrastructure & Environmental Security | (3) | HSEC 180 |
| HSEC 432 Emergency Management | (3) | HSEC 180 |
| MATH 223 Discrete Mathematics I | (3) | 3 years H.S. College Prep Math |
| MIS 470 Database Management | (3) | None |
| SOC 225 Contemporary Social Problems | (3) | SOC 111 |
| **Total Hours** | **60 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See BANA Courses

See CJ Courses

See CS Courses

See ECON Courses

See MATH Courses

See MIS Courses

See PSYC Courses

See SEC Courses

See SOC Courses

# 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 |
| MATH 223 Discrete Mathematics I | 3 | 3 years H.S. College Prep Math |
| **Electives-Choose 2 courses from:** | **6** | |
| CS 175 Web Design | (3) | None |
| CS 210: Social, Ethical, and Professional Issues in Computing | (3) | None |
| CS 215: Introduction to Artificial Intelligence | (3) | None |
| CS 221 The Linux Operating System | (3) | CS 101 |
| CS 260: Topics in CS | (3) | None |
| 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 460 Advanced Topics in CS | (3) | CS 230 |
| MATH 224 Discrete Mathematics II | (3) | Math 223 |
| SEC 180 Foundations of Computer Security | (3) | None |
| SEC 185 Cyber Ethics | (3) | None |
| **Total Hours** | **21 hrs.** | |

***Students with prior programming experience may be permitted to substitute a computer Science Elective with a CS prefix for CS 101 and have CS 101 waived as a prerequisite for CS 121.**

**Courses and Descriptions**

See CS Courses

See MATH Courses

See SEC Courses

# Minor in Cybersecurity

**Minor in Cybersecurity**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| SEC 180 Foundations of Computer Security | 3 | None |
| SEC 185 Cyber Ethics | 3 | None |
| SEC 190 Cybersecurity Management | 3 | None |
| SEC 290 Communication and Network Security | 3 | SEC 180 |
| SEC 485 Advanced Computer Security | 3 | SEC 180 |
| **Electives (Choose 3 courses from):** | **9** | |
| CS 221 The Linux Operating System | (3) | CS 101 |
| CJ 242 Criminology | (3) | None |
| CJ 266 Constitution & Criminal Procedure | (3) | None |
| HSEC 180 Introduction Emergency Management & Homeland Security | (3) | None |
| SEC 280 Windows Security | (3) | SEC 180 |
| SEC 295 Digital Forensics & Investigation | (3) | SEC 180 |
| SEC 380 Linux Security | (3) | CS 221 and SEC 180 |
| SEC 381 Hacker Tools & Techniques | (3) | SEC 180 |
| SEC 480 Mobile Security | (3) | SEC 180 |
| **Total Hours** | **24 hrs.** | |

**Courses and Descriptions**

See CJ Courses

See CS Courses

See HSEC Courses

See SEC Courses

# Minor in Web Technology

**Minor in Web Technology**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| ART 134 2-D Design | 3 | None |
| ART 206 Digital Imaging | 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 (Choose 1 course from):** | **3** | |
| CS 215 Introduction to Artificial Intelligence | (3) | None |
| 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 |
| **Total Hours** | **24 hrs.** | |

**Courses and Descriptions**

See ART Courses

See COM Courses

See CS Courses

See JDM Courses

See MIS Courses

See SEC Courses

# Criminal Justice and Sociology

**Criminal Justice and Sociology**

**Department of Criminal Justice**

**The College of Arts and Sciences**

**Chair**

Chris Chartier, Professor of Psychology

**Faculty**

Herb Homan, Assistant Professor of Criminal Justice

Jared Rosenberger, Assistant Professor of Sociology and Director of Institutional Assessment

Anne Strouth, 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 explain the micro- and macro-level causes of crime.
3. Identify a research objective, research question, hypothesis, as well as define the meaning of an independent, dependent, 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 criminal justice ethical dilemmas using ethical theories.
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.

**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 at least 3.2, a GPA of at least 3.2 in criminal justice course work, 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

**Description of Major**

The criminal justice major is based on the strong liberal arts foundation provided by the University's core curriculum. Course work in the major acquaints students with the concepts of the modern system of criminal justice, including law enforcement, corrections, and the courts, as well as the significance and importance of restorative and social justice in our society. Significant emphasis is placed on research and real-world experiences to inform the students' understanding of the connectedness and the interdependence of making laws, breaking laws, and reacting to the breaking of laws as a function of society as a whole.

**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.

**Prior Learning Credit**

Veterans, current military, and those working in criminal justice professions may receive up to 32 credit hours of academic credit for related professional training and fieldwork via Prior Learning Credit. For more information, please see the Undergraduate Academic Affairs section of this Catalog.

**Criminal Justice Courses and Descriptions**

See Course Descriptions section of catalog.

**Sociology Courses and Descriptions**

See Course Descriptions section of catalog.

# 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 | |
| **Total Hours** | **24 hrs.** | |
| **Institutional Core Requirements:** | | |
| Communication Course | 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 | |
| **Total Core Hours** | **36 hrs.** | |

*To earn an Associate's degree through Ashland University, a student must earn at least 60 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See CJ Courses

# Associate of Arts with a concentration in Emergency Management & Homeland Security (Offered On-Campus and Online)

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| HSEC 180 Introduction Emergency Management & Homeland Security | 3 | None |
| HSEC 210 Border & Transp Security | 3 | HSEC 180 |
| HSEC 220 Infrast & Enviorn Security | 3 | HSEC 180 |
| HSEC 250 Command & Control Systems | 3 | HSEC 180 |
| Electives in HSEC | 12 | |
| **Total Hours** | **24 hrs.** | |
| **Institutional Core Requirements:** | | |
| Communication Course | 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 | |
| **Total Core Hours** | **36 hrs.** | |

Note: Electives taken for this concentration must have an HSEC prefix

*To earn an Associate's degree through Ashland University, a student must earn at least 60 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See HSEC Courses

# 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 or the Criminal Justice Program Director.

| 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 |
| **Choose one:** | **3** | |
| CJ 395 Advanced Research in CJ* | (3) | CJ 242 & CJ 295 |
| CJ 403 Field Experience* | (3) | CJ 130 & Instructor Approval |
| **Choose 24 Criminal Justice elective hours from the list below (at least 9 hours must be 300 level or above):** | **24** | |
| 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 307 Victimology | (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 390 Data Analysis & Reporting | (3) | CJ 295 |
| CJ 395 Advanced Research in CJ | (3) | CJ 295 |
| CJ 403 Field Experience*** | (3) | CJ 130 & Instructor Approval |
| CJ 415 Advanced Criminology & Profiling | (3) | CJ/SOC 242 |
| CJ 425 Legal Use of Evidence | (3) | CJ 266 |
| CJ/HSEC 432 Emergency Management | (3) | CJ 130 |
| CJ 440 Criminal Justice Policy | (3) | CJ 130, CJ 242 |
| CJ 465 Restorative Justice | (3) | CJ130, CJ227 |
| CJ 499 Directed Research in CJ*** | (3-6) | CJ 295 & Instructor Approval |
| **Declared Minor or Concentration Area:**** | **12-18** | **CJ Chair or CJ Online Director approval** |
| **Total Hours** | **60-66 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

* Credit hours used to satisfy the CJ core requirements of the major cannot be used in fulfillment of the 24 required Criminal Justice elective hours.

** 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 Criminal Justice elective hours. Alternatively, 6 hours of CJ 499 can count towards the Criminal Justice elective hours. An additional 6 hours of CJ 403/499 (up to a total of 12 hours) may be used to fulfill general elective requirements.

*****To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

Note: Courses chosen to fulfill elective courses in the Sociology minor do not count toward electives in the Criminal Justice major.

**Courses and Descriptions**

See List of Institutional Core Courses

See CJ Courses

# BS with a comprehensive major in Emergency Management & Homeland Security (Offered On-Campus and Online)

**Bachelor of Science with a comprehensive major in Emergency Management & Homeland Security (Offered On-Campus and Online)**

The Emergency Management & Homeland Security major exposes students to the different concepts that help ensure our nation is protected from both manmade and natural catastrophes. Students complete coursework in emergency management, critical infrastructure protection, risk analysis, industrial and environmental security, domestic and international terror organizations, homeland security operations and intelligence, criminal justice, and law and policy.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| HSEC 180 Intro to Emergency Management & Homeland Security | 3 | None |
| HSEC 200 Policing in an Era of Homeland Security | 3 | HSEC 180 |
| HSEC 210 Border & Transportation Security | 3 | HSEC 180 |
| HSEC 220 Infrastructure & Environ Security | 3 | HSEC 180 |
| HSEC 250 Command & Control Systems | 3 | HSEC 180 |
| HSEC 332 Terrorism | 3 | CJ 130 or HSEC 180 |
| HSEC 355 Emergency Management & Homeland Security Planning | 3 | HSEC 250 |
| HSEC 403 Emergency Management & Homeland Security Field Exp | 3 | HSEC 410 or 432 and Sr. Status |
| HSEC 410 Intelligence Operations | 3 | HSEC 250 |
| HSEC 432 Emergency Management | 3 | CJ 130 or HSEC 180 |
| CJ 130 Intro to Criminal Justice | 3 | None |
| CJ 200 Criminal Investigations | 3 | None |
| CJ 242 Criminology | 3 | None |
| CJ 266 Constitution & Criminal Procedure | 3 | CJ 130 |
| CJ 440 Criminal Justice Policy | 3 | CJ 130, 242, 270 |
| PSYC 101 General Psychology | 3 | None |
| SOC 111 Principles of Sociology | 3 | None |
| SOC 301 Race, Ethnic, & Min Relations | 3 | None |
| **HSEC Electives Choose Two Electives:** | **6** | |
| CJ362 Criminal Law | (3) | CJ266 |
| CJ235 Courts and Justice | (3) | CJ130 |
| SEC180 Foundations of Computer Security | (3) | None |
| SEC295 Digital Forensics & Investigations | (3) | SEC180 |
| **Total Hours** | **60 Hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*Note: Emergency Management & Homeland Security students working in a paid full-time capacity as a sworn law enforcement officer or firefighter may elect to take a second course in Social Psychology/Social Deviance area rather than Field Experience.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See CJ Courses

See HSEC Courses

See PSYC Courses

See SEC Courses

See SOC Courses

# Minor in Conflict Resolution

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| CJ 130 Introduction to Criminal Justice | 3 | None |
| CJ 227 Corrections in the U.S. | 3 | CJ 130 |
| CJ 465 Restorative Justice | 3 | CJ 130, 227 |
| COM 343 Conflict, Mediation, & Negotiation | 3 | COM 101 or COM 120 |
| **Choose one course from:** | **3** | |
| COM 101 Human Communication | (3) | None |
| COM 120 Found. Of Health Communication | (3) | None |
| **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 Mgmt. | (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 |
| **Total Hours** | **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.

**Courses and Descriptions**

See CJ Courses

See COM Courses

See MGT Courses

See SOCWK Courses

# 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 | |
| **Total Hours** | **18 hrs.** | |

**Courses and Descriptions**

See CJ Courses

# Minor in Emergency Management & Homeland Security (Offered On-Campus and Online)

**Minor in Emergency Management & Homeland Security (Offered On-Campus and Online)**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| HSEC 180 Introduction Emergency Management & Homeland Security | 3 | None |
| HSEC 200 Policing in an Era of Homeland Security | 3 | HSEC/CJ 180 |
| Electives in HSEC | 9 | |
| **Take One of the Following** | **3** | |
| HSEC 210 Border & Transport. Security | (3) | HSEC/CJ 180 |
| HSEC 220 Infrastructure & Environmental Security | (3) | HSEC/CJ 180 |
| **Total Hours** | **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 Emergency Management & Homeland Security minor. Electives taken for this minor must have an HSEC prefix.

**Courses and Descriptions**

See HSEC Courses

# Minor in Social and Community Justice

**Minor in Social and Community Justice**

Social Justice examines inequities in institutions, laws, and social relationships. Social justice issues range from education and employment inequities to the criminal justice system, and to health and wellbeing. This minor will help students recognize and address long-standing inequalities in our increasingly diverse society and prepare students to directly contribute to resolving issues impacting social equity.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| SOC 150 Introduction to Social Justice | 3 | None |
| SOC 301 Race, Ethnic, & Minority Relations | 3 | None |
| CJ 242 Criminology | 3 | None |
| CJ 307 Victimology | 3 | SOC 111 or CJ 130 |
| CJ 465 Restorative Justice | 3 | SOC 111 or CJ 130 |
| **Choose one course from:** | **3** | |
| CJ 130 Intro to Criminal Justice | (3) | None |
| SOC 111 Principles of Sociology | (3) | None |
| **Choose one course from:** | **3** | |
| CJ 250 Ethics in Criminal Justice | (3) | None |
| REL 109 Christian Ethics | (3) | None |
| PHIL 215 Ethics | (3) | None |
| **Choose one course from:** | **3** | |
| COM 208 Argumentation & Advocacy | (3) | COM 101 or COM 120 |
| COM 343 Conflict, Mediation, & Negotiation | (3) | COM 101 or COM 120 |
| **Total Hours** | **24 hrs.** | |

**Courses and Descriptions**

See CJ Courses

See COM Courses

See PHIL Courses

See REL Courses

See SOC Courses

# Minor in Sociology (Offered On-Campus and Online)

**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 | |
| **Total Hours** | **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.

**Courses and Descriptions**

See SOC Courses

# Education

**Education**

**The Dwight Schar College of Education**

**Programs are offered through the Department of Teacher Education and Doctoral Studies and Advanced Programs**

**Dean**

Lisa Vernon-Dotson

**Assistant Dean**

Christine Becknell-Brown

**Director of Accreditation and Educator Preparation**

Lisa Weller

**Director of Fields and Partnerships**

Laura Kanney

**Elyria Field Coordinator**

Neely Powell

**Coordinator of Data Analytics**

Jane Bauer

**Faculty by Department**

**Department of Teacher Education**

Chair, Stephen Denney, Associate Professor

Carla Abreu-Ellis, Professor

Jason Ellis, Professor

Maria Sargent, Professor

Amy Crawford, Associate Professor

Ann Marie Wernick, Assistant Professor

Terri Jewett, Professional Instructor

**Department of Doctoral Studies and Advanced Programs**

Chair, Jennifer Groman, Associate Professor

Rick Breault, Associate Professor

Cathryn Chappell, Associate Professor

Erik Kormos, Associate Professor

Mohsine Bensaid, Assistant Professor

Karen Arbogast, Professional Instructor

Michael Tefs, Lecturer

**Degree Offered**

Bachelor of Science in Education

**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.

**Student Learner Outcomes**

1. Candidates apply theory and practice within a professional environment.
2. Candidates collaborate with stakeholders to impact the success of diverse individuals and organization.
3. Candidates demonstrate pedagogical and content knowledge when working within a diverse professional environment.
4. Candidates make data-driven decisions within a professional environment.
5. Candidates apply principles of integrity and ethical decision-making within a professional environment.

**Facilities and Equipment**

Offices and classrooms are located in the Dwight Schar College of Education building which includes a full sensory room, math lending resource room, a dedicated computer classroom, an Ohio Assessments for Educators (OAE) resource room, and large lecture hall.

**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.

**Licensure**

Teachers must have a license to teach in the public school system. It is essential that students apply for their teaching license within one year of completing a licensure program, since licensure approval is not guaranteed beyond the year following program completion. Ashland University's Teacher Licensure & Academic Support Services can help. Additional information regarding Ashland University's Teacher Licensure department can be found at this website: https://www.ashland.edu/licensing-office

Email: ed-licensure@ashland.edu

**Attention Out of State Students**

Disclaimer: According to new federal regulations, the College of Education is required to inform all out-of-state students who are entering AU's teacher preparation programs that AU COE teacher programs are for students who intend to seek employment in Ohio and only prepares students for teacher licensure in the state of Ohio.

**Disclosure for Out-of-State Students**

Ashland University Dwight Schar College of Education programs meet requirements for licensure or certification in Ohio.

Ashland University Dwight Schar College of Education programs do NOT qualify students for licensure or certification in the following states and US territories: Alabama, Alaska, American Samoa, Arizona, Arkansas, California, Colorado, Commonwealth of the Northern Mariana Islands, Commonwealth of Puerto Rico, Connecticut, Delaware, ;District of Columbia, Federated States of Micronesia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Republic of the Marshall Islands, Federated States of Micronesia, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virgin Islands, Virginia, Washington, West Virginia, Wisconsin, & Wyoming.

If a student's permanent residence is in a state or territory other than Ohio, they can only enroll in the Education program if they agree that, upon graduation, they intend to seek employment in Ohio. Out-of-State Students states must meet with their advisors to sign a formal attestation form.

**Student Honor Society**

Kappa Delta Pi, an international honor society in education, honors education majors who have maintained a 3.0 GPA, completed 6 hours of education courses and support the KDP mission, vision, and values.

**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 Accreditation and Educator Preparation in the College of Education
3. A grade of C or higher is required in each professional education course required for the Licensure Program. Any teacher education student who receives a grade lower than a C must retake the course.

**Teacher Education Department Mission Statement**

In the Department of Teacher Education, at Ashland University, we foster meaningful learning through dynamic instruction, active engagement, responsive feedback, and genuine connections. Our faculty models excellence by integrating evidence-based approaches that develop both content mastery and pedagogical expertise to prepare future educators.

**Initial Teacher Preparation Gateways**

All education students must meet the requirements for a set of distinct and specific Gateways throughout their programs. These Gateways ensure that students are meeting both internal and external expectations for successful program completion, as well as state/national accreditation standards and Ohio teacher licensure requirements.

- Admission to field experience gateway
- Admission to Teacher Education (candidacy) gateway
- Admission to Internship (aka, Student Teaching) gateway
- Exit from Internship gateway
- Recommendation for Licensure gateway

This catalog applies to students entering in the 2025-2026 academic year. Please refer to the catalog for your year of entry to confirm your degree requirements.

**First Field Gateway**

- Complete/Submit Field Placement Application

- Students must have achieved a current 2.5 GPA for the Institutional and Major GPAs for all programs including both concentrations for Middle Grades programs. (Students must obtain a C or better in all education courses per catalog.)
  [**Note**: Transfer students must meet this requirement using course grades from their previous institution.]
- Attendance at one Teacher Education Workshop/Seminar (with Director of Accreditation and Educator Preparation, Mrs. Lisa Weller lweller@ashland.edu)
- Valid Ohio Pre-service Teacher Permit (Application available through the State Board of Education) https://ohid.ohio.gov/
- Current Liability Insurance (Sign up through Ohio Education Association) https://www.mynea360.org/s/join-now?state=OH
- Updated Background Clearance (BCI/FBI)

**Professional Program/Teacher Education Candidacy Gateway – (3rd year coursework)**

- Complete/Submit Teacher Education Candidacy Application
- Students must have achieved a current 2.5 GPA for the Institutional and Major GPAs for all programs including both concentrations for Middle Grades programs. (Students must obtain a C or better in all education courses per catalog.)
  [**Note**: Transfer students must meet this requirement using course grades from their previous institution.]
- Successful completion of **Praxis Core**
  *Accuplacer is a low/no cost alternative to Praxis Core – required tests: Next Generation Reading; Writing; and Math: Quantitative Reasoning, Algebra, and Statistics (QAS).
- Satisfactorily complete the First Field Experience course with a B- or higher
- Valid Ohio Pre-service Teacher Permit (Application available through the State Board of Education) https://ohid.ohio.gov/
- Current Liability Insurance (Sign up through Ohio Education Association) https://www.mynea360.org/s/join-now?state=OH
- Updated Background Clearance (BCI/FBI)

**Internship Gateway (prior to Internship)**

- Complete/Submit Internship Application
- Students must have achieved a current 2.5 GPA for the Institutional and Major GPAs for all programs including both concentrations for Middle Grades programs. (Students must obtain a C or better in all education courses per catalog.)
  [**Note**: Transfer students must meet this requirement using course grades from their previous institution.]
- Successful completion of state-mandated modules
  - Computer Science (CS) and Computational Thinking (CT) (Miami University)
  - Artificial Intelligence in K-12 Education (Miami University)
  - Educators and the Opioid Crisis V2 (The Ohio State University)
  - Dyslexia Pathway (through OHID Science of Reading)
- Successful completion of OAE (score of 220 or higher): Assessment of Professional Knowledge
  - 057 – P-5 Dual
  - 002 – Middle Grades
  - 003 – AYA/Integrated
  - 004 – Music, Visual Arts, IS
- Successful completion of OAE (score of 220 or higher): 190 Foundations of Reading (ONLY for P-5/IS, IS, and Middle Grades)
- Successful completion of all required coursework
- Valid Ohio Pre-service Teacher Permit (Application available through the State Board of Education) https://ohid.ohio.gov/
- Current Liability Insurance (Sign up through Ohio Education Association) https://www.mynea360.org/s/join-now?state=OH
- Updated Background Clearance (BCI/FBI)

**Program Completion Gateway (prior to graduation)**

- Students must have achieved a current 2.5 GPA for the Institutional and Major GPAs for all programs including both concentrations for Middle Grades programs. (Students must obtain a C or better in all education courses per catalog.)
  [**Note**: Transfer students must meet this requirement using course grades from their previous institution.]
- Successful completion of Internship with grade of B- or better

**Licensure (upon program completion/graduation)**

- Successful completion of all program OAEs (required licensure tests)
- Application for Licensure through State

Gateway requirements are based on national/state requirements and accreditation standards. These requirements may change over time and are not tied to a student's catalog year. Contact your advisor for more information.

**Internship/Field Experience** - Field experiences begin early in the program to expose candidates to a diverse variety of educational settings early in their academic career. Students are advised that field experiences and internships require BCI and FBI background checks and a valid Ohio Pre-service Teacher Permit.

*See the COE Field Website page for more information.

---

**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 and Workforce.

**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

AYA Grades 7-12

- Integrated Language Arts/English
- Integrated Science
- Integrated Social Studies
- Integrated Math

PreK-12

- Art
- 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

Checklists of requirements for each program can be obtained from the Academic Support Office, 7th floor of the Archer Library.

**Degree Requirements**

Students majoring in department programs will participate in assessment of student learner outcomes during the process of completing their degree requirements which includes both internal and external assessments typically culminating in the internship.

**Education Courses and Descriptions**

See Course Descriptions section of catalog.

# Associate of Arts with a concentration 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 |
| EDIS 441 Creating Effective Learning Environments | (3) | 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 |
| **Total Hours** | **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 | |
| **Total Core Hours** | **36 hrs.** | |

*To earn an Associate's degree through Ashland University, a student must earn at least 60 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See COM Courses

See EDCI Courses

See EDEC Courses

See EDFN Courses

See EDIS Courses

See ENG Courses

See GEOL Courses

See HIST Courses

See MATH Courses

See SOC Courses

# BA in Education Studies

**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 |
| EDIS 442 Comm./Consult./Team. | 3 | EDIS 250 |
| EDAE 505 Adult Training and Development in the Workplace | 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 |
| EDIS 441 Creating Effective Learning Environments | (3) | 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 |
| **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)** | | |
| READ 330 Methods of Reading & Writing | 3 | READ 210 or EDEC 262; concurrent with READ 440 |
| READ 350 Content Area Reading | 3 | None |
| EDEC 323 Trade Books, Mentor Texts, and Writing Methods | 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 Management 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) | |
| 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 | | |
| **Total Hours** | **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 | |
| **Total Hours** | **44-45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ART Courses

See COM Courses

See EDAE Courses

See EDCI Courses

See EDEC Courses

See EDFN Courses

See EDIS Courses

See ENG Courses

See GEOL Courses

See HIST Courses

See JDM Courses

See MATH Courses

See PSYC Courses

See READ Courses

See SOC Courses

See SOCWK Courses

# BS in Education with a comprehensive major in Intervention Specialist

**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 |
| *READ 210 Foundations of Literacy | 3 | EDFN 130 |
| *READ 220 Phonological Awareness and Phonics | 3 | READ 210 |
| 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 |
| *READ 330 Methods of Reading & Writing | 3 | READ 210 or EDEC 262; concurrent with READ 440 |
| EDCI 320 General Methods Middle & Secondary Grades | 3 | EDFN 130; EDCI 330SEC or EDCI 336 |
| *READ 440 Reading Assessment, Instruction, & Intervention | 3 | READ 210 or EDEC 262; concurrent with READ 330 |
| EDEC 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, 451 |
| EDIS 257 Sensory Motor. | 3 | EDIS 250; concurrent with EDIS 230IS, 253, 451 |
| EDIS 451 Comm.: IS Mod/Intent. | 3 | Concurrent with EDIS 230IS, 253, 257 |
| EDIS 340 IS Field Exp. | 2 | EDIS 230IS, concurrent w/ EDIS 355, 360, 442 |
| EDIS 360 Assessment for Students with Exceptionalities | 3 | EDIS 250, 230IS concurrent w/ 340, 355, 442 |
| EDIS 355 Interv & Remed in Math | 3 | EDIS 250, 230IS concurrent with 340, 360 442 |
| EDIS 442 Comm./Consult./Team. | 3 | EDIS 250, concurrent with EDIS 340, 360, 355 |
| EDIS 330IS Multic. Field Exp. | 2 | EDIS 230IS; concurrent with EDIS 343, 370 |
| EDIS 343 Career & Daily Living Skills | 3 | EDIS 250, 230IS; concurrent with EDIS 330IS, 370 |
| EDIS 370 Learning Environment/Behavior | 3 | EDIS 250, 230IS; concurrent with EDIS 330IS, 343 |
| 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. |
| **Total Hours** | **76 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

Note: Current first aid and CPR training required at time of graduation.

**Courses and Descriptions**

See List of Institutional Core Courses

See EDCI Courses

See EDEC Courses

See EDFN Courses

See EDIS Courses

See READ Courses

# BS in Education with a comprehensive major in Middle Grades (4-9)

**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 |
| *READ 210 Foundations of Literacy | 3 | EDFN 130 |
| *READ 220 Phonological Awareness and Phonics | 3 | READ 210 |
| EDFN 202 Teach. And Learning Process | 3 | EDFN 130 |
| EDCI 232 Instructional Design & Educational Tech for Teaming | 3 | EDFN 130, EDFN 202 |
| EDUC 350 Classroom Management | 3 | None |
| EDCI 236 Middle Grades Field Exp. I | 1 | EDFN 130 |
| EDIS 250 Intro to Educational . Intervention | 3 | None |
| *READ 330 Methods of Reading and Writing | 3 | READ 210 or EDEC 262; concurrent with READ 440 |
| EDCI 320 General Methods for Middle & Secondary Classrooms | 3 | EDFN 130; concurrent with EDCI 336 |
| EDCI 336 Mid. Grade. Field Exp. II | 3 | EDFN 130, Block I EDCI 232/236; concurrent with EDCI 320 |
| *READ 440 Reading Assessment, Instruction, and Intervention | 3 | READ 210 or EDEC 262; ; concurrent with READ 330 |
| EDFN 402 Soc. & Prof. Issues in Ed. | 2 | Concurrent enrollment with program Internship |
| 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 |
| **Total Hours** | **52 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*Required for the Ohio 12 hour Reading Core.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

See List of Institutional Core Courses

**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 211 Short Story. | (3) | ENG 102 |
| ENG 212 The Poem | (3) | ENG 102 |
| **Diversity/Global Focus (choose one):** | **3** | |
| ENG 309 African American Literature | (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 |
| **American Focus (choose one):** | **3** | |
| ENG 424 American Literature I: Origins to 1890 | (3) | ENG 102 |
| ENG 427 American Literature II: 1890-1945 | (3) | ENG 102 |
| ENG 428 American Literature III: 1945-Present | (3) | ENG 102 |
| **Film Focus (choose one):** | **3** | |
| ENG 371 Literature and Film | (3) | ENG 102 |
| ENG 332 Global Film | (3) | ENG 102 |
| **Total Hours** | **24 hrs.** | |

**Math Concentration**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| MATH 201 Applied Calculus I | 3 | 2 yrs. H.S. Alg., 1 yr. H.S. Geom. |
| MATH 202 Applied Calculus II | 3 | MATH 201 |
| MATH 108 Introductory 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 223 |
| MATH 309 History of Math | (3) | MATH 206 OR 202, and MATH 223 |
| PHYS 201 General Physics 1 | (4) | H.S. algebra and geometry |
| **Total Hours** | **24-25 hrs.** | |

**Science Concentration**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| BIO 201 Molecular & Cellular Basis of Life | 4 | None |
| BIO 202 Org. Adapt, Divers. | 4 | BIO 201 |
| 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: Severe 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. |
| **Total Hours** | **23-24 hrs.** | |

**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 America | 3 | None |
| SOC 301 Race/Ethnic/Minority Iss. | 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 |
| **Total Hours** | **24 hrs.** | |

**Courses and Descriptions**

See EDCI Courses

See EDEC Courses

See EDFN Courses

See EDIS Courses

See READ Courses

**Concentration Courses**

See BIO Courses

See CHEM Courses

See CS Courses

See COM Courses

See ECON Courses

See ENG Courses

See GEOL Courses

See HIST Courses

See MATH Courses

See PHYS Courses

See POLSC Courses

See REL Courses

See SOC Courses

# BS in Education with a comprehensive major in Primary Grades/Intervention Dual Program

**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 |
| *READ 210 Foundations of Literacy | 3 | EDFN 130 |
| *READ 220 Phonological Awareness and Phonics | 3 | READ 210 |
| 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 |
| EDIS 370 Learning Environment/Behavior | 3 | EDIS 250; EDIS 330IS |
| EDEC 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 102 Democracy in America | 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 P-5 |
| 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 P-5 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; EDEC 215, Concurrent with READ 330 & READ 440 |
| READ 330 Methods of Reading and Writing | 3 | READ 210; concurrent w/ EDEC 330EC & READ 440 |
| *READ 440 Reading Assessment, Instruction, and Intervention | 3 | READ 210; concurrent with READ 330 |
| EDEC 364 Curriculum & Methods for Teaching Primary Mathematics and Science | 3 | MATH 217; concurrent with EDEC 403, & 417, 446 |
| EDIS 360 Assessment for Students with Exceptionalities | 3 | EDEC 215; concurrent with EDEC417 |
| EDEC 403 Early Intervention and Integration for Young Children with Special Educational Needs | 3 | Concurrent with EDEC 364, 417, 446 |
| EDEC 446 Integrated Language Arts/Reading and Social Studies Methods | 3 | EDFN 202, EDEC 262, concurrent with EDEC 417, 364, 403 |
| EDEC 417 Sr. Fld. Exp. Content Teaching. Interv. | 3 | EDEC 330EC, concurrent with EDEC 364, 403, 446 |
| EDIS 405 Legal, Social and Professional Issues | 3 | Senior Status |
| EDEC 466 Student Internship | 10 | All Student Internship Req. |
| **Total Hours** | **105 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*Required for the Ohio 12 hour Reading Core.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

Note: All courses up to the category *related requirements* are included in the major GPA

**Courses and Descriptions**

See List of Institutional Core Courses

See BIO Courses

See GEOL Courses

See EDCI Courses

See EDEC Courses

See EDFN Courses

See EDIS Courses

See HIST Courses

See MATH Courses

See MUSIC Courses

See PHYS Courses

See POLSC Courses

See SOC Courses

# Early Childhood Education Generalist (Grades 4-5)

**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 |
| READ 330 Methods of Reading and Writing | 3 | READ 210 or EDEC 262; concurrent with READ 440 |
| 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 |
| **Total Hours** | **13 hrs.** | |

**Courses and Descriptions**

See EDCI Courses

See HIST Courses

See MATH Courses

See READ Courses

# Minor in Online Teaching and Instructional Technology

**Minor in Online Teaching and Instructional Technology**

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 |
| **Total Hours** | **12 hrs.** | |

**Courses and Descriptions**

See EDCI Courses

See EDIS Courses

See JDM Courses

See PSYC Courses

# Languages and Literatures

**Languages and Literatures**

**Department of Languages and Literatures**

**The College of Arts and Sciences**

**Chair**

Richard Gray, Professor of Foreign Languages

**Faculty**

Hilary Donatini, Professor of English

Russell Weaver, Professor of English

Maura Grady, Associate Professor of English, Director of Composition

Sharleen Mondal, Associate Professor of English

Charles Carlise, Assistant Professor of English

**Degrees Offered**

Bachelor of Arts

Bachelor of Science in Education

**Mission Statement for the English Area of The Department of Languages and Literatures**

The English Area of The Department of English and Foreign Languages 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, our programs prepare students to "work, serve, and lead with integrity in their local, national, and global communities." Our programs achieve 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, Creative Writing, or Integrated Language Arts 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 with regard to social power and in relation to historical or critical contexts.
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.

**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.

**English Courses and Descriptions**

See course description section of the catalog.

**Mission Statement for the Foreign Languages Area of The Department of Languages and Literatures**

The Foreign Languages Area of the Department of Languages and Literatures 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 students 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.

**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.

**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 Foreign Languages area web page.

**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.

**Degree Requirements**

Assessment – All English, Creative Writing, and Integrated Language Arts majors are required to participate annually in the department's portfolio assessment process.

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

# 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 218 Studies in Shakespeare | 3 | ENG 102 |
| ENG 325 Major Writers Seminar | 3 | ENG 102 |
| ENG 450 Senior Portfolio in Literary Studies | 0 | Senior Status |
| ENG 300/400-level (not creative writing courses): | 6 | |
| **Choose 4 courses, at least 2 starred:** | **12** | |
| ENG 413 Modern Anglophone Literature | (3) | ENG 102 |
| ENG 414 Global Literature | (3) | ENG 102 |
| *ENG 424 American Literature I: Origins to 1890 | (3) | ENG 102 |
| ENG 427 American Literature II: 1890-1945 | (3) | ENG 102 |
| ENG 428 American Literature III: 1945-Present | (3) | ENG 102 |
| *ENG 433 English Literature: Origins to 1600 | (3) | ENG 102 |
| *ENG 434 English Literature: 1600-1800 | (3) | ENG 102 |
| *ENG 435 Nineteenth-Century British Literature | (3) | ENG 102 |
| **Choose 1 course from:** | **3** | |
| ENG 211 Short Story | (3) | ENG 102 |
| ENG 212 The Poem | (3) | ENG 102 |
| ENG 213 Dramatic Literature | (3) | ENG 102 |
| ENG 214 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 from:** | **3** | |
| ENG 315 German Literature | (3) | ENG 102 |
| ENG 316 Postcolonial Literature | (3) | ENG 102 |
| ENG 330 African Literature | (3) | ENG 102 |
| ENG 340 Jewish Literature | (3) | ENG 102 |
| ENG 365 Greek Literature | (3) | ENG 102 |
| ENG 370 Russian Novel | (3) | ENG 102 |
| **Total Hours** | **42 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ENG Courses

# BA with a major in Creative Writing

**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 415 Capstone Course in Creative Writing | 3 | 2 courses from ENG 301, 303, 311, or 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 |
| **Choose 2 courses from:** | **6** | |
| ENG 211 Short Story | (3) | ENG 102 |
| ENG 212 The Poem | (3) | ENG 102 |
| ENG 213 Dramatic Literature | (3) | ENG 102 |
| ENG 214 The Novel | (3) | ENG 102 |
| **Choose 4 courses from:** | **12** | |
| ENG 413 Modern Anglophone Literature | (3) | ENG 102 |
| ENG 414 Global Literature | (3) | ENG 102 |
| ENG 418 History of English Language | (3) | ENG 102 |
| ENG 424 American Literature I: Origins to 1890 | (3) | ENG 102 |
| ENG 427 American Literature II: 1890-1945 | (3) | ENG 102 |
| ENG 428 American Literature III: 1945-Present | (3) | ENG 102 |
| ENG 433 English Literature: Origins to 1890 | (3) | ENG 102 |
| ENG 434 English Literature: 1600-1800 | (3) | ENG 102 |
| ENG 435 Nineteenth-Century British Literature | (3) | ENG 102 |
| **Total Hours** | **45 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ENG Courses

# 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 218 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 American Literature | (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 433 English Literature: Origins to 1600 | (3) | ENG 102 |
| ENG 434 English Literature: 1600-1800 | (3) | ENG 102 |
| ENG 418 History of English Language | (3) | ENG 102 |
| **Choose 2 courses from:** | **6** | |
| ENG 325 Major Writers Seminar | (3) | ENG 102 |
| ENG 435 Nineteenth-Century British Literature | (3) | ENG 102 |
| ENG 413 Modern Anglophone Literature | (3) | ENG 102 |
| ENG 414 Global Literature | (3) | ENG 102 |
| **Choose 2 courses from:** | **6** | |
| ENG 424 American Literature I: Origins to 1890 | (3) | ENG 102 |
| ENG 427 American Literature II: 1890-1945 | (3) | ENG 102 |
| ENG 428 American Literature III: 1945-Present | (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 Psychology of Adolescence | 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 |
| READ 330 Methods of Reading and Writing | 3 | READ 210 or EDEC 262; concurrent with READ 440 |
| READ 350 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. |
| **Total Hours** | **97 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See COM Courses

See EDCI Courses

See EDFN Courses

See EDIS Courses

See ENG Courses

See JDM Courses

See PSYC Courses

See READ Courses

See TH Courses

# 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, 200 and 300-level | 9 | ENG 102 |
| Literature Electives, 400 level | 9 | ENG 102 |
| **Total Hours** | **24 hrs.** | |

**Courses and Descriptions**

See ENG Courses

# Minor in Creative Writing

**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 |
| Literature Electives, 200/300/400-level, Writers' Workshop 300-level, or ENG 415: Capstone Course in Creative Writing | 3 | ENG 102 for Literature Electives; ENG 101 and 201 for Writers' Workshops, and 2 courses from ENG 301, 303, 311, 312 for ENG 415. |
| **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 courses from:** | **6** | |
| ENG 211 Short Story | (3) | ENG 102 |
| ENG 212 The Poem | (3) | ENG 102 |
| ENG 213 Dramatic Literature | (3) | ENG 102 |
| ENG 214 The Novel | (3) | ENG 102 |
| **Total Hours** | **24 hrs.** | |

**Courses and Descriptions**

See ENG Courses

# 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 |
| **Total Hours** | **15 hrs.** | |

**Courses and Descriptions**

See SPAN Courses

# Environmental Science

**Environmental Science**

**Departments of Biology/Toxicology and Chemistry/Geology/Physics**

**The College Arts and Sciences**

---

**Director**

Patricia A. Saunders, Professor of Biology

**Faculty**

Soren Brauner, Professor of Biology

Mason Posner, Professor of Biology, Trustee's Professor

Jeffrey D. Weidenhamer, Professor of Chemistry, Trustees' Professor

Andrew J. Trimble, Associate Professor of Biology/Toxicology

Cindy Perkovich, Assistant Professor of Biology

William A. Reinthal, Professional Instructor of Geology

**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, 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, 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, or toxicology).

**Environmental Science Courses and Descriptions**

See Course Descriptions section of catalog

# 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, or Toxicology with an emphasis in Environmental Science. Three 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 | Jr. Status, Natural Science Major or Minor |
| 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 107 Earth Materials, Processes, and History | 4 | None |
| PHIL 280B Environmental Ethics | 1 | None |
| **Total Hours** | **28 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

**Plus one of the following 3 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) and/or EVS 216 Data Analysis for Scientific Investigations as electives, although these courses are 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) | None |
| GEOL 210 Natural Disasters: Severe Weather | (3) | None |
| GEOL 309 Geomorphology | (4) | GEOL 101 |
| GEOL 403 Environmental Geochemistry | (4) | GEOL 107, CHEM 104, or permission of Department Chair |
| **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 |
| CHEM 429/429L Biochemistry (with lab) | (4) | CHEM 307 |
| **Biodiversity courses:** | | |
| BIO 205 Zoology | (4) | BIO 202 |
| BIO 207 Botany | (4) | BIO 202 |
| BIO 215 Field Methods in Biology | (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 |
| **Complete the following:** | | |
| 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. | |
| **Total Hours** | **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 201, BIO 202, CHEM 104 |
| BIO 411 Limnology | (4) | BIO 202 |
| BIO 412 Marine Biology | (4) | BIO 202 |
| EVS 324 Intro. to GIS | (4) | None |
| GEOL 210 Natural Disasters: Severe Weather | (4) | None |
| GEOL 309 Geomorphology | (4) | GEOL 101 |
| GEOL 403 Environmental Geochemistry | (4) | GEOL 107, CHEM 104, or permission of Department Chair |
| **Complete the following:** | | |
| 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 411/411L Quantum Mechanics | 4 | PHYS 205 (pre- or co-requisite) |
| CHEM 412/412L Thermodynamics | 4 | PHYS 205 |
| MATH 205 Calculus I | 5 | MATH 111 or Equ. |
| MATH 206 Calculus II | 5 | MATH 205 |
| PHYS 205 University Physics I | 4 | MATH 206 |
| PHYS 206 University Physics II | 4 | PHYS 205 |
| 2 additional 400-level CHEM courses | 6-8 | |
| **Choose one:** | **3-4** | |
| MATH 305 Calculus III | (4) | MATH 206 |
| MATH 307 Linear Algebra | (3) | MATH 202, 206, or 224 |
| | 50-54 hrs. | |
| Environmental Science core | 28 hrs. | |
| **Total Hours** | **80-84 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 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 |
| CHEM 429 Biochemistry | 3 | CHEM 307 |
| CHEM 429L Biochemistry Lab | 1 | CHEM 307 |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| **Choose one:** | **3-5** | |
| MATH 201 Applied Calculus I | (3) | 2 ys. H.S. alg., 1 yr. H.S. geom. |
| MATH 205 Calculus I | (5) | MATH 111 or Equ. |
| | 52-54 hrs. | |
| Environmental Science core | 28 hrs. | |
| **Total Hours** | **80-82 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See BIO Courses

See CHEM Courses

See ECON Courses

See EVS Courses

See GEOL Courses

See MATH Courses

See PHIL Courses

See PHYS Courses

# Minor in Environmental Science

**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 |
| GEOL 101 Physical Geology | 4 | None |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| PHIL 280B Env. Ethics | 1 | None |
| EVS 276 Env. Sci. Seminar | 1/1 | None |
| **Choose one:** | 3-4 | |
| CHEM 103 General Chemistry I | (4) | H.S. chem; 3 yrs. H.S. math |
| CHEM 250 Lead and Civ. | (3) | None |
| CHEM 251 Molecular Arch | (3) | 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 |
| **Total Hours** | **20-22 hrs.** | |

**Courses and Descriptions**

See BIO Courses

See CHEM Courses

See EVS Courses

See GEOL Courses

See MATH Courses

See PHIL Courses

# General Studies

**General Studies**

**The College of Arts and Sciences**

**Program Director**

On-Campus: Nicholas Johnson, Core Director

Online: Mary Deloe, Executive Director of Academic Services, eAshland

**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.

**Description of Majors**

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 the following:

- General Studies
- Art
- Business
- Criminal Justice
- Education Studies
- Emergency Management & Homeland Security

# Associate of Arts in General Studies (Offered On-Campus and Online)

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 |
| **Total Hours** | **60 hrs.** |

*To earn an Associate's degree through Ashland University, a student must earn at least 60 hours.

**Courses and Descriptions**

See List of Institutional Core Requirements

# Geology

**Geology**

**Department of Chemistry/Geology/Physics**

**The College of Arts and Sciences**

**Chair**

Brian K. Mohney, Professor of Chemistry

**Faculty**

William A. Reinthal, Professional Instructor of Geology

**Mission and Goals**

The geology program seeks to provide workable knowledge of geological concepts and principles in order for students to gain an understanding of the forces and processes that shape the world. Field and laboratory exercises are project-oriented and problem-based. 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.

**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.

**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.

**Geology Courses and Descriptions**

See Course Descriptions section of catalog.

# 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 | |
| **Total Hours** | **20 hrs.** | |

**Courses and Descriptions**

See GEOL Courses

# History

**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**

John E. Moser, Professor of History

Cara Rogers Stevens, Associate Professor of History

David T. West, Associate Professor of History

Daniel Williams, 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:

Identify, compare, and evaluate concepts, texts, persons, and events in American history

Identify, compare, and evaluate concepts, texts, persons, and events in European history

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.

**History Courses and Descriptions**

See Course Descriptions section of catalog.

# BA with a major in History

**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 | Junior or Senior History Major or Permission |
| **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 |
| **Total Hours** | **36-48 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 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 (493).

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See FREN Courses

See HIST Courses

See LTN Courses

See SPAN Courses

# 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 |
| 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/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/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:** | | |

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| 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 |
| READ 350 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 |
| **Total Hours** | **100 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ECON Courses

See EDCI Courses

See EDFN Courses

See EDIS Courses

See GEOL Courses

See HIST Courses

See POLSC Courses

See PSYC Courses

See REL Courses

See SOC Courses

# Minor in History

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Choose one:** | **3** | |
| HIST 112 Western Civilization to 1500 | (3) | None |
| HIST 113 Western Civilization from 1500 | (3) | None |
| **Choose one:** | **3** | |
| HIST 212 Am. History thru Civil War | (3) | None |
| HIST 213 Am. History after Civil War | (3) | None |
| **History electives** | **12** | |
| **Total Hours** | **18 hrs.** | |

**Courses and Descriptions**

See HIST Courses

# Minor in Classical Civilization (History)

**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 |
| LTN 110 Elementary Latin I | 3 | None |
| LTN 210 Elementary Latin II | 3 | LTN 110 |
| LTN 310 Intermediate Latin I | 3 | LTN 210 |
| **Electives (choose 1):** | **3** | |
| HIST 261 Ancient Greece | (3) | None |
| HIST 264 Ancient Rome and the Rise of Christianity | (3) | None |
| **Total Hours** | **18 hrs.** | |

Note: With the exception of Latin courses taken to fulfill a language requirement for a major, no more than six hours of required or elective courses may count toward both the Classical Civilization minor and another major or minor.

**Courses and Descriptions**

See HIST Courses

See LTN Courses

See POLSC Courses

# Minor in Classical Learning

**Minor in Classical Learning**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| CL 101 History of the Liberal Arts | 3 | None |
| CL 201 Methods of Classical Learning | 3 | None |
| LTN 110 Elementary Latin I | 3 | None |
| Electives (choose 4) | 12 | |
| CL 401 Classical Learning Apprenticeship | (3) | CL 101, CL 102 |
| ENG 417 English Grammar & Usage | (3) | ENG 102 |
| HIST/POLSC 201 Topics in Classical Civilization | (3) | None |
| HIST/POLSC 352 The American Founding | (3) | None |
| LTN 210 Elementary Latin II | (3) | LTN 110 |
| LTN 310 Intermediate Latin I | (3) | LTN 210 |
| MATH 150 Reading Euclid | (3) | High School Geometry |
| PHIL 110 Philosophy of Human Nature | (3) | None |
| PHIL 220 Practical Thinking | (3) | None |
| POLSC 210 Political Rhetoric | (3) | None |
| POLSC 343 Western Political Thought I: Ancient Political Thought | (3) | POLSC 101 |

**Courses and Descriptions:**

See CL Courses

See ENG Courses

See HIST Courses

See LTN Courses

See MATH Courses

See PHIL Courses

See POLSC Courses

# Interdisciplinary Studies

**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.

**Courses and Descriptions**

See Course Descriptions section of catalog.

# BS with a Comprehensive Major in Interdisciplinary Studies (Offered On-Campus and Online)

**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 110 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 108 Introductory 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* Seminar in Christian Lit | (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 |
| **Total Hours** | **61 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

* Note: If not selected as part of the foundation, any 300+ level course below may be taken as part of a concentration.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**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 215 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 Political Theology | (3) | Core religion course |
| REL 400* Seminar in Christian Lit | (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 |
| BIO 129 Drugs, Poisons, & Pollutants | (3) | None |
| ECON 334 Money and Banking | (3) | ECON 233 |
| 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 101 or soph. status |
| SOCWK 305 Family Violence | (3) | |
| SOCWK 306 Social Environment & Human Behavior | (3) | SOCWK 101 |
| SOCWK 350 Death and Dying | (3) | |

**Professional Concentration**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Electives, at least 9 hrs. 300 level or above** | **15** | |
| BANA 348 Business Analysis | (3) | MATH 108 or MATH 318 |
| COM 205 Intro to Public Relations | (3) | COM 101 or COM 120 |
| COM 320 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 |
| ENTP 245 Intro to Entrepreneurship | (3) | |
| ENTP 250 Entrepreneurial & Family Business Management | (3) | None |
| FIN 322 Personal Asset Management | (3) | Soph. Status |
| HSM 135 Intro to the Hospitality Industry | (3) | |
| HSM 235 Hospitality Cost Control | (3) | MATH 108 |
| 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) | None |
| 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*

**Courses and Descriptions**

See List of Institutional Core Courses

See ART Courses

See BANA Courses

See BIO Courses

See COM Courses

See ECON Courses

See ENG Courses

See ENTP Courses

See FIN Courses

See FL Courses

See HSM Courses

See IDS Courses

See JDM Courses

See MATH Courses

See MGT Courses

See MKT Courses

See PHIL Courses

See PHYS Courses

See POLSC Courses

See PSYC Courses

See REL Courses

See SCM Courses

See SEC Courses

See SOC Courses

See SOCWK Courses

# Journalism and Digital Media

**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**

David McCoy, Associate Professor of Journalist & Digital Media, Faculty Advisor AU-Live and AUTV

Kelly Meyer, Professional Instructor of Journalism & Digital Media, Collegian Faculty Advisor

Derek Wood, Professional Instructor of Journalism & Digital Media, Faculty Advisor WRDL Radio

**Director, Broadcasting & Operations**

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 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.

**Student Honorary**

Journalism and Digital Media majors and minors are eligible to join The Society for Collegiate Journalists, which is the national honor society for collegiate journalists and digital media students. Student must have at least a 3.0 GPA and completed 12 hours of JDM courses to qualify for membership.

**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.

**JDM Courses and Descriptions**

See Course Descriptions section of catalog.

# 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 |
| **Total Hours** | **48 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See JDM Courses

# 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 |
| **Total Hours** | **48 hrs.** | |

Plus Institutional Degree Requirements

**Courses and Descriptions**

See JDM Courses

# 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 |
| **Total Hours** | **25 hrs.** | |

*Students must take at least one 400 level course to fulfill their elective requirements.

**Courses and Descriptions**

See JDM Courses

# Minor in Digital Media Production

**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 |
| **Total Hours** | **25 hrs.** | |

*Students must take at least one 400 level course to fulfill their elective requirements

**Courses and Descriptions**

See JDM Courses

# Mathematics and Actuarial Science

**Mathematics and Actuarial Science**

**Department of Mathematics and Computer Science**

https://www.ashland.edu/mathematics-and-computer-science-department

**Chair**

Darren Wick, Professor of Mathematics

**Faculty**

Gordon Swain, Professor of Mathematics

Yong Ju Lee, Assistant 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**

**Mathematics**

1. Students will be able to apply mathematical techniques to problem-solving
2. Students will demonstrate their understanding of the formal structure of mathematics
3. Students will be able to communicate mathematics in writing clearly and accurately

**Integrated Mathematics**

1. Each student will be able to demonstrate and explain problem-solving methods
2. Each student will demonstrate their understanding of the relevance of collegiate level mathematics to high school level mathematics
3. Each student will be able to communicate mathematics orally in a clear and accurate manner

**Actuarial Science**

1. Students will be able to apply mathematical techniques to actuarial and statistical problem-solving
2. Students will demonstrate their proficiency at using technology to solve actuarial and statistical problems and at interpreting the technology's output
3. Students will be able to communicate mathematics and statistics in writing clearly and accurately

**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, the Association for Computing Machinery or the National Cybersecurity Student Association.

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 – Students majoring in department programs will participate in assessment of the Student Learning Outcomes for each major through assessments embedded in appropriate courses.

**Mathematics Courses and Descriptions**

See Course Descriptions section of catalog

# BA with a major in Mathematics

**Bachelor of Arts with a major in Mathematics**

## Requirements

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 Calculus I | 5 | MATH 111 or Equivalent |
| MATH 206 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 Calculus III | 4 | MATH 206 |
| MATH 307 Linear Algebra | 3 | MATH 202, 206, or 224 |
| MATH 415 Abstract Algebra | 3 | MATH 223, 250, 307 |
| MATH 417 Real Analysis | 3 | MATH 250, 305 |
| MATH 450 Seminar | 1 | Jr. or Sr. Status |
| **Choose One:** | **3** | |
| MATH 108 Introductory Statistics | (3) | MATH 100 or ACT 18 or SAT 480 |
| MATH 318 Mathematical Statistics | (3) | MATH 250, 305, 317 |
| **3 courses from:** | **9** | |
| CS 302 Theory of Computation | (3) | MATH 224 |
| MATH 224 Discrete Mathematics II | (3) | MATH 223 |
| MATH 308 Operations Research | (3) | MATH 224, 230, 305, or 307 |
| MATH 309 History of Mathematics | (3) | MATH 206 or 202, and MATH 223 |
| MATH 311 Modern Geometry | (3) | MATH 206, 223, 250 |
| MATH 313 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 108 or 318 |
| MATH 498 Independent Study | (3) | Jr. or Sr. Status |
| **Total Hours** | **46 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

Note: CS 121-122 is recommended for the major

**Courses and Descriptions**

See List of Institutional Core Courses

See CS Courses

See MATH Courses

# BS with a comprehensive major in Mathematics

**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 Calculus I | 5 | MATH 111 or Equivalent |
| MATH 206 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 Calculus III | 4 | MATH 206 |
| MATH 307 Linear Algebra | 3 | MATH 202, 206, or 224 |
| MATH 415 Abstract Algebra | 3 | MATH 223, 250, 307 |
| MATH 417 Real Analysis | 3 | MATH 250, 305 |
| MATH 450 Seminar | 1 | Jr. or Sr. Status |
| **Choose One:** | **3** | |
| MATH 108 Introductory Statistics | (3) | MATH 100 or ACT 18 or SAT 480 |
| MATH 318 Mathematical Statistics | (3) | MATH 250, 305, 317 |
| **Electives: Choose 3 courses from:** | **9** | |
| CS 302 Theory of Computation | (3) | MATH 224 |
| MATH 224 Discrete Mathematics II | (3) | MATH 223 |
| MATH 308 Operations Research | (3) | MATH 224, 230, 305, or 307 |
| MATH 309 History of Mathematics | (3) | MATH 206 or 202, and MATH 223 |
| MATH 311 Modern Geometry | (3) | MATH 206, 223, 250 |
| MATH 313 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 108 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):** | | |
| BANA 348 Business Analytics I | (3) | MATH 108 or MATH 318 |
| BANA 448 Business Analytics II | (3) | BANA 348 |
| ECON 301 Game Theory | (3) | Core math/logic |
| ECON 321 Public Finance | (3) | ECON 232 |
| ECON 332 Inter. Microeconomics | (3) | ECON 232 |
| **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 | |
| **Total Hours** | **60 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Total Core Hours** | **45 hrs.** | |

*Electives may be from biology, chemistry, computer science, cybersecurity, 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.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See BANA Courses

See BIO Courses

See CHEM Courses

See CS Courses

See ECON Courses

See GEOL Courses

See MATH Courses

See PHYS Courses

See SEC Courses

# BS with a comprehensive major in Actuarial Science

**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 Calculus I | 5 | MATH 111 or Equivalent |
| MATH 206 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 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 Mathematical Statistics | 3 | MATH 250, 305, 317 |
| MATH 320 Financial Mathematics | 3 | MATH 223, 305 |
| MATH 341 Applied Regression Analysis | 3 | MATH 108 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 |
| **Total Hours** | **60 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 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 327 Risk & Insurance | 3 | MATH 108 or MATH 318 |
| FIN 422 Security Analysis | 3 | FIN 330 |
| MATH 224 Discrete Mathematics II | 3 | MATH 223 |
| MIS 371 Programming for Bus. II | 3 | MIS 370 |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ACCT Courses

See ECON Courses

See FIN Courses

See MATH Courses

See MGT Courses

See MIS Courses

# BS in Education with a comprehensive major in Integrated Mathematics (Grades 7-12)

**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 Calculus I | 5 | MATH 111 or Equivalent |
| MATH 206 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 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 Abstract Algebra | 3 | MATH 223, 250, 307 |
| MATH 450 Seminar | 1 | Jr. or Sr. Status |
| **Choose one:** | **3** | |
| MATH 108 Introductory Statistics | (3) | MATH 100 or ACT 18 or SAT 480 |
| MATH 318 Mathematical Statistics | (3) | MATH 250, 305, 317 |
| **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 |
| READ 350 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 |
| **Total Hours** | **83-85 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See CS Courses

See EDCI Courses

See EDFN Courses

See EDIS Courses

See MATH Courses

See PHYS Courses

See PSYC Courses

See READ Courses

# UG Certificate in Actuarial Science

**Actuarial Science Certificate**

**Department of Mathematics and Computer Science**

https://www.ashland.edu/mathematics-and-computer-science-department

**Program Description**

This program is designed for people who have completed or almost completed a bachelor's degree, typically with at least a minor in mathematics from an accredited institution, and who would like to complete courses to prepare them for the actuarial profession. The curriculum allows students to complete the Society of Actuaries' and Casualty Actuarial Society's Validation by Educational Experience (VEE) requirements and prepares students for the professional actuarial exams in probability (Exam P) and financial mathematics (Exam FM).

**Admission Requirements**

Applicants must complete or have a plan to complete the following prerequisite courses to be admitted into the Actuarial Science Certificate Program:

- Math 108: Introductory Statistics or Math 318: Mathematical Statistics or equivalent (if not planning to complete the Probability Sequence)
- Math 205: Calculus I or equivalent
- Math 206: Calculus II or equivalent
- Math 223: Discrete Mathematics I or equivalent
- Math 250: Mathematical Proof or equivalent (if planning to complete the Probability Sequence)
- Math 305: Calculus III or equivalent

| COURSE NUMBER AND TITLE | HRS | PREREQUISITES |
|---|---|---|
| MATH 320 Financial Mathematics | 3 | MATH 223, 305 |
| MATH 341 Applied Regression Analysis | 3 | MATH 108 or 318 |
| ACCT 201 Financial Accounting | 3 | None |
| Choose 2 of the following 3 sequences of courses | 12 | |
| **Probability Sequence:** | | |
| MATH 317 Probability | (3) | MATH 223, 250; 202 or 206 |
| MATH 318 Mathematical Statistics | (3) | MATH 250, 305, 317 |
| **Economics Sequence:** | | |
| ECON 232 Principles of Microeconomics | (3) | None |
| ECON 233 Principles of Macroeconomics | (3) | None |
| **Finance Sequence:** | | |
| FIN 228 Financial Management | (3) | ACCT 201 |
| FIN 329 Intermediate Financial Management | (3) | FIN 228 |
| **Total** | **21** | |

**Courses and Descriptions**

See ACCT Courses

See MATH Courses

See ECON Courses

See FIN Courses

# Minor in Mathematics

**Minor in Mathematics**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| MATH 307 Linear Algebra | 3 | MATH 202, 206, or 224 |
| MATH 450 Seminar | 1 | Jr. or Sr. Status |
| **Choose from the following:** | **6-10** | |
| MATH 201-202 Applied Calculus I-II | (3/3) | 2 yrs. H.S. Algebra, 1 yr. H.S. Geometry |
| OR | | |
| MATH 205-206 Calculus I & II | (5/5) | MATH 111 or Equivalent |
| **Two courses from:** | **6** | |
| CS 302 Theory of Computation | (3) | MATH 224 |
| MATH 223 Discrete Mathematics I | (3) | 3 years H.S. College Prep. Math |
| MATH 224 Discrete Mathematics II | (3) | MATH 223 |
| MATH 230 Mathematical Modeling | (3) | MATH 206, 223 |
| MATH 305 Calculus III | (4) | MATH 206 |
| MATH 308 Operations Res. | (3) | MATH 224, 230, 305, or 307 |
| MATH 309 History of Math. | (3) | MATH 206 or 202, and MATH 223 |
| MATH 311 Modern Geometry | (3) | MATH 206, 223, 250 |
| MATH 313 Differential Equations | (3) | MATH 305 |
| MATH 317 Probability | (3) | MATH 223, 250; 202, or 206 |
| MATH 318 Mathematical Statistics | (3) | MATH 250, 305, 317 |
| MATH 319 Number Theory | (3) | MATH 206, 223, 250 |
| MATH 415 Abstract Algebra | (3) | MATH 223, 250, 307 |
| MATH 417 Real Analysis | (3) | MATH 250, 305 |
| **Total Hours** | **16-20 hrs.** | |

**Courses and Descriptions**

See CS Courses

See MATH Courses

# Multidisciplinary Studies

**Multidisciplinary Studies**

**The College of Arts and Sciences**

**Program Director**

Dr. Christopher N. Swanson, Assistant Dean in College of Arts & Sciences, MDS Coordinator

**Degrees Offered**

Bachelor of Science

**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.

**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.

**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/program/multidisciplinary-studies-bachelors

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.

**Courses and Descriptions**

See courses and descriptions section of the Ashland University Undergraduate Catalog

# BS in Multidisciplinary Studies (Offered On-Campus and Online)

**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 |
| **Total Hours** | **60 hrs.** |
| **Institutional Core Requirements:** | |
| 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 |
| **Total Core Hours** | **45 hrs.** |

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See MDS Courses

**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<br>MGT 343 Soc Resp/.Bus Ethics | 3<br>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 |
| **Total Hours** | **61 hrs** |

# Music

**Music**

**Department of Music**

**The College of Arts and Sciences**

**Chair**

Rowland F. Blackley, Professor of Music

**Faculty**

Scott Garlock, Professor of Music

Thomas Reed, Professor of Music

Joseph Lewis, Jr., Lecturer 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 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)

Students in the Primary Grades/Intervention Dual Program will demonstrate basic knowledge and skills in musical notation, vocal production, and piano 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.

**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.

**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.

**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 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).

**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 major, Music Studies Track (Bachelor of Arts), is for students who desire a thorough study of music within a liberal arts program.

**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.

**Music Courses and Descriptions**

See Course Descriptions section of catalog.

# BA with a major in Music; Music Studies Track

**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 I | 3 | MUSIC 150, 259, or 260 |
| MUSIC 321 Music History II | 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 381 Music History Seminar | 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 Hours** | **48 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*MUSIC 130, 150, and 225 may not be used. Up to 2 hours of ensemble (MUSIC 010-052) may be used.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ART Courses

See MUSIC Courses

See TH Courses

# BM with a comprehensive major in Music Education, Multi-Age (PreK-12)

**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 120, 140, 240, 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 I | 3 | MUSIC 150, 259, or 260 |
| MUSIC 321 Music History II | 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 381 Music History Seminar | 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 |
| READ 350 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 |
| **Total Hours** | **100 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 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.

****To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See EDCI Courses

See EDFN Courses

See EDIS Courses

See MUSIC Courses

See PSYC Courses

See READ Courses

# Minor in Applied Music

**Minor in Applied Music**

| 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 I | (3) | MUSIC 150, 259, or 260 |
| MUSIC 321 Music History II | (3) | MUSIC 150, 259, or 260 |
| MUSIC 381 Music History Seminar | (3) | MUSIC 150, 259, or 260 |
| Music electives* | 3 | |
| **Total Hours** | **18 hrs.** | |

*MUSIC 130, 150, and 225 may not be used

**Courses and Descriptions**

See MUSIC Courses

# Minor in Music

**Minor in Music**

| 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 I | 3 | MUSIC 150, 259, or 260 |
| **OR** | | |
| MUSIC 321 Music History II | (3) | MUSIC 150, 259, or 260 |
| **OR** | | |
| MUSIC 381 Music History Seminar | (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 | |
| **Total Hours** | **18 hrs.** | |

*MUSIC 130, 150, and 225 may not be used

**Courses and Descriptions**

See MUSIC Courses

# Nursing and Health Sciences

**Nursing and Health Sciences**

**Health Sciences Department, Medical Sciences Department, and Nursing Department**

**Dwight Schar College of Nursing and Health Sciences**

**Dean**

Carrie Keib

**Health Sciences**

Dietetics: Denise Reed

Exercise Science: Randall Gearhart

Master of Science Applied Physiology of Exercise: Randall Gearhart

**Medical Sciences**

Physician Assistant Studies: Melissa Irwin

PA Medical Director: Jason Strauss

**Nursing**

Accelerated/Advanced Entry Nursing: Juanita Reese Kline

Doctor of Nursing Practice: J. Kimberly Higginbotham

Doctor of Nursing Practice FNP Track: Rachel Hoffer

Doctor of Nursing Practice HSL Track: Jill Matthes Baxter

Nurse Educator Certificate:  T. Jody Hostetler

RN to BSN Nursing: T. Jody Hostetler

School Nursing Certificate: Jennifer Boles

Traditional Nursing: Juanita Reese Kline

**Centers**

Sports Nutrition Counseling:  David Vanata

**Program Coordinators**

Dietetics: Denise Reed

Exercise Science:  Randall Gearhart

Medical Sciences:  Abigail Hubbard, Anita Wheitner

Nursing: Jennifer McElwain, Michelle Ash

**Faculty and Clinical Education Staff**

**Health Sciences**

Chair: Randall Gearhart, Professor

Internship Coordinator: Beth Patton, Associate Professor

David Vanata, Associate Professor

Michael Lewandowski, Assistant Professor

Levi Jones, Clinical Assistant Professor

Denise Reed, Clinical Assistant Professor

**Medical Sciences**

Chair: Melissa Irwin, Clinical Assistant Professor

Amity Arnold, Clinical Assistant Professor

Maria Esbenshade, Clinical Assistant Professor

Julie Farrier, Clinical Assistant Professor

Emily Keller, Clinical Assistant Professor

Stephanie Lamport, Clinical Assistant Professor

Antonina Rodrigues, Clinical Assistant Professor

Jill Solis, Clinical Assistant Professor

**Nursing**

Chair: Juanita Reese Kline, Associate Professor

Jill Matthes Baxter, Associate Professor

T. Jody Hostetler, Associate Professor

J. Kimberly Higginbotham, Associate Professor

Patricia Clayburn, Clinical Assistant Professor

Kelly Cominsky, Clinical Assistant Professor

Rachel Hoffer, Clinical Assistant Professor

Teresa Moorman, Clinical Assistant Professor

Daniel Nolt, Clinical Assistant Professor

Angy Alkire, Clinical Education Staff

Jennifer Carroll, Clinical Education Staff

Ashley Christman, Clinical Education Staff

Allison Lowry, Clinical Education Staff

**Degrees Offered**

Bachelor of Science

Bachelor of Science in Nursing

Master of Science in Applied Physiology of Exercise

Master of Science in Physician Assistant Studies

Doctor of Nursing Practice

**Majors**

Applied Exercise Science

Dietetics

Exercise Science

Nursing

Physician Assistant Studies

---

**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 physician assistant and nursing programs will take classes on the AU main campus, and 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.

# NHS - Health Sciences Programs

**Nursing and Health Sciences**

**Health Sciences Programs**

**Mission**

The mission of the Department of Health Sciences is to prepare students for professional success as, dietitians, and exercise science, 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.

# NHS - Dietetics Program

**Nursing and Health Sciences**

**Dietetics Program**

**Mission**

The Ashland University didactic program in Nutrition and Dietetics (AU DPD) mission is to provide the foundational 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 supervised practice leading to 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 DPD 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.eatrightpro.org/ACEND

---

**Program Description**

The didactic program in Dietetics (DP) is designed for students who wish to become Registered Dietitian Nutritionists (RDN) 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 supervised practice program and graduate degree is required before students are eligible to take the registration examination and obtain the Registered Dietitian Nutritionist (RDN) 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 DPD will prepare, assist, and encourage program graduates to seek admittance into an ACEND accredited supervised practice program, professional employment, or graduate school.

- 1.1 Sixty percent (60%) of program graduates will apply for admission to a supervised practice program prior to or within 12 months of graduation.
- 1.2 Fifty percent (50%) of program graduates will be admitted to a supervised practice program within 12 months of graduation.
- 1.3 Fifty percent (50%) or more of AU DPD graduates, not going into a supervised practice program, employed or seeking employment, will report pursuing an advanced degree.

**Program Goal 2:**

The AU DPD will prepare graduates to become competent entry-level dietitians through completion of the dietetics program which further leads to completion of a supervised practice program, passing the RDN exam, and employment in the field of nutrition and dietetics.

- 2.1 The AU DPD 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 DPD graduates will receive satisfactory or higher ratings regarding preparation for supervised practice on the supervised practice program director's satisfaction survey.
- 2.3 Seventy-five percent (75%) or more of AU DPD graduates who complete a supervised practice program will be employed in dietetics within 12 months.
- 2.4 At least 80% of AU DPD students complete program/degree requirements within 3 years (150% of the program length).

**Post-Graduation: Admission to a Supervised Practice Program**

Acceptance into an accredited supervised practice program is extremely competitive. Acceptance into a supervised practice program cannot be guaranteed. Because acceptance is very competitive, it is vitally important to excel academically and gain work-related experiences to improve your chances of being accepted.

# BS with a comprehensive major in Dietetics

**Bachelor of Science with a comprehensive major in Dietetics**

**Degree Requirements (Dietetics)**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| DIET 130 Principles of Food & Meal Preparation | 3 | Admission |
| DIET 210 Introduction to Dietetics | 3 | Sophomore Status |
| DIET 213 Society's Infl. On Body Image/Eating | 3 | Sophomore Status |
| DIET 230 Food Science and App. | 3 | Admission |
| DIET 250 Food Service Management, Safety, & Sanitation | 3 | Admission |
| DIET 320 Human Nutrition | 3 | CHEM 103 or 251 or 253 |
| DIET 330 Nutrition Counseling Skills | 3 | DIET 320 |
| DIET 350 Quantity Food Purchasing & Production | 3 | DIET 250 |
| DIET 360 Lifecycle Nutrition | 3 | DIET 320 |
| DIET 370 Community Nutrition | 3 | DIET 320 |
| DIET 385 Advanced Human Nutrition | 3 | DIET 320, CHEM 104 |
| DIET 395 Vitamins and Minerals | 3 | DIET 320, CHEM 104 |
| DIET 400 Nutrition & Disease I | 3 | DIET 210, DIET 320 |
| 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 Biochemistry | 3 | CHEM 307 |
| HS 360 Research in Health Science | 3 | DIET 320, MATH 108 |
| MATH 108 Introductory 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 |
| **Choose one:** | **3** | |
| EXS 309 Physiology of Exercise | (3) | BIO 222 or EXS 190 |
| EXS 474 Sports Nutrition | (3) | DIET 320 or EXS 309 |
| **Total Hours** | **88 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*CONHS program student handbooks with additional policies pertaining to the program may be accessed as a Catalog addendum.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See BIO Courses

See CHEM Courses

See DIET Courses

See EXS Courses

See HS Courses

See MATH Courses

See MGT Courses

See PSYC Courses

# NHS - Exercise Science Program

**Nursing and Health Sciences**

**Exercise Science Program**

**Program Description**

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).

**Mission Statement**

Exercise is vital to human health and well-being. Through accurate methods of fitness assessment and the safe and effective implementation of the exercise 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 cognitive (knowledge), psychomotor (skills), and affective (behaviors) that facilitate opportunities to successfully pursue careers within the rapidly growing domain of exercise science.

**Program Goal**

To prepare competent entry-level Exercise Science professionals in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

**Program Outcomes**

1. The Exercise Science professional will have general knowledge and comprehension of human anatomy and physiology, biomechanics, health fitness assessment of physical performance, exercise prescription/implementation, exercise counseling /behavioral modification and professional responsibilities and risk management.
2. The Exercise Science professional will be able to administer preparticipation health screenings, assess client readiness for physical activity, conduct fitness assessments and prescribe appropriate exercise programs including flexibility, muscular strength and endurance, cardiorespiratory endurance, body composition, speed, agility, coordination, plyometrics, reaction time and power for apparently healthy individuals and those with controlled chronic conditions.
3. The Exercise Science professional will design and implement safe, effective, and individualized exercise programs for apparently healthy individuals and those with controlled chronic conditions, based on assessment results, current health status, fitness goals, time availability and environmental factors. Programs will encompass flexibility, muscular strength and endurance, cardiorespiratory endurance, body composition, speed, agility, coordination, plyometrics, reaction time and power, with appropriate progression guidelines and collaboration with healthcare providers as needed.
4. The Exercise Science professional will apply effective communication skills, behavioral strategies, motivational techniques and provide ongoing support and educational resources within scope of practice to optimize the adoption and long-term adherence to exercise and other healthy lifestyle behaviors.
5. The Exercise Science professional will be able to develop, organize, administer and provide program oversight as well as disseminate risk management guidelines for a health/fitness facility to reduce member, employee, and business risk and ensure that emergency policies and procedures are in place.

# BS with a comprehensive major in Exercise Science

**Bachelor of Science with a comprehensive major in Exercise Science**

**Program Minimum Requirements**

1. Students must maintain a minimum overall GPA of 2.5 within the Exercise Science major.
2. Students must earn a minimum grade of "C-" in all EXS prefix courses.

**Degree Requirements**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| EXS 101 Introduction to Exercise Science | 3 | Admission |
| EXS 170 Functional & Palpation Anatomy | 2 | 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 | 3 | 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 312 |
| 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 |
| 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 108, AT 165, or ES 309 |
| MATH 108 Introductory Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
| PSYC 101 General Psychology I | 3 | None |
| **Total Hours** | **76 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*CONHS program student handbooks with additional policies pertaining to the program may be accessed as a Catalog addendum.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Elective Concentration:**

Pre-Professional Tracks (requires advanced degree). May vary depending on which school you apply to.

*Courses required for Exercise Science major.

**PT/CHIR Track Prerequisites:**

| | |
|---|---|
| EXS 170 | PHYSICS 201/202 |
| CHEM 103*/104 | PSYC 101* |
| BIO 201*/202 | PSYC 209 |
| BIO 325/326 | PSYC 417 |
| HS 360* | |

**OT Track Prerequisites:**

| | |
|---|---|
| BIO 201* | PHIL 215 |
| BIO 325/326 | PSYC MINOR |
| CHEM 103* | PSYC 209 |
| EXS 261* | PSYC 412 |
| MATH 108* | PSYC 414 |
| Pathology | SOC 111 |

**PA Track Prerequisites:**

| | |
|---|---|
| BIO 201*/202 | CHEM 103*/104 |
| BIO 303 | CHEM 307 |
| BIO 325/326 | CHEM 308 |
| BIO 340 | CHEM 429 |

**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 108* |
| BIO 240 | PSYCH 209 |
| CHEM 103*/104 | |

**Strength and Conditioning Track Prerequisites:**

| | |
|---|---|
| DIET 213 | EXS 312* |
| DIET 320* or EXS 474* | EXS 420* |
| EXS 190* | EXS 493* (6 hrs. req.) |
| EXS 309* | |

**Courses and Descriptions**

See List of Institutional Core Courses

See HS Courses

See BIO Courses

See CHEM Courses

See DIET Courses

See EXS Courses

See HS Courses

See MATH Courses

See PHIL Courses

See PHYS Courses

See PSYC Courses

See SOC Courses

# NHS - Nursing Programs

**Nursing and Health Sciences**

**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), 8995 East Main St, Reynoldsburg, OH 43068, http://www.nursing.ohio.gov.

**Licensure**

Licensure Disclosure: The BSN program curriculum meets educational requirements of all 50 states for graduates to apply for a Registered Nurse license. The National Council of State Boards of Nursing (NCSBN) provides professional licensure requirements by state. Additionally, NCSBN identifies participating jurisdictions as part of the Nurse Licensure Compact.

AU's BSN program does NOT meet the educational requirements for licensure in the District of Columbia or the U.S. territories of American Samoa, the Commonwealth of Puerto Rico, Guam, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau. If a student's permanent residence is in the District of Columbia or a U.S. territory, they can only enroll in the BSN program if they agree that, upon graduation, they intend to seek employment in a "Meets" state. Students from "does NOT meet" states must meet with their advisors to sign a formal attestation agreement.

**Student Learning Outcomes**

Upon completion of the program, the student will be able to:

1. Integrate foundational knowledge from nursing and a liberal education as the basis for clinical judgment, evidence-based practice, and ethical decision making.
2. Integrate healthcare priorities and societal needs for person centered care of diverse individuals, families, and populations.
3. Collaborate across professions and coordinate resources using informatics and healthcare technologies to provide safe, quality, and equitable care across complex systems of healthcare.
4. Demonstrate competencies consistent with life-long development of professional nursing, leadership roles, and personal health and well-being.

**Nursing Program Description**

The Bachelor of Science in nursing degree prepares students to practice the art and science of professional nursing. Nursing majors are introduced to core competencies for entry into the profession. This degree also provides the foundation for graduate education in nursing.

**Admission to Nursing Program**

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 record 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 will take place prior to clinical coursework at a time designated by the program. Background checks and drug screenings will be performed by the agency chosen by the College for currently enrolled nursing program students. 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 coursework.

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 will be made available at the appropriate time. See the nursing student handbook for detailed information on these requirements..

**Transfers Applying to the Traditional Program**

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. Achieve at least a 2.5 grade point average in non-nursing required coursework (BIO 222, BIO 223, BIO 240, CHEM 253, DIET 320, PHIL 215, PSYC 101, MATH 108). Required science coursework must have been completed within ten years prior to program start date. Non-nursing required coursework letter grades must be a "C+" or higher.
4. Have not been dismissed from a nursing program and/or failed a nursing course in another nursing program. The Department of Nursing Admission & Progression Committee must approve these applicants prior to admission. 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.
   If #3 and #4 above are not met, applicants will be considered pre-nursing status and will move through the pre-nursing process of achieving a 2.5 or higher in 10 or more credits of the Non-Nursing courses.
5. 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.
6. Clinical orientation, auditing of nursing courses, or retaking of nursing courses may be required in the admission process.
7. Students may be required to demonstrate safe practice in medication administration and other skills to progress even if transfer credit is granted.
8. Other Requirements Prior to Clinical Coursework:
   - Pass a federal and Ohio state criminal background check and ten-panel drug screen.
   - Documentation of ability to perform the essential functions for clinical coursework.
   - 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 higher.

**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 non-nursing coursework and received a "C" or below, will be required to retake these courses in order to gain admission to the Nursing Program. 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 BSN Program**

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, 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 Office of Records and Registration and to the Nursing Department Chair 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 IV piggy back and/or IV push practicum;

d. Successful completion of the indwelling urinary catheter sterile skill practicum; 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 may 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 BSN Program**

Students who do not register for nursing coursework within two academic terms (fall/spring) will be administratively withdrawn from the nursing program.

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 BSN Program**

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 or above. DuoLingo English Test (DET) score of 130 or above. Exemption: applicant is a native English speaker – i.e. citizen of a native English-speaking country.

# Accelerated Pre-licensure Program

## As of the 2025-2026 academic year, the Accelerated program is no longer accepting new students.

**Accelerated students enrolled in Nursing coursework prior to Fall 2025 will follow the Accelerated Nursing program requirements found in their academic catalog of record.**

# Advanced Entry Pre-licensure Program

## As of the 2025-2026 academic year, the Advanced Entry Nursing program is no longer accepting new students.

**Advanced Entry students enrolled in Nursing coursework prior to Fall 2025 will follow the Advanced Entry Nursing program requirements found in their academic catalog of record.**

# RN to BSN Post-licensure Program

## As of the 2024-2025 academic year, the RN to BSN program is no longer accepting new students.

**RN to BSN students enrolled in Nursing coursework prior to Fall 2024 will follow the RN to BSN program requirements found in their academic catalog of record.**

# Traditional Pre-licensure Program

**Traditional Pre-licensure Program**

**Admission Requirements:**

The Traditional program is designed for the student who has completed high school level education. Students in this program complete Ashland University core, non-nursing required, and nursing coursework.

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 High School Equivalency)
3. ACT composite of 20 or a combined SAT score of 1040 (CR/M)
4. Other Requirements Prior to Clinical Coursework:
    - Pass a federal and Ohio state criminal background check and ten-panel drug screen.
    - Documentation of ability to perform the essential functions for clinical coursework.
    - Complete record of required immunizations.
5. Applicants who request transfer credit from a prior nursing program must be in good academic standing as evidenced by a letter from the administrator of that prior nursing program. Applicants who request transfer credit for prior nursing coursework must follow the transfer process.

Students who do not meet the nursing criteria, but meet the requirements for admission to AU will be admitted to AU. They will be pre-nursing students and evaluated at the end of the year for potential progression in the nursing program. To progress students must achieve a 2.5 GPA and "C+" or higher letter grades in required nursing and non-nursing courses.

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, 67 hours of nursing credit hours must be earned through Ashland University, or approved in transfer by the Nursing department.

**Traditional Program Required Nursing Courses:**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Required Non-Nursing Courses:** | | |
| BIO 222 Health Sciences Anat. & Phys. I (Core Natural Science) | 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 253 Chem. Perspectives (Core Natural Science) | 4 | None |
| MATH 108 Introductory Statistics (Core Math/Logic) | 3 | MATH 100 or ACT 18 or SAT 480 |
| PSYC 101 General Psychology (Core Social Science) | 3 | None |
| DIET 320 Human Nutrition | 3 | CHEM 103 or CHEM 251 or 253 |
| PHIL 215 Ethics (Core Humanities) | 3 | None |
| **Total Non-Nursing Hours** | **28 hrs.** | |
| **Required Nursing Courses:** | | |
| NUR 110 Introduction to Professional Nursing Practice | 1 | None |
| NUR 210 Health Assessment in Nursing | 4 | BIO 222 |
| NUR 227 Pathophysiology in Nursing | 3 | CHEM 253, BIO 223, NUR 210 |
| NUR 228 Pharmacology in Nursing | 3 | BIO 240, NUR 227 |
| NUR 260 Foundations of Nursing Practice I | 6 | PSYC 101, BIO 223, CHEM 253, NUR 110, NUR 210 |
| NUR 265 Foundations of Nursing Practice II | 6 | BIO 240, MATH 108, NUR 227, NUR 260, |
| NUR 315 Mental Health and Illness | 4 | NUR 228, NUR 265 |
| NUR 316 Nursing Care of Adults I | 6 | DIET 320, NUR 228, NUR 265 |
| NUR 317 Nursing Care of Adults II | 6 | NUR 316 |
| NUR 339 Family Centered Nursing Care | 6 | NUR 228, NUR 265 |
| NUR 415 Complex Health Alterations | 6 | NUR 315, NUR 316, NUR 317, NUR 339 |
| NUR 426 Population Health | 4 | NUR 315, NUR 316, NUR 317, NUR 339 |
| NUR 429 Competencies for Professional Nursing Practice | 6 | NUR 415, NUR 426 |
| NUR 436 Transition to Professional Nursing Practice | 6 | NUR 415, NUR 426 |
| **Total Nursing Hours** | **67 hrs.** | |
| **Total Nursing and Non-Nursing Hours** | **95 hrs.** | |
| **Remaining Institutional Core Requirements:** | | |
| Communication Course | 3 | |
| Critical Cultural Inquiry (CCI) | 3 | |
| Math/Logic course | 0 | |
| Religion course | 3 | |
| Historical Reasoning course | 3 | |
| Composition | 6 | |
| Natural Science | 0 | |
| Humanities | 3 | |
| Social Sciences | 3 | |
| Aesthetics | 6 | |
| **Total Core Hours** | **30 hrs.** | |
| **Total Hours Required for BSN Degree** | **125 hrs.** | |

*CONHS program student handbooks with additional policies pertaining to the program will be provided to students each academic year by Program staff.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Course and Descriptions**

See List of Institutional Core Courses

See BIO Courses

See CHEM Courses

See DIET Courses

See MATH Courses

See NUR Courses

See PHIL Courses

See PSYC Courses

# Philosophy

**Philosophy**

**Department of Philosophy**

**The College of Arts and Sciences**

**Chair**

Louis A. Mancha, Associate Professor of Philosophy

**Faculty**

William Vaughan, 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
- Participation in our national Thomistic Institute Chapter

**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*.

**Philosophy Courses and Descriptions**

See Course Descriptions section of catalog.

# BA with a Major in Philosophy

**Bachelor of Arts with a Major in Philosophy**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| 1 intro course (PHIL 104 or 117) | 3 | None |
| 1 ethics course (PHIL 110, 215, or 280) | 3 | None |
| 1 logic course (PHIL 220 or 320) | 3 | None |
| 3 hist. courses (PHIL 311, 312, 313, or 314) | 9 | PHIL 104,110, 117 or 215 recommended |
| 2 PHIL electives (300 level or above) | 6 | |
| **Total Hours** | **24 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

Note: At least 15 hours of coursework must be taken at the 300 level or above.

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See PHIL Courses

# Minor in Ethics (Philosophy)

**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 110 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 Political Theology | (3) | Core religion course |
| REL 401 Seminar/Christian Ethics | (3) | REL 106 or 109 |
| **Any approved ethics course*** | **3** | |
| **Total Hours** | **15 hrs.** | |

*Courses will be approved by the Ethics Minor Committee. See Ethics Minor Approved Courses.

**Courses and Descriptions**

See PHIL Courses

See REL Courses

Minor in Ethics (Philosophy)

# Ethics Minor Approved Courses

**Ethics Minor Approved Courses**

*(Rev. 8/2/23)*

**Business**

- ACCT 206 Forensic Accounting
- ACCT 406 Auditing and Professional Ethics
- ENTP 250 Entrepreneurial and Family Business Management
- MGT 343 Social Responsibility and Business Ethics

**Biology/Toxicology**

- BIO 224 Introduction to Biotechnology
- BIO 476 Environmental Science Seminar
- EVS 476 Issues in Environmental Science

**Computer Science/Cybersecurity**

- SEC 185 Cyber Ethics

**Communication**

- COM 224 Topics in Health and Risk Communication
- COM 320 Health Communication
- COM 343 Conflict, Mediation and Negotiation
- COM 425 Risk and Crisis Communication

**Journalism and Digital Media**

- JDM 303 Media Law and Ethics

**Criminal Justice**

- CJ 242 Criminology
- CJ 307 Victimology
- CJ 450 Ethics in Criminal Justice (2 prerequisites and senior status)
- CJ 465 Restorative Justice

**English**

- ENG 314 Literature and Gender
- ENG 315 Postcolonial Literature
- ENG 360 Literature of Crime and Retribution
- ENG 372 Nietzsche and the Problem of Values

**History and Political Science**

- HIST 321 Warfare, Ancient and Modern
- POLSC 320 American Political Thought I
- POLSC 321 American Political Thought II
- POLSC 343 Western Political Thought I
- POLSC 344 Western Political Thought II
- POLSC 345 Western Political Thought III
- POLSC 346 Western Political Thought IV
- POLSC 351 Politics and Religion
- POLSC 355 International Organization
- POLSC 431 Human Being and Citizen

**Nursing**

- NUR 105 Nursing Concepts and Values (1 credit hour; this course will fulfill only ⅓ of the elective requirement)
- NUR 408 Nursing Process: Legal, Ethical and Political Perspectives
- NUR 425 Trends and Issues in Global Health
- NUR 448/
  EDEC 448 Biomedical Issues for Childhood Professionals
- NURCH 404/
  HSCGH 202 Global Challenges in Public Health

**Organizational Leadership**

- ORGLD 418/
- PHIL 418 Ethical Leadership in Workplace Training

**Philosophy**

- PHIL 350 /
  CHEM 350/
  GEOL 350 Science as a Cultural Force
- PHIL 309 Social & Political Philosophy
- PHIL 418/
  ORGLD 418 Ethical Leadership in Workplace Training
- PHIL 498 Independent Thesis (requires approval; dependent upon topic)

**Religion**

- REL 340 Religion & Civil Rights
- REL 375 Understanding Israel
- REL 404 Seminar in Christian Theology
- REL 497 Religion Thesis Seminar

**Sociology**

- SOC 225 Contemporary Social Problems
- SOC 301 Race, Ethnic and Minority Issues
- SOC 352 Social Deviance

**Social Work**

- SOCW 230 Global Human Rights and Social Justice
- SOCW 305 Family Violence
- SOCW 330 International Perspectives on Women
- SOCW 350 Death and Dying

**Sport Management**

- SMG 408 Ethics and Social Issues in Sport and Physical Activity

If you have any questions, concerns, or proposals for classes (faculty only), please contact

**Dr. Craig Hovey** (chovey@ashland.edu), or **Dr. Louis Mancha** (lmancha@ashland.edu)

# Minor in Philosophy

**Minor in Philosophy**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| 1 intro course (PHIL 104 or 117) | 3 | None |
| 1 ethics course (PHIL 110, 215, or 280) | 3 | None |
| 1 logic course (PHIL 220 or 320) | 3 | None |
| 2 hist. course (PHIL 311, 312, 313, or 314) | 6 | PHIL 104,110, 117 or 215 recommended |
| **Total Hours** | **15 hrs.** | |

**Courses and Descriptions**

See PHIL Courses

# Political Science

**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**

Christopher Burkett, Associate Professor of Political Science

Adam Carrington, Associate Professor of Political Science

Joseph Griffith, Assistant Professor of Political Science

Gregory McBrayer, Associate Professor of Political Science

René Paddags, Associate Professor of Political Science

Jason Stevens, 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.

**Political Science Courses and Descriptions**

See Course Descriptions section of catalog.

# BA with a major in Political Science

**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 | |
|---|---|---|---|
| **REQUIRED COURSES:** | | | |
| 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) | None | |
| POLSC 231 International Politics | (3) | None | |
| **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) | | |
| **CHOOSE A CONCENTRATION:** | | | |
| *General Concentration:* | | | |
| **Electives from political science** | **18** | | |
| **Total Hours** | **36-48 hrs.** | | |
| **OR** | | | |
| *Law and Society Concentration:* | | | |
| CJ 130 Introduction to Criminal Justice | 3 | None | |
| CJ 266 The Constitution and Criminal Procedure | 3 | None | |
| POLSC 336 Constitutional Powers | 3 | POLSC 102 | |
| POLSC 337 Constitutional Rights | 3 | POLSC 102 | |
| **Choose one:** | 3 | | |
| POLSC 305 Political Parties and Interest Groups | (3) | None | |
| POLSC 310 The Presidency | (3) | None | |
| POLSC 312 Congress | (3) | None | |
| POLSC 320 American Political Thought I | (3) | None | |
| POLSC 321 American Political Thought II | (3) | None | |
| **Choose one:** | 3 | | |
| Any other POLSC courses | (3) | | |
| CJ 200 Criminal Investigation | (3) | CJ 130 | |
| CJ 235 Courts and Justice | (3) | CJ 130 | |
| CJ/SOC 242 Criminology | (3) | None | |
| CJ 250 Criminal Justice Ethics | (3) | CJ 130 | |
| CJ 270 Policing in the U.S. | (3) | CJ 130 or Concurrent | |
| CJ/SOC 307 Victimology | (3) | CJ 130 or SOC 111 | |
| CJ 344 Youth in the Justice System | (3) | CJ 244 | |
| CJ 362 Criminal Law | (3) | CJ 266 | |
| CJ 403 Field Experience | (3) | Permission of Instructor | |
| CJ 425 Criminal Evidence | (3) | CJ 266 | |
| SOC 111 Principles of Sociology | (3) | None | |
| SOC 150 Introduction to Social Justice | (3) | None | |
| SOC 301 Race, Ethnic, and Minority Issues | (3) | None | |
| MGT 401 Business Law I | (3) | Junior Status | |
| JDM 303 Media Law and Ethics | (3) | None | |
| **Total Hours** | **36-48 hrs.** | | |
| **Institutional Core Requirements:** | | | |
| Communication Course | 3 | | |
| Critical Cultural Inquiry (CCI) | 3 | | |
| Math/Logic course | 3 | | |
| Religion course | 3 | | |

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES | |
|---|---|---|---|
| Historical Reasoning course | 3 | | |
| Composition | 6 | | |
| Natural Science | 6 | | |
| Humanities | 6 | | |
| Social Sciences | 6 | | |
| Aesthetics | 6 | | |
| **Total Core Hours** | **45 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 (493).

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

Note: No more than 24 hours of required or elective courses may count toward both the IPS and the POLSC majors.

**Courses and Descriptions**

See List of Institutional Core Courses

See FREN Courses

See LTN Courses

See POLSC Courses

See SPAN Courses

# 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) | |
| **Total Hours** | **45-57 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 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 (493).

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

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.

**Courses and Descriptions**

See List of Institutional Core Courses

See ECON Courses

See FREN Courses

See HIST Courses

See LTN Courses

See POLSC Courses

See REL Courses

See SPAN Courses

# BA with a major in Political Economy

**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) | |
| **Total Hours** | **36-48 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 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 (493).

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See ECON Courses

See FREN Courses

See LTN Courses

See POLEC Courses

See POLSC Courses

See REL Courses

See SPAN Courses

# Minor in Faith & Society

**Minor in Faith & Society**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| POLSC 101 Understanding Politics | 3 | None |
| POLSC 354 History, Politics, and Religion in America | 3 | POLSC 101 |
| REL 106 Exploring the Bible | 3 | None |
| REL 308 Political Theology | 3 | Core Religion Course |
| **Electives - Choose 3 courses from:** | 9 | |
| POLSC 344 Western Political Thought II: Medieval Political Thought | (3) | POLSC101 |
| POLSC 351 Politics and Religion | (3) | POLSC101 |
| POLSC 356 History, Politics, and Religion in the Ancient World | (3) | POLSC 101 |
| POLSC 357 History, Politics, and Religion in the Roman World | (3) | POLSC 101 |
| REL 232 History of Modern Christianity | (3) | REL 106 |
| REL 304 Advanced Old Testament | (3) | REL 106 |
| REL 305 Advanced New Testament | (3) | REL 106 |
| REL 340 Religion and the Civil Rights Movement in America | (3) | None |
| **Total Credit Hours** | 21 | |

**Courses and Descriptions**

See POLSC Courses

See REL Courses

# 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** | |
| **Total Hours** | **18 hrs.** | |

Note: Electives in this minor may not be used to fulfill requirements of the International Political Studies major.

**Courses and Descriptions**

See POLSC Courses

# Minor in Political Economy

**Minor in Political Economy**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| POLSC 101 Understanding Politics | 3 | None |
| POLEC 200 Foun. of Political Economy | 3 | None |
| POLEC 310 The Political Economy of a Free Society | 3 | None |
| ECON 232 Princ. Of Microecon. | 3 | None |
| ECON 233 Princ. Of Macroecon. | 3 | None |
| **Choose one:** | **3** | |
| 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) | Requires approval of Department Chair |
| **Total Hours** | **18 hrs.** | |

**Courses and Descriptions**

See ECON Courses

See POLEC Courses

See POLSC Courses

# Minor in Classical Civilization

**Minor in Classical Civilization**

See listing in History Department.

# Psychology

**Psychology**

**Department of Psychology**

**The College of Arts and Sciences**

**Chair**

Christopher Chartier, Professor of Psychology

**Faculty**

Diane Bonfiglio, Professor of Psychology

Mitchell Metzger, Professor of Psychology

Michaela Quintero, 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.

**Psychology Courses and Descriptions**

See Course Descriptions section of catalog.

# BA with a major in Psychology

**Bachelor of Arts with a major in Psychology**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| MATH 108 Introductory 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 495 Senior Seminar in Psychology | 3 | PSYC 210 and 6 hours of 300+ level PSYC courses |
| **Choose One:** | **3** | |
| PSYC 310 Advanced Research | (3) | PSYC 101, 210, MATH 108 |
| PSYC 393/493 Elective Internship | (3) | Permission of Department |
| PSYC 498 Independent Study | (3) | Permission of Department |
| Thesis through other dept. (e.g. Honors, Ashbrook) | (3) | Permission of Department |
| **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 | |
| **Total Hours** | **42 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*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.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See MATH Courses

See PSYC Courses

# BS with a comprehensive major in Psychology

**Bachelor of Science with a comprehensive major in Psychology**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| BIO 201 Molec. & Cellular Basis of Life | 4 | None |
| BIO 303 Genetics (w/lab) | 4 | BIO 201 & 6 BIO hrs |
| MATH 108 Introductory 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 495 Senior Seminar in Psychology | 3 | PSYC 210 and 6 hours of 300+ level PSYC courses |
| **Choose One:** | **4/4** | |
| BIO 222-223 Anatomy & Physiol. I & II | (4/4) | Enrollment in nursing, athletic training, dietetics, or psychology major |
| BIO 325-326 Anat. & Physiology | (4/4) | BIO 201; 325 for 326 |
| **Choose One:** | **3-4** | |
| CHEM 103 General Chemistry | (4) | H.S. Chem, 3 yrs. H.S. Math |
| CHEM 251 Molecular Arch. | (3) | None |
| **Choose One:** | **3** | |
| PSYC 310 Advanced Research | (3) | PSYC 101, 210, MATH 108 |
| PSYC 393/493 Elective Internship | (3) | Permission of Department |
| PSYC 498 Independent Study | (3) | Permission of Department |
| Thesis through other dept. (e.g. Honors, Ashbrook) | (3) | Permission of Department |
| **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** | |
| **Total Hours** | **62-65 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*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.

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See BIO Courses

See CHEM Courses

See CS Courses

See MATH Courses

See PSYC Courses

# Minor in Psychology

**Minor in Psychology**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| PSYC 101 General Psychology I | 3 | None |
| Electives in psychology | 15 | |
| **Total Hours** | **18 hrs.** | |

**Courses and Descriptions**

See PSYC Courses

# Religion

**Religion**

**Department of Religion**

**The College of Arts and Sciences**

**Chair**

Peter Slade, Professor of Religion

**Faculty**

Craig Hovey, Professor of Religion

Kirsty Jones, Assistant 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 in religion;
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 participating in mission trips coordinated through the Office of Christian Ministry in conjunction with a course on short term missions. The department is an active partner with the Study Abroad Office and regularly offers expeditionary learning opportunities for Religion students. These have included exploring the history of Christian worship in Italy (as part of the AU in Tuscany Program), and learning about Luther and the German Reformation (as part of the AU in Germany Program).

**Pre-Seminary**

One important objective of the department is to prepare students to enter seminary training and explore religious vocations. As a religion major, students will be an active member of an academic community that integrates life, service, worship, and their studies. Students may take advantage of the connections with Ashland Theological Seminary (ATS). ATS professors teach classes in the Religion Department and there are opportunities to attend programming at the seminary.

In their junior year, pre-seminary students can apply to Ashland Theological Seminary (ATS) to enter the Pre-Seminary Acceleration. This allows the student to start taking seminary classes that simultaneously count toward their B.A. general electives and a variety of non-counseling master's degrees at ATS.

**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.

**Religion Courses and Descriptions**

See Course Descriptions section of catalog.

# BA with a major in Religion

**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 |
| **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 Seminar in Christian Lit | (3) | Core religion course |
| REL 401 Seminar/Christian Ethics | (3) | REL 106 or 109 |
| REL 404 Sem./Christian Theology | (3) | REL 106, 208 |
| **Religion Electives (choose four)** | **12** | |
| **Total Hours** | **30 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

NOTE: Religion majors may only count one religion course toward their Humanities area of the Core.

*To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See REL Courses

# Minor in Religion

**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 Political Theology | (3) | Core religion course |
| REL 341 World Christianity Mission | (3) | None |
| REL 400 Seminar in Christian Lit | (3) | Core religion course |
| REL 401 Seminar/Christian Ethics | (3) | REL 106 or 109 |
| REL 404 Sem./Christian Theology | (3) | REL 106, 208 |
| **Electives from religion dept.** | **6** | |
| **Total Hours** | **12 hrs.** | |

**Courses and Descriptions**

See REL Courses

# Minor in Christian Ministry

**Minor in Christian Ministry**

The Christian Ministry Minor allows students to gain tools to equip them for Christian Ministry, to work, serve, and lead with integrity in their local, national, and global communities. This minor is designed for students who are interested in Christian Ministry but are unable to complete the requirements of the Religion major in their course of study. For this reason students are unable to be both a Religion major or minor and a Christian Ministry minor.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| REL 106 Exploring the Bible | 3 | None |
| **Biblical Studies (choose one)** | **3** | |
| REL 213 Life and Letters of Paul | (3) | None |
| REL 304 Advanced Old Testament | (3) | REL 106 |
| REL 305 Advanced New Testament | (3) | REL 106 |
| **Christian Ministry (choose one)** | **3** | |
| REL 214 Christ. Form. & Life Calling | (3) | None |
| REL 293 Religion Internship | (3) | None |
| REL 311 Youth Ministry | (3) | None |
| **Theology & Church (choose one)** | **3** | |
| REL 208 Explor. Christian Theology | (3) | None |
| REL 234 Hist. of Christian Worship | (3) | None |
| **Capstone (choose one)** | **3** | |
| REL 400 Seminar in Christian Lit | (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.** | **3** | |
| **Total Hours** | **18 hrs.** | |

**Courses and Descriptions**

See REL Courses

# Minor in Ethics (Religion)

**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 110 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 Political Theology | (3) | Core religion course |
| REL 401 Seminar/Christian Ethics | (3) | REL 106 or 109 |
| **Any approved ethics course*** | **3** | |
| **Total Hours** | **15 hrs.** | |

*Courses will be approved by the Ethics Minor Committee. See Ethics Minor Approved Courses.

**Courses and Descriptions**

See PHIL Courses

See REL Courses

# Minor in Faith & Society

**Minor in Faith & Society**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| POLSC 101 Understanding Politics | 3 | None |
| POLSC 354 History, Politics, and Religion in America | 3 | POLSC 101 |
| REL 106 Exploring the Bible | 3 | None |
| REL 308 Political Theology | 3 | Core Religion Course |
| **Electives - Choose 3 courses from:** | 9 | |
| POLSC 344 Western Political Thought II: Medieval Political Thought | (3) | POLSC101 |
| POLSC 351 Politics and Religion | (3) | POLSC101 |
| POLSC 356 History, Politics, and Religion in the Ancient World | (3) | POLSC 101 |
| POLSC 357 History, Politics, and Religion in the Roman World | (3) | POLSC 101 |
| REL 232 History of Modern Christianity | (3) | REL 106 |
| REL 304 Advanced Old Testament | (3) | REL 106 |
| REL 305 Advanced New Testament | (3) | REL 106 |
| REL 340 Religion and the Civil Rights Movement in America | (3) | None |
| **Total Credit Hours** | 21 | |

**Courses and Descriptions**

See POLSC Courses

See REL Courses

# Social Work

**Social Work**

**Department of Social Work**

**The College of Arts and Sciences**

**Chair**

Chris Chartier, Professor of Psychology

**Faculty**

Carly George, Field Director, Clinical Assistant Professor of Social Work

Jennifer Jacobsen, 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 individuals, 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.

**Licensure**

Upon graduating from the Social Work bachelor's degree program, students will be eligible to seek professional social work licensure in Ohio and various other states. According to new federal regulations, Ashland University is required to inform students who are entering a program which prepares students for a profession that requires licensure whether or not the program meets the requirements in the state in which they currently reside

Ashland University's Social Work program MEETS the educational requirements for licensure in the following states: Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, West Virginia, Wisconsin, and Wyoming.

Ashland University's Social Work program DOES NOT MEET the educational requirements for licensure in the following states and territories: California, Colorado, Connecticut, Florida, Georgia, New Hampshire, New York, North Carolina, Rhode Island, Vermont, Washington, American Samoa, the Commonwealth of Puerto Rico, Guam, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau. If a student's permanent residence is in a state or territory on the "does NOT meet" list posted above, they can only enroll in the Social Work program if they agree that, upon graduation, they intend to seek employment in a "Meets" state. Students from "does NOT meet" states must meet with their advisors to sign a formal attestation agreement.

**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 468-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 101 (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 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 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 101 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 being a senior with an overall GPA of 3.4 and being in the top 35% of graduating seniors.

**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 that 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 Competency 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.

**Social Work Courses and Descriptions**

See Course Descriptions section of catalog.

# BS in Social Work

**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 101 Intro. to Social Work | 3 | None |
| SOCWK 230 Global Human Rights | 3 | None |
| SOCWK 250 Found. Of Social Welfare | 3 | None |
| SOCWK 304 Human Behavior Across Lifespan | 3 | SOCWK 101 or soph. status |
| SOCWK 306 Social Environment & Human Behavior | 3 | SOCWK 101 |
| SOCWK 310 Social Work Practice I | 3 | SOCWK 101 or Dept. Perm. |
| SOCWK 312 Social Work Practice II | 3 | SOCWK 101; SOCWK 304 (or Corequisite) |
| SOCWK 360 Res. Meth. In Soc. Sci. | 3 | MATH 108 (or Corequisite) |
| SOCWK 408 Soc. Policy Devel./Anal. | 3 | SOCWK 101 , 250 |
| SOCWK 412 Soc. Work Com. Practice | 3 | SOCWK 101 |
| 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 108 Introductory 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 |
| **Total Hours** | **74 hrs.** | |
| **Institutional Core Requirements:** | | |
| 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 | |
| **Total Core Hours** | **45 hrs.** | |

*Other options exist for elective credit. See your advisor

**To earn an Bachelor's degree through Ashland University, a student must earn at least 120 hours.

**Courses and Descriptions**

See List of Institutional Core Courses

See BIO Courses

See MATH Courses

See PSYC Courses

See SOC Courses

See SOCWK Courses

# Social Work Minor

**Social Work Minor**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| SOCWK 101 Introduction to Social Work | 3 | None |
| SOCWK 250 Found. Of Social Welfare | 3 | None |
| **Choose One:** | **3** | |
| SOC 111 Principles of Sociology | (3) | None |
| PSYC 101 Introduction to Psychology | (3) | None |
| **Choose One:** | **3** | |
| *SOCWK 230 Global Human Rights | (3) | None |
| *SOCWK 330 International Perspectives on Women | (3) | None |
| **Choose One:** | **3** | |
| SOCWK 304 Human Behavior Across Lifespan | (3) | SOCWK 101 or soph. status |
| SOCWK 306 Social Environment & Human Behavior | (3) | SOCWK 101 |
| **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 |
| **Total Hours** | **18 hrs.** | |

*Note: Student may choose to take both courses, one of which counts toward the elective requirement

**Courses and Descriptions**

See PSYC Courses

See SOC Courses

See SOCWK Courses

# Child and Family Studies Minor

**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 101 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 |
| **Total Hours** | **15 hrs.** | |

**Courses and Descriptions**

See PSYC Courses

See SOC Courses

See SOCWK Courses

# Minor in Addictions

**Minor in Addictions**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| PSYC 101 General Psychology I | 3 | None |
| SOCWK 131 Addictions Counseling I | 3 | PSYC 101 or concurrent |
| SOCWK 132 Addictions Counseling II | 3 | SOCWK 131 |
| SOCWK 233 Addictions Prevention, Assessment & Diagnosis | 3 | SOCWK 131, SOCWK 132 |
| SOCWK 234 Addictions Treatment Planning & Counseling | 3 | SOCWK 233 |
| SOCWK 237 Addictions Psychopharmacology | 3 | None |
| **Total Hours** | **18 hrs.** | |

**Course Descriptions**

See PSYC Courses

See SOCWK Courses

# Theatre

**Theatre**

**Department of Theatre**

**The College of Arts and Sciences**

**Chair**

Rowland F. Blackley, Professor of Music

**Faculty**

Teresa Durbin-Ames, Associate Professor of Theatre; Artistic Director

**Mission**

The theatre program provides students with the opportunity to explore the process of creating theatre and the relationship between theatre and society. In productions and Core Aesthetics courses students examine dramatic texts from a variety of perspectives to develop an understanding of the aesthetic values of theatre. The production program seeks to engage the campus and broader community with quality performances that explore important issues and provide opportunities for students to be involved in theatre productions as performers, technicians, stage managers, and designers.

**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.

**Theatre Courses and Descriptions**

See Course Descriptions section of catalog

# Minor in Theatre

**Minor in Theatre**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| TH 203 Theatre Aesthetics | 3 | None |
| TH 204 Script Analysis | 3 | None |
| TH 214 Acting for Non-Majors | 3 | None |
| TH 150 Theatre Production Laboratory (3 semesters at 1 hr.) | 1/1/1 | None |
| **Choose 3 hours from the following electives:** | **3** | |
| TH 207 Visual Art of Theatre | (3) | None |
| TH 303 American Musical Theatre | (3) | None |
| ENG 213 Dramatic Literature | (3) | ENG 102 |
| ENG 218 Studies in Shakespeare | (3) | ENG 102 |
| TH 150 Theatre Production Laboratory (3 semesters at 1 hr.) | (1/1/1) | None |
| **Total Hours** | **15 hrs.** | |

**Courses and Descriptions**

See ENG Courses

See TH Courses

# Master of Business Administration

**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**

TBA

**Associate Dean**

Lance Kaltenbaugh - Associate Professor of Sport Management

**Administrators**

Kathryn Goon - Executive Director MBA Program

Katherine M. Rivera - Administrative Assistant

Sidney Clarke, MBA - Professional Academic Advisor Last Names A-K

Rae Yocum, MBA - Professional Academic Advisor Last Names L-Z

**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, alongside its esteemed Dauch College of Business and Economics, has been granted business accreditation by the Association to Advance Collegiate Schools of Business (AACSB).

**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 the first 12 semester hours of course work. In the event a minimum cumulative GPA of 3.0 is not achieved after the first 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 in less than 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 Association to Advance Collegiate Schools of Business (AACSB) in March 2024. Previously, the college was accredited through the Accreditation Council for Business Schools and Programs (ACBSP), beginning June 1993. The degree programs are also approved by the Ohio Board of Regents. These accreditations serve to assure the public that the business education at Ashland University meets internationally recognized standards of quality in terms of professors, curriculum, methods of instruction, 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. The five-year period begins with the date of the earliest Master of Business Administration core 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 and rank within the top 20 percent of their class are eligible for membership in Beta Gamma Sigma, an international honor society in business.

**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.

Domestic students wishing to drop a course from their registration may be able to accomplish this online via Self Service if done early enough in the semester. Note that international students must contact the MBA Programs Office to drop a course from their registration. Students must e-mail (mba@ashland.edu), with 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 grade.
- 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

8050 N. High Street, Suite 190

Columbus, OH 43235

**Academic Advisor**

The MBA Programs Office has recruiter/advisors, who 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) | (0-15) |
| Phase II: MBA CORE | 15 |
| MBA 501 Managing Organizational Change | |
| 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 | |

**Courses and Descriptions**

See MBA Courses

# Foundations Program (MBA)

**Master of Business Administration**

**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 (0-15 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 500H Quantitative and Statistical Methods

MBAF 500I Professional Internship

**Master of Business Administration Core Courses**

**Phase II: Business Core (15 Hours)**

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

**Course Number and Title**

MBA 501 Managing Organizational Change

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.

**Master of Business Administration Capstone Courses**

**Phase IV: Required Capstone (3 Hours)**

MBA 517 Strategic Planning and Policy Analysis

**See Courses and Descriptions**

See MBAF Courses

See MBA Courses

# Master of Business Administration Specializations

**Master of Business Administration**

**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, Digital Marketing, Entrepreneurship, Financial Management, Global Management, Health Care Management and Leadership, Human Resource Management, Management Information Systems, Management Science (STEM), 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 faculty mentor and the chair of the MBA program.

**1 Year MBA Online 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.

Students can choose to specialize in any of the MBA Specialization options, with the exception of Accounting. Accounting electives are not offered in a 100% online format.

**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)

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

**Digital Marketing**

MBA 525 Digital Marketing

MBA 526 Social Media Marketing

MBA 527 Mobile Marketing

**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

**Management Science-STEM (Available Online)**

Required Courses:

MBA 545 Business Intelligence and Data Analytics

MBA 546 Business Analytics I

MBA 547 Business Analytics II

Choose two from the following:

MBA 502 Managerial Economics

MBA 548 Analytical Modeling for Decision Making

MBA 576 Six Sigma

**Project Management (Available Online)**

MBA 530 Foundations of Project Mgmt.

MBA 531 Adaptive/Agile Practices in Project Management

MBA 533 Advanced Topics: Pathway to a Project Manager

**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.

**Courses and Descriptions**

See ACCT Courses

See MBA Courses

See SMG Courses

# Master of Business Administration

## Master of Business Administration Specializations

Students may elect to enroll into any one, or more, of the following Graduate Business Certificates. These certificates do not lead to the completion of an MBA Degree; however, successful completion of the courses embedded within the Graduate Business Certificates can be applied to the MBA program. Students must adhere to the admission procedures of the Master of Business Administration Program to enroll into any Graduate Business Certificate.

The designated list of Graduate Business Certificates includes the following areas: Accounting, Business Analytics, Digital Marketing, Entrepreneurship, Financial Management, Global Management, Health Care Management and Leadership, Human Resource Management, Management Information Systems, Project Management, Sport Management, and Supply Chain Management.

---

**Accounting Certificate**

This certificate is designed to provide students with the course content necessary for a Certified Public Accounting Exam Review Course. Upon the successful completion of the Certificate and the Review course, students will be provided with a path to obtain their Certified Public Accounting license. Additionally, it provides students with multiple career opportunities in accounting as students can also choose to pursue coursework that will prepare them for careers as Certified Management Accountants, Certified Fraud Examiners, and Certified Internal Auditors.

*The program builds on a student's undergraduate accounting experience and coursework by using graduate accounting courses to develop broader and deeper technical accounting knowledge

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Dependent on previous Accounting background:** | | |
| *MBAF 500B Accounting<br>or<br>*ACCT 202 Managerial Accounting | (3)<br>or<br>(3) | None<br>or<br>ACCT 201 |
| *ACCT 207 Intermediate Accounting I | (3) | ACCT 202 or MBAF 500B |
| *ACCT 208 Intermediate Accounting II | (3) | ACCT 207 or MBAF 500B |
| *ACCT 302 Cost Accounting | (3) | ACCT 202 |
| **Required:** | | |
| ACCT 535 Fund and Non-Profit Accounting | 3 | ACCT 208 |
| ACCT 538 Advanced Cost Management | 3 | ACCT 208 |
| ACCT 540 Advanced Accounting | 3 | ACCT 208 |
| MBA 511 Managerial Accounting | 3 | MBAF 500B or equivalent |

**Business Analytics Certificate**

This graduate certificate provides students the skills to analyze, understand, and interpret data. Based on statistical methods, business analytics searches for new insights and patterns in the data to improve organizational performance. The specialization is designed to equip students with business analytics and intelligence (BI) skills, which is a broad category of analytical techniques, technologies, and applications for accessing, and analyzing data to help users make better business decisions.

This certificate requires the successful completion of the four courses listed below.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| MBA 503 Operations Management | 3 | None |
| MBA 545 Business Intelligence and Data Analytics | 3 | None |
| MBA 546 Business Analytics I | 3 | None |
| MBA 548 Analytical Modeling for Decision-Making | 3 | MBA 546 |

**Digital Marketing Certificate**

This certificate introduces students to the skills needed for success in the digital marketing field. Students will work on various simulations, create ads, and monitor/interpret results. The digital marketing curriculum will include pay-per-click (PPC), search engine optimization (SEO), web development, and email marketing.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| MBAF 500E or equivalent | 3 | None |
| MBA 507 Marketing Management | 3 | MBAF 500E or equivalent |
| MBA 525 Digital Marketing | 3 | MBA 507 |
| MBA 526 Social Media Marketing | 3 | MBA 525 |
| MBA 527 Mobile Marketing | 3 | MBA 525 |

**Entrepreneurship Certificate**

This graduate certificate provides students with the fundamental skills needed to start, fund, and run their own business. Students learn the techniques used by successful entrepreneurs for idea creation, feasibility analysis, business planning, and funding options.

This certificate requires successful completion of two (2) required courses and two (2) elective courses listed below.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Required:** | | |
| MBA 503 Operations Management | 3 | None |
| MBA 540 Entrepreneurship and Intrapreneurship | 3 | None |
| **Electives (Choose 2 courses):** | | |
| MBA 541 Business Information Systems for the Small Business | (3) | None |
| MBA 542 Business Tax Planning | (3) | None |
| MBA 544 Small Business Management | (3) | None |

**Financial Management Certificate**

This certificate provides a global perspective to financial markets, risk, and return. Special emphasis is placed on corporate financial management, emerging financial markets, and global financial management. Students learn how transition economies join the wave of globalization through liberalization of financial markets, deregulation of industries, and relaxation of policies governing foreign direct investment.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Required:** | | |
| MBAF 500B or equivalent | 3 | None |
| MBAF 500F or equivalent | 3 | MBAF 500B |
| MBA 505 Financial Management | 3 | MBAF 500F & MBA 500F, or equivalents |
| MBA 560 Investments | 3 | MBA 505 |
| **Electives (Choose 2 courses):** | | |
| MBA 561 Emerging Financial Markets | (3) | MBA 505 |
| MBA 562 Global Finance | (3) | MBA 505 |
| MBA 564 Financial Markets Tour | (3) | MBA 505 |

**Global Management Certificate**

This graduate certificate offers a thorough understanding of globalization of firms, industries, and markets. Core principles of international business and international finance are applied through practical analyses of major industries. Suitable strategies are developed for building a portfolio of competitive advantages and ensuring future success.

This certificate requires successful completion of one (2) required courses and two (2) electives listed below.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Required:** | | |
| MBA 503 Operations Management | 3 | None |
| MBA 567 Multinational Management | 3 | None |
| **Electives (Choose 2 courses):** | | |
| MBA 561 Emerging Financial Markets | (3) | None |
| MBA 562 Global Finance | (3) | None |
| MBA 568 International Business Study Tour | (3) | None |

**Health Care Management and Leadership Certificate**

This graduate certificate provides students with both the theoretical knowledge associated with health care management and leadership plus a set of practical tools to aid in the challenges faced or may be faced in this dynamic industry. Through real world scenarios of how to incorporate solutions and weekly health care related current events discussions, students are able to gain more than a clinical perspective into the world of healthcare management.

This certificate requires successful completion of the four courses listed below.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| MBA 501 Managing Organizational Change | 3 | None |
| MBA 575 The Health Care Organization | 3 | None |
| MBA 577 Managing the Health Care Organization - The Financial Perspective | 3 | MBA 575 |
| MBA 579 Improving the Health Care Organization | 3 | MBA 577 |

**Human Resource Management Certificate**

This graduate certificate offers students the opportunity to create strategic human resource plans, initiatives, and activities to meet organizational needs and significantly impact the success of an organization. Key topic areas include creating and implementing strategic human resources initiatives; evaluating the effectiveness and financial impact of human resource activities; talent recruitment, training, development, management, reward and retention strategies; effective labor relations practices; and creating healthy, safe, and compliant work environments.

This certificate requires successful completion of two (2) required courses and two (2) electives listed below.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Required:** | | |
| MBA 501 Managing Organizational Change | 3 | None |
| MBA 550 Fundamentals of Human Resource Management | 3 | None |
| **Electives (Choose 2 courses):** | | |
| MBA 551 Labor Relations and Collective Bargaining | (3) | None |
| MBA 552 Training and Development | (3) | None |
| MBA 553 Compensation and Benefits | (3) | None |

**Management Information Systems Certificate**

This graduate certificate is designed to equip students to manage technology to solve business problems, transform business processes, and assist in decision making. The courses are designed to provide students with a broad understanding of business analytics and intelligence, data modeling, information system strategy, e-commerce and Structured Query Language.

This certificate requires the successful completion of the four courses listed below.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| MBA 503 Operations Management | 3 | None |
| MBA 513 Management Information Systems | 3 | None |
| MBA 535 System Analysis and Design | 3 | None |
| MBA 545 Business Intelligence and Data Analytics | 3 | None |

**Project Management Certificate**

This graduate certificate provides students with a comprehensive overview of the tools needed to prepare for the Project Management Professional (PMP) certification. The courses are designed to equip students with necessary techniques of managing resources, applying specialized knowledge, and using techniques and methodologies to meet today's changing business needs and objectives.

This certificate requires the successful completion of the four courses listed below.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| MBA 503 Operations Management | 3 | None |
| MBA 530 Foundations of Project Management | 3 | None |
| MBA 531 Adaptive/Agile Practices in Project Management | 3 | MBA 530 |
| MBA 533 Advanced Topics: Pathway to a Project Manager | 3 | MBA 531 |

**Sport Management Certificate**

This graduate certificate provides students with the specific application of business concepts to the field of sport. The certificate is designed to meet the accreditation guidelines established by the Committee on Sport Management Accreditation (COSMA). This certificate provides students not only with the critical skills necessary to succeed in the sport industry, but numerous field experiences to apply those skills in "real world" sport settings. Faculty work closely with students to provide a quality learning experience in the sport organization of their choice.

This certificate requires successful completion the courses listed below.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| MBAF 500E Marketing | 3 | None |
| MBA 507 Marketing Management | 3 | MBAF 500E or equivalent |
| SMG 572 Sport Management | 3 | None |
| SMG 574 Social and Ethical Issues in Sport | 3 | None |
| SMG 580 Sport Marketing and Promotions | 3 | None |

**Supply Chain Management Certificate**

This graduate certificate will introduce students to the importance of purchasing, logistics, warehousing, inventory, and more. This certificate is ideal for students seeking a leadership role within the Supply Chain industry, students that work in a career that calls for collaboration with professionals in this field, or students who want to become more knowledgeable on the supply chain management systems in general.

This certificate requires the successful completion of the four courses listed below.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| MBA 503 Operations Management | 3 | None |
| MBA 570 Supply Chain Management | 3 | None |
| MBA 571 Logistics and Procurement | 3 | None |
| MBA 572 Supply Chain Strategy | 3 | None |

See ACCT Courses

See MBA Foundations Courses

See MBA Courses

See SMG Courses

# Optional Independent Research Project (MBA 601/602)

**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 and rank in the top 20 percent of their class are eligible for membership in Beta Gamma Sigma, an international honor society in business.

**Additional Information**

For additional information regarding the Master of Business Administration Program, please contact:

Call: 419.289.5211

Write: MBA Office

Ashland University

401 College Ave.

Ashland, OH 44805

E-mail: mba@ashland.edu

https://www.ashland.edu/program/mba-program

# Online MA in Strategic Communication and Leadership

**Online Master of Arts in Strategic Communication and Leadership**

**Department of Communication Studies**

**The College of Arts and Sciences**

The Master of Arts in Strategic Communication and Leadership (M.A. in Strategic Communication & Leadership) 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 18-24 months. Students benefit from a dynamic balance of theory, research and practical application to learn current trends in the fast-paced communication industry, support organizational goals and manage issues surrounding the organization and its stakeholders. The program will prepare students for careers in various industries and organizational settings—business, nonprofit, government, politics, education, entrepreneurship and more.

**Mission Statement**

The Master of Arts in Strategic Communication and Leadership 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. Engage in strategic communication and leadership inquiry through communication theories, perspectives, principles, and concepts.
2. Apply ethical communication principles and practices to create and deliver messages appropriate to the audience, purpose, and context.
3. Utilize communication principles and practices to develop cultural awareness and influence public discourse
4. Analyze and create evidence-based communication plans for various organizational structures

**Interim Dean**

Daniel McDonald, College of Arts and Sciences

**Faculty**

**Ashland University Graduate Faculty**

Olga Monacell, Director of Strategic Communication and Leadership, Associate Professor of Communication Studies

Cory Hillman, Chair of Communication Studies, Assistant Professor of Communication Studies

Deleasa Randall-Griffiths, Professor of Communication Studies

Jeffrey Delbert, Assistant Professor of Communication Studies

**Program Coordinator**

Dinah Ward

---

**Master of Arts in Strategic Communication and Leadership 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 Strategic Communication and Leadership 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 Strategic Communication and Leadership. 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 8-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 Strategic Communication and Leadership 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 Strategic Communication and Leadership 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 Strategic Communication and Leadership 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 15 hours of required courses. The remaining 15 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 | COM 510 |
| COM 620 Strategic Communication | 3 | COM 520 |
| COM 670 Leadership and Communication | 3 | COM 520 |
| **3 credits of any combination of:** | 3 | |
| COM 780 Capstone in Communication | (1-3) | 21 credits completed toward MASCL |
| COM 798 Internship in Communication | (1-3) | 21 credits completed toward MASCL |
| | **15** | |
| **Elective Courses (15 credits):** | | |
| COM 590 Public Relations | (3) | COM 520 |
| COM 630 Interpersonal Communication | (3) | COM 520 |
| COM 640 Organizational Communication | (3) | COM 520 |
| COM 650 Risk and Crisis Communication | (3) | COM 520 |
| COM 660 Professional Speaking | (3) | COM 520 |
| COM 680 Social Media Strategies | (3) | COM 520 |
| MBA 552 Training and Development | (3) | None |
| | **15** | |
| **Total Hours** | **30 hrs.** | |

**Courses and Descriptions**

See COM Courses

See MBA Courses

**Graduate Certificates**

Students may also pursue one of the three graduate certificates offered in this program: Foundations of Strategic Communication (9 credit hours), Applied Strategic Communication (15 credit hours) or Communication Studies (18 credit hours). The 18-credit hour certificate is recommended for high school teachers seeking a certification to teach College Credit Plus (CCP) classes in communication.

**Graduate Certificate in Foundations of Strategic Communication**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| COM 510 Introduction to Graduate Studies in Communication | 3 | None |
| COM 520 Data Informed Decision Making | 3 | COM 510 |
| COM 620 Strategic Communication | 3 | COM 520 |
| Total Hours | 9 | |

**Graduate Certificate in Applied Strategic Communication**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| COM 510 Introduction to Graduate Studies in Communication | 3 | None |
| COM 520 Data Informed Decision Making | 3 | COM 510 |
| COM 620 Strategic Communication | 3 | COM 520 |
| **Electives (Choose 6 hours)** | 6 | |
| COM 630 Interpersonal Communication | (3) | COM 520 |
| COM 640 Organizational Communication | (3) | COM 520 |
| COM 590 Public Relations | (3) | COM 520 |
| COM 660 Professional Speaking | (3) | COM 520 |
| COM 650 Risk and Crisis Communication | (3) | COM 520 |
| COM 670 Leadership and Communication | (3) | COM 520 |
| COM 680 Social Media Strategies | (3) | COM 520 |
| **Total Hours** | 15 | |

**Graduate Certificate in Communication Studies (for CCP teachers)**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| COM 510 Introduction to Graduate Studies in Communication | 3 | None |
| COM 520 Data Informed Decision Making | 3 | COM 510 |
| COM 630 Interpersonal Communication | 3 | COM 520 |
| COM 640 Organizational Communication | 3 | COM 520 |
| COM 660 Professional Speaking | 3 | COM 520 |
| **Electives (Choose 3 hours)** | 3 | |
| COM 620 Strategic Communication | 3 | COM 520 |
| COM 590 Public Relations | (3) | COM 520 |
| COM 650 Risk and Crisis Communication | (3) | COM 520 |
| COM 670 Leadership and Communication | (3) | COM 520 |
| COM 680 Social Media Strategies | (3) | COM 520 |
| Total Hours | 18 | |

# Master of Fine Arts in Creative Writing

**Master of Fine Arts in Creative Writing**

**Department of English and Foreign Languages**

**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.

**Interim Dean**

Daniel McDonald, College of Arts and Sciences

**Administrators**

Nadya Williams, Interim Director of MFA Program

Dinah Ward, Program Coordinator

**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**

Non-residential coursework during fall and spring semesters are traditionally comprised of 9-credit hour courses (631, 632, 633, and 701). Each summer residency is 3 credit hours.

Students on the pedagogy track will take a 5-credit hour version of *one* of the following fall or spring courses (631, 632, or 633) *and* the 3-credit hour 651 Online Pedagogy followed by the 1-credit hour 652 Pedagogy Mentorship.

The program begins and ends with a summer residency. Students must complete three summer residencies and four semesters of nonresidential 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, plus an elective course), 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. Students will also attend technical support workshops.

**Course of Study Options:**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Traditional Track** | | |
| English 501: Residency I | 3 | |
| English 502: Residency II | 3 | ENG 501, 631 |
| English 503: Residency III | 3 | ENG 701 |
| 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 502, 632 |
| English 701: MFA Thesis (non-residential semester | 9 | ENG 633 |
| **Total Hours** | 45 | |
| OR | | |
| **Pedagogy Track, Option 1** | | |
| English 501: Residency I | 3 | |
| English 502: Residency II | 3 | ENG 501, 631 |
| English 503: Residency III | 3 | ENG 701 |
| English 631: Mentorship I (non-residential semester) | 5 | |
| English 632: Mentorship II (non-residential semester) | 9 | ENG 631 |
| English 633: Mentorship III (non-residential semester) | 9 | ENG 502, 632 |
| English 651: Online Pedagogy | 3 | |
| English 652: Pedagogy Mentorship | 1 | ENG 651 |
| English 701: MFA Thesis (non-residential semester | 9 | ENG 633 |
| **Total Hours** | 45 | |
| OR | | |
| **Pedagogy Track, Option 2** | | |
| English 501: Residency I | 3 | |
| English 502: Residency II | 3 | ENG 501, 631 |
| English 503: Residency III | 3 | ENG 701 |
| English 631: Mentorship I (non-residential semester) | 9 | |
| English 632: Mentorship II (non-residential semester) | 5 | ENG 631 |
| English 633: Mentorship III (non-residential semester) | 9 | ENG 502, 632 |
| English 651: Online Pedagogy | 3 | |
| English 652: Pedagogy Mentorship | 1 | ENG 651 |
| English 701: MFA Thesis (non-residential semester | 9 | ENG 633 |
| **Total Hours** | 45 | |
| OR | | |
| **Pedagogy Track, Option 3** | | |
| English 501: Residency I | 3 | |
| English 502: Residency II | 3 | ENG 501, 631 |
| English 503: Residency III | 3 | ENG 701 |
| 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) | 5 | ENG 502, 632 |
| English 651: Online Pedagogy | 3 | |
| English 652: Pedagogy Mentorship | 1 | ENG 651 |
| English 701: MFA Thesis (non-residential semester | 9 | ENG 633 |
| **Total Hours** | 45 | |

**Courses and Descriptions**

See ENG Courses

# MA in American History and Government

**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.

**Interim Dean**

Daniel McDonald, College of Arts and Sciences

**Ashland University Graduate Faculty**

John Moser, Professor of History

Jeffrey Sikkenga, Professor of Political Science

Christopher Burkett, Associate Professor of Political Science

Adam M. Carrington, Associate Professor of Political Science

Gregory McBrayer, Associate Professor of Political Science

Cara Rogers Stevens, Associate Professor of History

Joseph Griffith, Assistant Professor of Political Science

Jason Stevens, Assistant Professor of Political Science

Daniel K. Williams, Visiting Assistant Professor of History

**Administrators**

John Moser, Chair

Christian A. Pascarella, Director

Jason Stevens, Academic Advisor

David Foster, Thesis/Capstone Coordinator

Charles Martindell, Graduate Programs Resource Manager

Monica Moser, Graduate Programs Administrator

**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. A thesis shall be no fewer than 10,000 and no more than 30,000 words.

**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 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

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 | 2-3 | None |
| HIST/POLSC 503: Sectionalism and Civil War | 2-3 | None |
| HIST/POLSC 505: The Progressive Era | 2-3 | None |
| HIST/POLSC 506: The Rise of Modern America | 2-3 | None |
| HIST/POLSC 507: Lincoln | 2-3 | None |
| HIST/POLSC 500-600 level electives | 20 | |
| **Total Hours** | **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 510 Great American Texts | 2 | None |
| HIST/POLSC 601 Sources of the American Regime | 2 | None |
| HIST/POLSC 602 European Discovery & Settlement | 2 | None |
| HIST/POLSC 603 Colonial America | 2-3 | None |
| HIST/POLSC 604 The Early Republic | 2-3 | None |
| HIST/POLSC 605 The Age of Enterprise | 2-3 | None |
| HIST/POLSC 607 America During the Cold War | 2 | None |
| HIST/POLSC 608 Civil War and Reconstruction | 2-3 | None |
| HIST/POLSC 609 World War II | 2-3 | None |
| HIST/POLSC 610 American Foreign Policy | 2-3 | None |
| HIST/POLSC 611 The American Way of War | 2 | None |
| HIST/POLSC 613 Postwar America, 1945 to 1973 | 2-3 | 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 | 2-3 | None |
| HIST/POLSC 623 Women in American History & Politics | 2-3 | 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 | 2-3 | None |
| HIST/POLSC 633 Amer. Pres. II, Johnson to the Present | 2-3 | None |
| HIST/POLSC 641 The Supreme Court | 2 | None |
| HIST/POLSC 642 Political Parties | 2-3 | None |
| HIST/POLSC 643 Constitutional Rights and Powers | 2-3 | None |
| HIST/POLSC 644 The Congress | 2-3 | None |
| HIST/POLSC 660 Topics in Am. Hist. & Gov. | 2-3 | 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 HIST Courses

See POLSC Courses

# MA with a Specialization in Teaching American History and Government

**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.

**Interim Dean**

Daniel McDonald, College of Arts and Sciences

**Faculty**

**Ashland University Graduate Faculty**

John Moser, Professor of History

Jeffrey Sikkenga, Professor of Political Science

Christopher Burkett, Associate Professor of Political Science

Adam M. Carrington, Associate Professor of Political Science

Gregory McBrayer, Associate Professor of Political Science

Cara Rogers Stevens, Associate Professor of History

Joseph Griffith, Assistant Professor of Political Science

Jason Stevens, Assistant Professor of Political Science

Daniel K. Williams, Visiting Assistant Professor of History

**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, Columbus Center, 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 6 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 the Columbus Center, or online. Graduate level HIST/POLSC-prefix courses are offered as intensive week-long summer courses at the main campus and as synchronous 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 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. 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

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 Strand (choose one):** | **3** | |
| EDFN 521 Theory and Practice of Curriculum Development | (3) | None |
| EDCI 522 Foundations of Educational Technology | (3) | None |
| READ 610 Theoretical Foundations of Literacy and Language Development | (3) | None |
| **Inquiry Strand (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 Strand (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 | 2-3 | None |
| HIST/POLSC 503 Sectionalism & Civil War | 2-3 | None |
| HIST/POLSC 505 The Progressive Era | 2-3 | None |
| HIST/POLSC 506 The Rise of Modern America, 1914-1945 | 2-3 | |
| HIST/POLSC 507 Lincoln | 2-3 | None |
| HIST/POLSC 693 Qualifying Examination | 0 | Permission |
| **Elective Courses:** | **12** | |
| HIST/POLSC 510 Great American Texts | (2) | None |
| HIST/POLSC 601 Sources of the American Regime | (2) | None |
| HIST/POLSC 602 European Discovery and Settlement | (2) | None |
| HIST/POLSC 603 Colonia America | (2-3) | None |
| HIST/POLSC 604 The Early Republic | (2-3) | None |
| HIST/POLSC 605 The Age of Enterprise | (2-3) | None |
| HIST/POLSC 607 America during the Cold War | (2) | None |
| HIST/POLSC 608 Civil War and Reconstruction | (2-3) | None |
| HIST/POLSC 609 World War II | (2-3) | None |
| HIST/POLSC 610 American Foreign Policy | (2-3) | None |
| HIST/POLSC 611 The American Way of War | (2) | None |
| HIST/POLSC 613 Postwar America, 1945 to 1973 | (2-3) | 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 History and Politics | (2-3) | |
| HIST/POLSC 623 Women in American History & Politics | (2-3) | 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 | (2-3) | None |
| HIST/POLSC 633 The American Presidency II, Johnson to the President | (2-3) | None |
| HIST/POLSC 641 The Supreme Court | (2) | None |
| HIST/POLSC 642 Political Parties | (2-3) | None |
| HIST/POLSC 643 Constitutional Rights and Powers | (2-3) | None |
| HIST/POLSC 644 The Congress | (2-3) | None |
| HIST/POLSC 660 Topics in American History and Government | (2-3) | None |
| HIST/POLSC 670 Directed Study | (2) | Permission |
| **Total Hours** | **33 hrs.** | |

**Courses and Descriptions**

See EDCI Courses
See EDFN Courses
See EDIS Courses
See HIST Courses
See POLSC Courses
See READ Courses

# Online Master of Science in Applied Physiology of Exercise

**Online Master of Science in Applied Physiology of Exercise**

**College of Nursing and Health Sciences**

**Dean**

Carrie Keib, 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 Physiology of Exercise 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 Physiology of Exercise**

The Master of Science with a Specialization in Applied Physiology of Exercise 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 Association Certified Strength and Conditioning Specialist.

The Master of Science with a Specialization in Applied Physiology of Exercise consists of 33 credit hours and two years of part-time study or one year of full-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 Physiology of Exercise, Strength, and Conditioning**

| 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 |
| APEX 671 The Scientific Basis of Sport | 3 | Admission |
| APEX 675 Scientific Foundations of Nutrition in Sport | 3 | Admission |
| APEX 677 The Physiological Basis of Exercise and Sport Exercise Prescription | 3 | Admission |
| APEX 678 Fitness Assessment and Exercise Prescription | 3 | Admission |
| APEX 679 Principles of Strength Training and Conditioning | 3 | Admission |
| **Elective*** | **3-6** | |
| APEX 598: Independent Study | (3) | Admission |
| APEX 670: Sport Medicine Principles for Sport Professionals | (3) | Admission |
| APEX 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)**<br>**Upon completion of 21 credit hours.** | **3-6** | |
| 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 |
| **Total 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 APEX Courses

See NUHS Courses

See SMG courses

# MS in Business Analytics

**Master of Science in Business Analytics**

**Dauch College of Business and Economics**

**Dean**

TBA

**Associate Dean**

Lance Kaltenbaugh, Associate Professor of Sport Management

**Administrators**

Kathryn Goon, Executive Director MBA Program

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.

**Membership**

Ashland University, alongside its esteemed Dauch College of Business and Economics, has been granted business accreditation by the Association to Advance Collegiate Schools of Business (AACSB).

**How to Apply**

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

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

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

Ashland University

Attn: Enrollment Services

401 College Avenue

Ashland, OH 44805

Official Electronic transcripts should be submitted to:

enroll-grad@ashland.edu

**Course of Study**

Candidates for the MS in Business Analytics degree must complete all of the required courses listed below in order. Students must have a bachelor's degree in business or a related topic in order to be accepted into the program. Foundations course(s) may be required prior to your start. The prerequisites may be waived by a department advisor.

**MBA Foundation Program Prerequisites (16-18 credits)**

- MBAF 500B Accounting, 3 credits
- MBAF 500C Economics, 3 credits
- MBAF 500E Marketing, 3 credits
- MBAF 500F Finance, 3 credits
- MBAF 500H Quantitative and Statistical Methods, 3 credits
- MBAF 500I Professional Internship, 1-3 credits

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Major Requirements:** | | |
| BANA 505 Applied Statistics for Business | 3 | None |
| BANA 510 Data Management | 3 | None |
| BANA 515 Data Visualization | 3 | None |
| BANA 520 Advanced Business Spreadsheets | 3 | None |
| BANA 525 Predictive Analytics | 3 | BANA 505 |
| BANA 530 Case Studies in Business Analytics | 3 | BANA 505 |
| BANA 535 Optimization Methods for Business | 3 | BANA 520 |
| BANA 540 Case Studies in Business Analytics | 3 | BANA 505,510,515,520 |
| **Electives (Take 6 credits from):** | | |
| BANA 545 Graduate Internship in Business Analytics | (3-6) | |
| BANA 550 Research in Business Analytics | (3-6) | |
| MBA 500-level courses with consent of the program director | (3-6) | |
| **Total Hours** | **30 hrs.** | |

See BANA Courses

See MBA Courses

See MBAF Courses

# MS in Physician Assistant Studies

**Master of Science in Physician Assistant Studies**

**College of Nursing and Health Sciences**

**Dean**

Carrie Keib, College of Nursing and Health Sciences

**Program Director**

Melissa Irwin, DMSc, PA-C

**Mission**

Educate physician assistants based on a foundation of evidence-based medicine, to competently practice patient-centered care, exercise cultural humility and cultivate a team approach. Graduates will be prepared for the changing landscape of medicine to serve individuals locally, nationally and globally. Physician assistants will be taught on the basis of the Dwight Schar College of Nursing and Health Science's guiding values: integrity, caring, accountability, respect and excellence (ICARE), interprofessional collaboration and lifelong learning.

**Accreditation**

The ARC-PA has granted **Accreditation-Provisional** status to the **Ashland University Master of Science in Physician Assistant Studies Program** sponsored by **Ashland University**.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

**The program's accreditation history can be viewed on the ARC-PA website at** http://www.arc-pa.org/accreditation-history-ashland-university/.

**Admission Requirements**

An applicant possessing a bachelor's degree from a regionally 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 Master of Science in Physician Assistant Studies program.

- Undergraduate degree required from any area of study
- Upper level science
- Microbiology
- Human Anatomy and Physiology with lab component
- Organic Chemistry
- Biochemistry
- Statistics
- Medical Terminology
- Graduate Record Exam (GRE)

**How to Apply**

Complete Ashland University Physician Assistant Studies program application via the Centralized Application Service for Physician Assistants (CASPA) at: https://caspa.liaisoncas.com/applicant-ux/#/login

**Student Learning Outcomes:**

Upon completion of the PA program, the student will have acquired the knowledge, interpersonal skills, clinical reasoning and problem-solving abilities, clinical and technical skills, and professional behaviors to graduate practice-ready physician assistants:

1. Apply knowledge from basic clinical, and social sciences to the diagnosis and management of specific diagnoses across all ages and patient populations.
2. Use interpersonal skills to communicate clearly and effectively in verbal, nonverbal, and written forms to patients across the lifespan, family, and members of health care teams.
3. Elicit an accurate and pertinent medical history across the patient lifespan.
4. Perform a comprehensive and problem-focused physical exam.
5. Integrate age-related factors, growth, and human development milestones into clinical reasoning and decision-making processes.
6. Order and interpret diagnostic studies to assist in the evaluation and treatment of the patient.
7. Formulate a differential diagnosis based upon historical information, physical exam, laboratory, and diagnostic study findings.
8. Design personalized patient therapeutic management plans that consider cost, efficacy, possible adverse reactions and contraindications that include pharmacological and non-pharmacological treatments, monitoring and referrals.
9. Communicate the findings of a clinical encounter in written and oral forms to all members of the health care team.
10. Deliver evidence-based education to patients and their family on the health care plan and clinical therapies and results, preventative health, and public health.
11. Use clinical reasoning and problem-solving skills to integrate up to date scientific evidence, patient preferences, and clinical judgment to make informed decisions about the care of the patient.
12. Perform common medical and surgical procedures.
13. Demonstrate professionalism including principles of integrity and ethical decision making, sensitivity, and responsiveness in all interactions with patients, families and health care teams.

**Master of Science in Physician Assistant Studies**

The Master of Science in Physician Assistant Studies is a practice-focused degree that prepares Physician Assistants to function in diverse healthcare environments. Emphasis is placed on evidence-based medicine, to competently practice patient-centered care, exercise cultural humility, and cultivate a team approach that will produce practice-ready Physician Assistants upon graduation.

**MS Physician Assistant Studies**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| PAS 500 Anatomy | 4 | Enrollment in PA Program |
| PAS 505 Basic Science I | 3 | Enrollment in PA Program |
| PAS 510 Basic Science II | 3 | PAS 505 & Successful completion of Year 1 Didactic Fall Semester |
| PAS 515 Basic Science III | 3 | PAS 510 & Successful completion of Year 1 Didactic Spring Semester |
| PAS 520 Clinical Medicine I | 6 | Enrollment in PA Program |
| PAS 525 Clinical Medicine II | 6 | PAS 520 & Successful completion of Year 1 Didactic Fall Semester |
| PAS 530 Clinical Medicine III | 6 | PAS 525 & Successful completion of Year 1 Didactic Spring Semester |
| PAS 535 Patient Assessment I | 3 | Enrollment in PA Program |
| PAS 540 Patient Assessment II | 3 | PAS 535 & Successful completion of Year 1 Didactic Fall Semester |
| PAS 545 Patient Assessment III | 3 | PAS 540 & Successful completion of Year 1 Didactic Spring Semester |
| PAS 550 Clinical Skills I | 2 | Enrollment in PA Program |
| PAS 555 Clinical Skills II | 3 | PAS 550 & Successful completion of Year 1 Didactic Fall Semester |
| PAS 560 Clinical Skills III | 3 | PAS 555 & Successful completion of Year 1 Didactic Spring Semester |
| PAS 565 Pharmacology & Therapeutics I | 2 | Enrollment in PA Program |
| PAS 570 Pharmacology & Therapeutics II | 3 | PAS 565 & Successful completion of Year 1 Didactic Fall Semester |
| PAS 575 Pharmacology & Therapeutics III | 3 | PAS 570 & Successful completion of Year 1 Didactic Spring Semester |
| PAS 580 PA Practice and Professionalism I | 1 | Enrollment in PA Program |
| PAS 581 PA Practice and Professionalism II | 1 | PAS 580 & Successful completion of Year 1 Didactic Fall Semester |
| PAS 582 PA Practice and Professionalism III | 2 | PAS 581 Successful completion of Year 1 Didactic Spring Semester |
| PAS 583 PA Practice and Professionalism IV | 1 | PAS 582 & Successful completion of Year 1 Didactic Summer Semester |
| PAS 584 PA Practice and Professionalism V | 2 | PAS 583 |
| PAS 585 PA Practice and Professionalism VI | 1 | PAS 584 |
| PAS 680 Capstone Experience I | 1 | Successful completion of Year 1 Didactic Summer Semester |
| PAS 685 Capstone Experience II | 1 | PAS 680 |
| PAS 690 Capstone Experience III | 1 | PAS 685 |
| PAS 601 Clinical Rotation I<br>*discipline assignment by program<br>(Section A-I) | 4 | Successful completion of Year 1 Didactic Summer Semester |
| PAS 602 Clinical Rotation II<br>*discipline assignment by program<br>(Section A-I) | 4 | Successful completion of Year 1 Didactic Summer Semester |
| PAS 603 Clinical Rotation III<br>*discipline assignment by program<br>(Section A-I) | 4 | Successful completion of Year 1 Didactic Summer Semester |
| PAS 604 Clinical Rotation IV<br>*discipline assignment by program<br>(Section A-I) | 4 | Successful completion of Year 1 Didactic Summer Semester |
| PAS 605 Clinical Rotation V<br>*discipline assignment by program<br>(Section A-I) | 4 | Successful completion of Year 1 Didactic Summer Semester |
| PAS 606 Clinical Rotation VI<br>*discipline assignment by program<br>(Section A-I) | 4 | Successful completion of Year 1 Didactic Summer Semester |
| PAS 607 Clinical Rotation VII<br>*discipline assignment by program<br>(Section A-I) | 4 | Successful completion of Year 1 Didactic Summer Semester |
| PAS 608 Clinical Rotation VIII<br>*discipline assignment by program<br>(Section A-I) | 4 | Successful completion of Year 1 Didactic Summer Semester |
| PAS 609 Clinical Rotation IX<br>*discipline assignment by program<br>(Section A-I) | 4 | Successful completion of Year 1 Didactic Summer Semester |
| **Total Hours** | **103 hrs.** | |

**Courses and Descriptions**

See PAS Courses

# MS in Supply Chain Management

**Master of Science in Supply Chain Management**

**Dauch College of Business and Economics**

**Dean**

TBA

**Associate Dean**

Lance Kaltenbaugh, Associate Professor of Sport Management

**Administrators**

Kathryn Goon, Executive Director MBA Program

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.

**Membership**

Ashland University, alongside its esteemed Dauch College of Business and Economics, has been granted business accreditation by the Association to Advance Collegiate Schools of Business (AACSB).

**How to Apply**

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

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

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

Ashland University

Attn: Enrollment Services

401 College Avenue

Ashland, OH 44805

Official Electronic transcripts should be submitted to:

enroll-grad@ashland.edu

**Course of Study**

Candidates for the MS in Supply Chain Management degree must complete all of the required courses listed below as there are no electives. Prerequisites are required for those students who do not have an appropriate undergraduate degree or background in the specific topic areas. The prerequisites may be waived by a department advisor.

**MBA Program Prerequisites (9 credits)**

- MBAF 500B Accounting, 3 credits
- MBAF 500F Finance, 3 credits
- MBA 546 Business Analytics, 3 credits

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| MBA 503 Operations Management | 3 | None |
| MBA 505 Financial Management | 3 | *MBA 500B Accounting, and MBA 500F Finance or equivalent* |
| MBA 514 Special Topics: Case Studies | 3 | None |
| MBA 530 Project Management | 3 | None |
| MBA 548 Analytics Model-Decision Making | 3 | MBA 546 |
| MBA 570 Supply Chain Management | 3 | None |
| MBA 571 Logistics & Procurement | 3 | None |
| MBA 572 Supply Chain Strategy | 3 | None |
| MBA 576 Six Sigma | 3 | None |
| MBA 601 Independent Research Project | 3 | None |
| **Total Hours** | **30 hrs.** | |
| See MBA Courses | | |

# Criminal Justice Administration Graduate Certificate Program

# Department of Criminal Justice

# The College of Arts and Sciences

**Interim Dean**

Daniel McDonald, College of Arts and Science

**Program Director**

Anne Strouth, Professional Instructor of Criminal Justice

## Continue Your Education with a Graduate Certificate in Criminal Justice Administration 100% Online from Ashland University

The online Graduate Certificate in Criminal Justice Administration is designed to make you a more competitive applicant for careers and advancement within the vast field of criminal justice.

**Program Description:**

The Criminal Justice Administration Certificate focuses on leadership and decision-making as it relates to the agencies within the criminal justice fields, as well as program and policy development skills required of contemporary criminal justice administrators. The certificate is a five-course program that provides both current and prospective criminal justice professionals with the administrative and management preparation to advance their careers into administrative roles. The certificate is also designed for professionals who are contemplating a career change to the criminal justice sector and who need the skills and knowledge to make a successful transition.

**Certificate Program Student Learning Outcomes:**

**SLO1:** Critically examine the enduring problems in criminal justice, and identify and analyze interventions aimed at improving and achieving criminal justice goals.

**SLO2:** Demonstrate awareness of public policy issues as they relate to the development, implementation, and evaluation of criminal justice policies.

**SLO3:** Evaluate policies and social processes based in theoretical arguments.

**Application Requirements:**

You don't need a background in criminal justice to enroll in this certificate program. However, this program is ideal for those who have a bachelor's degree in criminal justice or a related field. Related fields such as sociology, leadership, public administration, homeland security and criminology will benefit from this certificate.

**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

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| CJ 510 Constitutional & Legal Issues in Criminal Justice | 3 | None |
| CJ 520 Seminar in Criminology | 3 | None |
| CJ 530 Critical Issues in Criminal Justice | 3 | None |
| CJ 540 Ethics & Justice | 3 | None |
| CJ 560 Criminal Justice Policy | 3 | CJ 510, 520, 530, 540 |
| **Total Hours** | **15 Hrs.** | |

This is designed to be a one year certificate program.

# Courses and Descriptions

See CJ Courses

# U.S. Government and Politics Certificate Program

**U.S. Government and Politics Certificate Program**

**Department of History and Political Science**

**The College of Arts and Sciences**

**Interim Dean**

Daniel McDonald, College of Arts and Sciences

**Faculty**

**Ashland University Graduate Faculty**

John Moser, Professor of History

Jeffrey Sikkenga, Professor of Political Science

Christopher Burkett, Associate Professor of Political Science

Adam M. Carrington, Associate Professor of Political Science

Gregory McBrayer, Assistant Professor of Political Science

Cara Rogers Stevens, Associate Professor of History

Joseph Griffith, Assistant Professor of Political Science

Jason Stevens, Assistant Professor of Political Science

Daniel K. Williams, Visiting Assistant Professor of History

**U.S. Government and Politics Certificate Program**

This program will provide master's-level instruction in U.S. government and politics, but is designed for those who do not wish to pursue (or who have already completed) a full master's program. It will require 18 credit hours (nine courses, each worth two credit hours), taken either online or in intensive week-long seminars offered in Ashland during the summers.

**Admission Requirements**

Applicants must possess a bachelor's degree from an accredited institution with a cumulative undergraduate grade point average at least 2.75 on a 4.00 scale OR a 3.00 graduate GPA in at least 12 semester hours of coursework beyond the bachelor's level. Applicants with an undergraduate GPA of below 2.75 may be considered for admission on a conditional basis.

**How to Apply**

Applications can be submitted online at https://www.ashland.edu/apply-ashland-university.

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 an accredited institutions of higher education documenting completion of an undergraduate degree. Sent transcripts to:

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 the MAHG program office at 419.289.5411 or email: mahg@ashland.edu.

**U.S. Government and Politics Certificate Program Student Learning Outcomes**

Upon completion of the U.S. Government and Politics Certificate program, the student will be able to:

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

**U.S. Government and Politics Certificate Program**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Choose from the following courses:** | **18** | |
| POLSC 501 The American Revolution | (2) | |
| POLSC 502 The American Founding | (2-3) | |
| POLSC 503 Sectionalism and Civil War | (2-3) | |
| POLSC 505 The Progressive Era | (2-3) | |
| POLSC 506 The Rise of Modern America | (2-3) | |
| POLSC 507 Lincoln | (2-3) | |
| POLSC 510 Great American Texts* | (2) | |
| POLSC 630 American Statesmen* | (2) | |
| POLSC 631 American Political Rhetoric | (2) | |
| POLSC 632 The American Presidency I, Washington to Lincoln | (2-3) | |
| POLSC 633 The American Presidency II, Johnson to the Present | (2-3) | |
| POLSC 641 Supreme Court | (2) | |
| POLSC 642 Political Parties | (2-3) | |
| POLSC 643 Constitutional Rights and Powers* | (2-3) | |
| POLSC 644 Congress | (2-3) | |
| POLSC 660 Topics in American History and Government* | (2-3) | |
| **Total Hours** | **18 Hrs.** | |

*Specific subject matter covered in these courses varies, so each may be taken more than once with the permission of the chair. However, each must include significant attention to U.S. government in order to count toward this certificate.

**Courses and Descriptions**

See POLSC Courses

# U.S. History Certificate Program

**U.S. History Certificate Program**

**Department of History and Political Science**

**The College of Arts and Sciences**

**Interim Dean**

Daniel McDonald, College of Arts and Sciences

**Faculty**

**Ashland University Graduate Faculty**

John Moser, Professor of History

Jeffrey Sikkenga, Professor of Political Science

Christopher Burkett, Associate Professor of Political Science

Adam M. Carrington, Associate Professor of Political Science

Gregory McBrayer, Assistant Professor of Political Science

Cara Rogers Stevens, Associate Professor of History

Joseph Griffith, Assistant Professor of Political Science

Jason Stevens, Assistant Professor of Political Science

Daniel K. Williams, Visiting Assistant Professor of History

**U.S. History Certificate Program**

This program will provide master's-level instruction in U.S. history, but is designed for those who do not wish to pursue (or who have already completed) a full master's program. It will require 18 credit hours (nine courses, each worth two credit hours), taken either online or in intensive week-long seminars offered in Ashland during the summers.

**Admission Requirements**

Applicants must possess 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 OR a 3.00 graduate GPA in at least 12 semester hours of coursework beyond the bachelor's level. Applicants with an undergraduate GPA of below 2.75 may be considered for admission on a conditional basis.

**How to Apply**

Applications can be submitted online at https://www.ashland.edu/apply-ashland-university.

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 from an accredited institution of higher education documenting completion of an undergraduate degree. Send transcripts to:

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 the MAHG program office at 419.289.5411 or email: mahg@ashland.edu.

**U.S. History Certificate Program Student Learning Outcomes**

Upon completion of the U.S. History Certificate program, the student will be able to:

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.

**U.S. History Certificate Program**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Choose from the following courses:** | **18** | |
| HIST 501 The American Revolution | (2) | |
| HIST 502 The American Founding | (2-3) | |
| HIST 503 Sectionalism and Civil War | (2-3) | |
| HIST 505 The Progressive Era | (2-3) | |
| HIST 506 The Rise of Modern America | (2-3) | |
| HIST 507 Lincoln | (2-3) | |
| HIST 510 Great American Texts* | (2) | |
| HIST 602 European Discovery and Settlement | (2) | |
| HIST 603 Colonial America | (2-3) | |
| HIST 604 The Early Republic | (2-3) | |
| HIST 605 The Age of Enterprise | (2-3) | |
| HIST 607 Cold War America | (2) | |
| HIST 608 Civil War and Reconstruction | (2-3) | |
| HIST 609 World War II | (2-3) | |
| HIST 610 American Foreign Policy* | (2-3) | |
| HIST 611 The American Way of War* | (2) | |
| HIST 613 Postwar America, 1945-1973 | (2-3) | |
| HIST 614 Contemporary America, 1974-present | (2) | |
| HIST 630 American Statesmen* | (2) | |
| HIST 660 Topics in American History and Government | (2-3) | |
| **Total Hours** | **18 Hrs.** | |

*Specific subject matter covered in these courses varies, so each may be taken more than once with the permission of the chair. However, each must include significant attention to U.S. history in order to count toward this certificate.

**Courses and Descriptions**

See HIST Courses

# Online Doctor of Nursing Practice

**Online Doctor of Nursing Practice**

**College of Nursing and Health Sciences**

**Dean**

Carrie Keib, College of Nursing and Health Sciences

**Doctor of Nursing Practice**

**Graduate Nursing Program Director**

J. Kimberly Higginbotham, DNP, APRN, CPNP-PC, PMHS

**Family Nurse Practitioner Track Director**

Rachel Hoffer, DNP, APRN, FNP

**Health Systems Leadership Track Director**

Jill Matthes Baxter, DNP, RN, CHSE

**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).

**Certification Disclosure:**

Graduates of the FNP track are qualified to seek national certification through the American Association of Nurse Practitioners Certification Board (AANPCB) or American Nurses Credentialing Center (ANCC).

Graduates of the HSL track meet the education requirement to seek the executive nurse leader certification through the American Nurses Credentialing Center to attain the title of Executive Nurse Leader-Board Certified (ENL-BC).

**Licensure Disclosure**: The Ashland University Doctor of Nursing Practice (DNP) program meets the requirements to apply for licensure in Ohio.

The Ashland University DNP program does NOT qualify students for licensure in the following states and US territories: Alabama, Alaska, American Samoa, Arizona, Arkansas, California, Colorado, Commonwealth of the Northern Mariana Islands, Commonwealth of Puerto Rico, Connecticut, Delaware, ;District of Columbia, Federated States of Micronesia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Republic of the Marshall Islands, Federated States of Micronesia, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virgin Islands, Virginia, Washington, West Virginia, Wisconsin, & Wyoming.

If a student's permanent residence is in a state or territory other than Ohio, they can only enroll in the DNP if they agree that, upon graduation, they intend to seek employment in Ohio. Out-of-State Students states must meet with their advisors to sign a formal attestation form.

**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 page essay on why you are pursuing the DNP degree.
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) prior to admission are subject to the Gap Analysis evaluation.

The student is responsible for initiating the request for transfer credit. The student must:

1. Submit the transfer Credit Form, the transcript, and course syllabi for each course they wish to receive credit to the Office of Graduate Admission with the application.
2. The Office of Graduate Admissions will forward the application and materials to the DNP Program Director for review and approval.
3. Students will be notified in writing regarding approved transfer credit.
4. Approved transfer credit and the student letter will be forwarded to the Administrative Assistant for Graduate Programs for inclusion in the student file and processing with the Office of Records and Registration.

---

**Gap Analysis**

A gap analysis will be completed for a student who is a nationally certified nurse practitioner seeking partial credit or waiver of coursework toward completion of a post-master's DNP in another NP practice area (e.g. a pediatric NP seeking certification or DNP as a family NP).

---

**Evaluation of Graduate Clinical Hours**

New Admits: Students who have been admitted to the DNP program with a MS/MSN must obtain a letter documenting their clinical hours completed from the program where they obtained their MS/MSN degree. This letter will be evaluated by the program director for approval. The student may receive credit for up to but not exceeding 700 hours. Three hundred hours must be completed while a student at Ashland University.

Transfer Students: Students who have been admitted to the DNP program with a MS/MSN, but are transferring from another doctoral program to complete course-work at Ashland University must obtain a letter from the program where they obtained their MS/MSN degree as well as the program from which they are transferring documenting their clinical hours completed from each program. This letter will be evaluated by the program director for approval. The student may receive credit for up to but not exceeding 700 hours. Three hundred hours must be completed while a student at Ashland University.

---

**BSN-DNP Family Nurse Practitioner Track**

(Enter with a bachelor's degree in nursing and complete a Doctorate of Nursing Practice degree including the Family Nurse Practitioner track.)

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| NUR 9110+ DNP Role and Interprofessionalism | 3 | Admission |
| NUR 9240+ Scientific Basis for Advanced Nursing Practice | 3 | NUR 9110 |
| NUR 9520+ Epidemiology and Biostatistics | 3 | NUR 9110 |
| NUR 9530+ Research Methods and Evidence Based Practice | 3 | 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 | 2 | NUR 9110 |
| NUR 9580+ Interprofessional Seminar | 2 | NUR 9110 |
| NUR 9810+ Scholarly Project I (taken twice for 1 ch each for a total of 2 ch) | 2 | NUR 9530; NUR 9540 |
| NUR 9820+ Scholarly Project II (taken twice for 1 ch each for a total of 2 ch) | 2 | NUR 9810 |
| NUR 9830+ Residency I (taken three times for a total of 4 ch) | 4 | NUR 9110 or concurrent |
| NUR 9840+ Residency II (taken three times for a total of 4 ch) | 4 | NUR 9830 |
| NUR 9210^ Advanced Pathophysiology I | 3 | NUR 9110 |
| NUR 9211^Advanced Pathophysiology II | 3 | NUR 9210 |
| NUR 9220^ Advanced Pharmacology I | 3 | NUR 9211 |
| NUR 9221^ Advanced Pharmacology II | 3 | NUR 9220 |
| NUR 9230^ Advanced Health Assessment I | 3 | NUR 9221 |
| NUR 9231^ Advanced Health Assessment II | 3 | NUR 9230 |
| NUR 9310^ Primary Care I Family | 5 | NUR 9231 |
| NUR 9321^ Primary Care II Pediatrics & Women's Health | 5 | NUR 9310 |
| NUR 9330^ Primary Care III Adults & Older Adults | 6 | NUR 9321 |
| NUR 9341^ Primary Care IV Acute Care | 6 | NUR 9330 |

**+BSN-DNP core; ^FNP major**

**BSN-DNP Health Systems Leadership Track**

(Enter with a bachelor's degree in nursing and complete a Doctorate of Nursing Practice degree including the Health Systems Leadership track.)

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| NUR 9110+ DNP Role and Interprofessionalism | 3 | Admission |
| NUR 9240+ Scientific Basis for Advanced Nursing Practice | 3 | NUR 9110 |
| NUR 9520+ Epidemiology and Biostatistics | 3 | NUR 9110 |
| NUR 9530+ Research Methods and Evidence Based Practice | 3 | 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 9580+ Interprofessional Seminar | 2 | NUR 9110 |
| NUR 9810+ Scholarly Project I (taken twice for 1 ch each for a total of 2 ch) | 2 | NUR 9530;<br>NUR 9540 |
| NUR 9820+ Scholarly Project II (taken twice for 1 ch each for a total of 2 ch) | 2 | NUR 9810 |
| NUR 9830+ Residency I (taken three times for a total of 4 ch) | 4 | NUR 9110 or concurrent |
| NUR 9840+ Residency II (taken three times for a total of 4 ch) | 4 | NUR 9830 |
| NUR 9575~ The Healthcare Organization | 3 | NUR 9240, NUR 9550 |
| NUR 9576~ The Healthcare Org. – Clinical | 3 | NUR 9240; NUR 9550; NUR 9575 or concurrent |
| NUR 9577~ Managing the Healthcare Org. The Financial Perspective | 3 | NUR 9575 |
| NUR 9578~ Managing the Healthcare Org. The Financial Perspective –Clinical | 2 | NUR 9575 |
| NUR 9579~ Improving the Healthcare Org. | 3 | NUR 9577 |
| NUR 9582~ Improving the Healthcare Org. – Clinical | 3 | NUR 9579 or concurrent |
| NUR 9581~ Healthcare Organization: Leadership, Management and Communication | 3 | NUR 9575, 9576, 9577, 9578, 9579, 9582 |
| NUR 9581L~ Healthcare Organization: Leadership, Management and Communication Clinical | 2 | NUR 9579 |

**+BSN-DNP core; ~HSL major**

**MSN-DNP Family Nurse Practitioner**

(Enter with a master's degree in nursing specialty and complete a Doctorate of Nursing Practice degree including the Family Nurse Practitioner track.)

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| NUR 9110+ DNP Role and Interprofessionalism | 3 | Admission |
| NUR 9520+ Epidemiology and Biostatistics | 3 | NUR 9110 |
| NUR 9530+ Research Methods and Evidence Based Practice | 3 | 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 | 2 | NUR 9110 |
| NUR 9580+ Interprofessional Seminar | 2 | NUR 9110 |
| NUR 9810+ Scholarly Project I (taken twice for 1 ch each for a total of 2 ch) | 2 | NUR 9530; NUR 9540 |
| NUR 9820+ Scholarly Project II (taken twice for 1 ch each for a total of 2 ch) | 2 | NUR 9810 |
| NUR 9831+ MSN-DNP Residency (ch depends on the number from MSN program) | 1-4 | NUR 9110 or concurrent |
| NUR 9210^ Advanced Pathophysiology I | 3 | NUR 9110 |
| NUR 9211^Advanced Pathophysiology II | 3 | NUR 9210 |
| NUR 9220^ Advanced Pharmacology I | 3 | NUR 9211 |
| NUR 9221^ Advanced Pharmacology II | 3 | NUR 9220 |
| NUR 9230^ Advanced Health Assessment I | 3 | NUR 9221 |
| NUR 9231^ Advanced Health Assessment II | 3 | NUR 9230 |
| NUR 9310^ Primary Care I Family | 5 | NUR 9231 |
| NUR 9321^ Primary Care II Pediatrics & Women's Health | 5 | NUR 9310 |
| NUR 9330^ Primary Care III Adults & Older Adults | 6 | NUR 9321 |
| NUR 9341^ Primary Care IV Acute Care | 6 | NUR 9330 |

**+MSN-DNP core; ^FNP major**

**MSN-DNP Health Systems Leadership**

(Enter with a master's degree in any nursing specialty and complete a Doctorate of Nursing Practice degree including the Health Systems Leadership track.)

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| NUR 9110+ DNP Role and Interprofessionalism | 3 | Admission |
| NUR 9520+ Epidemiology and Biostatistics | 3 | NUR 9110 |
| NUR 9530+ Research Methods and Evidence Based Practice | 3 | 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 9580+ Interprofessional Seminar | 2 | NUR 9110 |
| NUR 9810+ Scholarly Project I (taken twice for 1 ch each for a total of 2 ch) | 2 | NUR 9530; NUR 9540 |
| NUR 9820+ Scholarly Project II (taken twice for 1 ch each for a total of 2 ch) | 2 | NUR 9810 |
| NUR 9831+ MSN-DNP Residency (ch depends on the number from MSN program) | 1-4 | NUR 9110 or concurrent |
| NUR 9575~ The Healthcare Organization | 3 | NUR 9240, NUR 9550 |
| NUR 9576~ The Healthcare Org. – Clinical | 3 | NUR 9240; NUR 9550; NUR 9575 or concurrent |
| NUR 9577~ Managing the Healthcare Org. The Financial Perspective | 3 | NUR 9575 |
| NUR 9578~ Managing the Healthcare Org. The Financial Perspective –Clinical | 2 | NUR 9575 |
| NUR 9579~ Improving the Healthcare Org. | 3 | NUR 9577 |
| NUR 9582~ Improving the Healthcare Org. – Clinical | 3 | NUR 9579 or concurrent |
| NUR 9581~ Healthcare Organization: Leadership, Management and Communication | 3 | NUR 9575, 9576, 9577, 9578, 9579, 9582 |
| NUR 9581L~ Healthcare Organization: Leadership, Management and Communication Clinical | 2 | NUR 9579 |

**+MSN-DNP core; ~HSL major**

**MSN/APRN-DNP Nursing Practice**

(Enter with a master's degree in advanced practice nursing and be certified as an Advanced Practice Registered Nurse in any specialty and complete a Doctorate of Nursing Practice degree.)

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| NUR 9110 DNP Role and Interprofessionalism | 3 | Admission |
| NUR 9520 Epidemiology and Biostatistics | 3 | NUR 9110 |
| NUR 9530 Research Methods and Evidence Based Practice | 3 | 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 | 2 | NUR 9110 |
| NUR 9580 Interprofessional Seminar | 2 | NUR 9110 |
| NUR 9810 Scholarly Project I (taken once for the entire 2ch) | 2 | NUR 9530; NUR 9540 |
| NUR 9820 Scholarly Project II (taken once for the entire 2ch) | 2 | NUR 9810 |
| NUR 9831+ MSN-DNP Residency (ch depends on the number from MSN program) | 1-4 | NUR 9110 or concurrent |

**MSN/APRN-DNP Family Nurse Practitioner**

(Enter with a master's degree in advanced practice nursing AND be certified as an Advanced Practice Registered Nurse in another specialty and complete a Doctorate of Nursing Practice degree including the Family Nurse Practitioner track. *Subject to GAP Analysis.)

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| NUR 9110+ DNP Role and Interprofessionalism | 3 | Admission |
| NUR 9520+ Epidemiology and Biostatistics | 3 | NUR 9110 |
| NUR 9530+ Research Methods and Evidence Based Practice | 3 | 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 9580+ Interprofessional Seminar | 2 | NUR 9110 |
| NUR 9810 Scholarly Project I (taken once for the entire 2ch) | 2 | NUR 9530; NUR 9540 |
| NUR 9820 Scholarly Project II (taken once for the entire 2ch) | 2 | NUR 9810 |
| NUR 9831+ MSN-DNP Residency (ch depends on the number from MSN program) | 1-4 | NUR 9110 or concurrent |
| NUR 9210^# Advanced Pathophysiology I | 3 | NUR 9110 |
| NUR 9211^# Advanced Pathophysiology II | 3 | NUR 9210 |
| NUR 9220^# Advanced Pharmacology I | 3 | NUR 9211 |
| NUR 9221^# Advanced Pharmacology II | 3 | NUR 9220 |
| NUR 9230^# Advanced Health Assessment I | 3 | NUR 9221 |
| NUR 9231^# Advanced Health Assessment II | 3 | NUR 9230 |
| NUR 9310^# Primary Care I Family (3 didactic, 2 clinical) | 5 | NUR 9231 |
| NUR 9321^# Primary Care II Pediatrics & Women's Health (3 didactic, 2 clinical) | 5 | NUR 9310 |
| NUR 9330^# Primary Care III Adults & Older Adults | 6 | NUR 9321 |
| NUR 9341^# Primary Care IV Acute | 6 | NUR 9330 |
| +MSN-DNP core; ^FNP major, #Subject to GAP Analysis | | |

**Courses and Descriptions**

See NUR Courses

* CONHS program student handbooks with additional policies pertaining to the program may be accessed as a Catalog addendum.

# Online School Nurse Certificate Program

**Online School Nurse Certificate Program**

**College of Nursing and Health Sciences**

**Dean**

Carrie Keib, College of Nursing and Health Sciences

**Program Director**

Jennifer Boles, MSN, RN, LSN, NCSN

**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). This program is for students who intend to seek employment in Ohio and only prepares students for licensure in the state of Ohio.

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 6-18 months (2-5 semesters). A curriculum guide will be completed for each student based upon the needs and timeframe that best fits the student's schedule.

**Licensure**

This program is for students who intend to seek employment in Ohio and only prepares students for licensure in the state of Ohio. If a student's permanent residence is in a state or territory other than Ohio, they can only enroll in the School Nurse Certificate program if they agree that, upon graduation, they intend to seek employment in Ohio. Out-of-State Students states must meet with their advisors to sign a formal attestation form.

**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/apply.

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 four years. The time limit normally is from the beginning date of the formal admission to the SNC to the last hour 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 four-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 | SNP 525 or concurrent |
| 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 | SNP 525 |
| SNP 680 School Nurse Internship | 2-4*** | *SNP 518, 520, 525, 528, minimum GPA of 3.0, Bachelor's prepared RN and instructor approval, provided currently passing SNP 518 or SNP 528* |
| **Total Hours** | **13-16 Hrs.** | |

*Students may select variable credit to meet student needs.

**If a student passes the National Board for Certificate of School Nurse Exam, they will received advanced standing credit for SNP 525 at 3 credit hours.

* **The amount of Internship credit required is determined by verification of the type of previous experience as a nurse in a school setting. The school nurse intern may complete the internship at the student's current building/district of employment with approval from the employer and the university. If the school nurse intern is not currently employed within a district/building the student will need to coordinate a clinical placement with surrounding districts of the student.

**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.

**School Nurse as Cognate Area for M.Ed. Adult Education Degree Completion**

The School Nurse Certificate program represents one of the options for completion of the 15 credit hour cognate areas. The cognate is an individualized specialty area of study encompassing the student's interests and needs. All students are required to complete a cognate area of study consisting of a minimum of fifteen (15) semester hours towards the thirty (30) credit hours required for degree completion.

See M.Ed. Adult Education (ME.MED.ADED) description for more information.

**Courses and Descriptions**

See SNP Courses

# ONLINE School Nurse Wellness Coordinator

## College of Nursing and Health Sciences

**Dean**

Carrie Keib, College of Nursing and Health Sciences

**Program Director (Interim)**

Jennifer Boles, MSN, RN, LSN, NCSN

**School Nurse Wellness Coordinator (SNWC)**

This program requires advanced skills in school nursing that include wellness coordination, health service delivery system coordination, emergency preparedness, and leadership. A SNWC endorsement may be added to The Ohio Department of Education (ODE) professional pupil services school nurse license upon evidence of three years of successful experience as a licensed school nurse. The approved program of preparation for the endorsement shall include a practicum experience during which the candidate shall be required to demonstrate the knowledge, skills and dispositions for the SNWC. Applicants applying for the SNWC endorsement to the ODE Pupil Services License must hold a master's degree by the time the application is submitted.

This is a 15 credit option for registered nurses (RN) holding a bachelor's degree with a minimum 3.0 GPA and at least 3 years full-time experience as an ODE Licensed School Nurse (LSN). The SNWC endorsement curriculum satisfies the College of Education CAEP accreditation (Council for the Accreditation of Educator Preparation), Ohio Department of Education School Operating Standards, Professional Development Standards, and the Ohio Department of Higher Education (ODHE) Standards for School Nurse Licensure preparation. The curriculum is also aligned with the American Nurses Association and National Association of School Nurses Scope and Standards of Practice. Upon completion of the program, students will meet the requirements to be eligible to apply to the Ohio Department of Education for the Professional Pupil Services License endorsement as a School Nurse Wellness Coordinator.

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. Applicants are required to complete at least 3 years full-time experience as a LSN for admission to the SNWC Program.

How to Apply

Applications can be submitted online at https://www.ashland.edu/apply.

Completed Ashland University Application

1. Submit a $30 application fee
2. Submit official academic transcript(s) from accredited institutions of higher education documenting all undergraduate and graduate degrees awarded.
3. Cumulative GPA of 3.00 or above
4. Submit a copy of active RN Licensure;
5. Submit a copy of active ODE Pupil Services License; and
6. Submit verification of school nursing working experience to:
   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 419.289.5738 or email: grad-admissions@ashland.edu.

**Program Completion Timelines**

The student must complete all requirements for the School Nurse Certificate Program (SNC) within four years. The time limit normally is from the beginning date of the formal admission to the SNC to the last hour 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 four-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 & Academic Indicators | 3 | None |
| EDLS 533: Essential Concepts in School Safety & Crisis Management | 1 | None |
| SNP 558: Emergency Preparedness in School Health | 2 | EDLS 533 |
| NUR 9550: Healthcare Delivery, Quality, and Safety | 3 | None |
| NUR 9560: Health Policy & Advocacy | 3 | None |
| SNP 681: SNWC Practicum | 3 | SNP 518<br>EDLS 533<br>SNP 558<br>NUR 9550<br>NUR 9560 |
| **Total Hours** | **15** | |

**School Nurse Wellness Coordinator Student Learning Outcomes**

Upon completion of the School Nurse Wellness Coordinator Endorsement Certificate, 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. Integrate evidence and research contribute to quality school nursing practice.
4. Evaluate his/her own nursing practice in relation to professional practice standards and guidelines of School Nursing.
5. Use a systems approach to provide leadership and coordination for the wellness of students and their families, school staff and the community at-large
6. Provide coordination of the school's health service delivery system
7. Provide emergency preparedness programming
8. Provide leadership with school staff, and collaboration with other pupil service personnel leaders and administrators

**School Nurse as Cognate Area for M.Ed. Adult Education Degree Completion**

The School Nurse Wellness Coordinator Certificate program represents one of the options for completion of required 15 credit hour cognate areas within the Master's of Education in Adult Education. The cognate is an individualized specialty area of study encompassing the student's interests and needs.

See M.Ed. Adult Education (ME.MED.ADED) description for more information.

See SNP Courses

See EDLS Courses

See NUR Courses

# Online Nurse Educator Certificate

**Online Nurse Educator Certificate**

**College of Nursing and Health Sciences**

**Dean**

Carrie Keib, 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/apply.

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) | | |
| **Total Hours** | **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 NUR Courses

* CONHS program student handbooks with additional policies pertaining to the program may be accessed as a Catalog addendum.

# Master of Education

**Master of Education**

**The Dwight Schar College of Education**

Ashland University offers a variety of graduate education programs fully online. These programs include the Master of Education (M.Ed.), Bachelor's Plus licensure, and other licensure and endorsement 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.

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.

See additional information at https://www.ashland.edu/graduate-programs-education.

**Graduate Education Program Objectives**

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

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

The programs are based on foundations of education, current research, effective practice, and dynamic collaborative relationships among educators at all levels. The program is implemented through diverse classroom, field, and clinical experiences. The faculty believe that a professional educator is a reflective practitioner who merges theory and practice. A major objective of the programs is to develop individual skills for solving particular educational problems, whether in teaching, supervision, or administration, while keeping such solutions in balance with institutional, community, or school system needs and expectations. A second objective is the acquisition of sound principles and techniques essential to working effectively in a wide range of instructional or organizational settings. A basic assumption of all graduate programs is that educational policies and procedures are constantly changing, and that the practices of tomorrow may have little similarity to current models. Thus, Ashland University's programs emphasize the development of the individual's professional capacity as a self-perpetuating facet of present and future personal development.

**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 and Workforce 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 and Workforce. 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 encompass a doctoral degree, four 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. All students with either an undergraduate GPA or a graduate GPA (minimum of 12 credits) below a 2.75 must go through the College of Education Appeals process. If a student has attempted to complete 12 or more hours of graduate coursework, the graduate GPA will be used for admission purposes.

**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 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 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 program director, 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.
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 (less for endorsement and licensure programs) 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 9 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. See course listings in Coursedog.

**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.

Option 4: Literacy M.ED. students will complete EDUC 780 The Role of the Literacy Professional - Thesis Capstone Seminar

**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 in Curriculum and Instruction. To fulfill this objective one course within each of the following three strands is required of all students whose major program area is Curriculum and Instruction in Pre-K-12 education.

**Core Courses:**

**Curriculum Foundations Strand**

EDFN 521: The Theory and Practice of Curriculum Development

EDCI 522: Foundations of Educational Technology

READ 610: Theoretical Foundations of Literacy and Language Development

**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: American Psychological Association Style Seminar

**Courses and Descriptions**

See EDCI Courses

See EDFN Courses

See EDIS Courses

See READ Courses

# M.ED. Adolescent to Young Adult 7-12 Education

**M.ED. Adolescent to Young Adult 7-12 Education**

The Master of Education Degree (MED) provides a graduate route to teacher licensure for individuals who have earned a baccalaureate degree in an applicable field. The MED program is focused on pedagogy, field experiences, professionalism, action research, and data informed instruction. The program is designed to take 2 years, with licensure at the end of the first year, and the MED at the end of the second. The second year is designed to be completed during a student's first year of teaching. Students must pass the associated Ohio Assessment for Educators Content test for admission to the program. Students may take longer to licensure and/or degree depending on their personal circumstances. The following areas of specialty are available at the AYA level: Integrated Language Arts, Integrated Math, Integrated Science, and Integrated Social Studies.

| COURSES | HRS | PREREQUISITES |
|---|---|---|
| **Courses required for Licensure:** | | |
| EDFN 586 Effective Instruction | 3 | None |
| EDFN 512 Teaching & Learning Process | 3 | None |
| EDCI 505 Instructional Design & Educational Technology for Teaming | 3 | None |
| PSYC 218 Adolescent Psychology | 3 | None |
| READ 550 Content Area Reading | 3 | None |
| EDIS 546 Introduction to Educational Intervention | 3 | None |
| EDFN 587 Multicultural Field: 150 Contact Hrs. | 3 | None |
| EDFN 520 Social & Professional Issues in Education | 2 | None |
| EDCI 602 Internship for Adolescent/Young Adult 7-12 | 10 | EDFN 586, 587 |
| **Concentration (Choose 1)** | 3 | |
| EDCI 563 Teach Adolescents: Language Arts | (3) | EDFN 512, EDCI 505, concurrent with EDFN 587 |
| EDCI 517 Teach Adolescents: Mathematics | (3) | Concurrent with EDFN 587 |
| EDCI 518 Teach Adolescents: Science | (3) | Concurrent with EDFN 587 |
| EDCI 519 Teach Adolescents: Social Studies | (3) | Concurrent with EDFN 587 |
| **Total Hours** | **36 hrs.** | |
| **Courses required for Graduate Degree:** | | |
| EDFN 501 American Psychological Association Style Seminar | 0 | None |
| **Curriculum Foundations Core course (Choose 1)** | 3 | |
| EDFN 521 The Theory and Practice of Curriculum Development | (3) | None |
| EDCI 522 Foundations of Educational Technology | (3) | None |
| READ 610 Theoretical Foundations of Literacy and Language Development | (3) | None |
| **Inquiry Core course (Choose 1)** | 3 | |
| EDFN 504 Action Research for Educational Improvement | (3) | None |
| EDFN 505 Qualitative Research | (3) | None |
| EDFN 507 Understanding Statistical Research for Classroom Professionals | (3) | None |
| **Diversity Strand Core course (Choose 1)** | 3 | |
| EDFN 510 The World in Your Classroom: Multicultural and Global Education | (3) | None |
| EDFN 533 Culturally and Linguistically Diverse Learners: social, historical, and legal issues related to the education of English learners. | (3) | None |
| EDIS 550 Social and Educational Perspectives of Disability | (3) | None |
| EDUC 788 Capstone Inquiry Seminar | 3 | Core requirements and 24 hours of coursework |
| **Total Hours** | **48 hrs.** | |

See EDCI Courses

See EDFN Courses

See EDIS Courses

See EDUC Courses

See PSYC Courses

See READ Courses

# Master of Education in Adult Education

**Master of Education in 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.

**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 twelve (12) semester hours. Cognates are unique to each student based on area of interest and potential research agenda.

Students may select one of the following cognates (12 credit hours):

- Organizational Administration and Change: MBA 501 plus 3 courses from MBA 503, 505, 507, 511, or 540
- Communication: COM 510, 520, plus 2 courses from COM 620, 640, 650, or approved COM Elective courses
- Criminal Justice: 4 courses from CJ 430, 510, 520, 530, 540, or 660
- Education Technology: EDCI 507, 512, 522, plus one course from EDCI 538 or 633
- School Nurse: SNP 518, 525, 528, 680 (Note: SNP 520 substitutes for EDAE 501)
- Seminary: BSG 5501 plus 3 courses from CHS 5500, CLD 6630, CTH 5520, MSS 5501, NTS 5511, OTS 5511, 5512, or SPF 5540
- TESOL: EDFN 533, 646, EDCI 534, 535
- Custom: Requires department approval

**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.

**Master of Education in 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. | |

**Courses and Descriptions**

See EDAE Courses

See EDUC Courses

# M.ED. Educational Leadership with Administrative License

**M.ED. Educational Leadership with Administrative License**

The Educational Leadership Master's degree program at Ashland University's College of Education prepares aspiring school administrators with the knowledge, skills, and practical experiences necessary to become effective educational leaders. This comprehensive 30-credit hour program is designed for educators seeking leadership roles as principals or assistant principals in Ohio's K-12 schools.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Program Courses:** | | |
| EDFN 501 APA Seminar (taken in first semester) | 0 | None |
| EDLS 550 Educational Leadership | 3 | None |
| EDLS 551 Critical Concepts in Fiscal/Human Resource | 3 | None |
| EDLS 552 Law, Ethics, and Labor Relations | 3 | None |
| EDLS 553 Curriculum, Instruction, and Assessment Leadership | 3 | None |
| EDLS 554 Issues Impacting Student Achievement & Special Populations | 3 | None |
| EDLS 555 Research, Statistics and Data in Education | 3 | None |
| EDLS 556 Employee Leadership & Evaluation | 3 | None |
| EDLS 557 Change Process & Professional Staff Development | 3 | None |
| EDLS 558 Operations, School Safety, and Mental Health | 3 | None |
| EDLS 559 Capstone: Principal Internship | 3 | None |
| **Total Hours** | **30 hrs.** | |

**Courses and Descriptions**

See EDLS Courses

# M.ED. Educational Technology

**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:** | **6** | None |
| EDCI 522 Foundations of Educational Technology | 3 | |
| **Elective - Choose One from the following four:** | **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 516 Generative AI Applications in Educational Technology | 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:**<br>This requirement is met through course-related activities. | | |
| **Total Hours** | **30 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.

**Courses and Descriptions**

See EDAD Courses

See EDCI Courses

See EDFN Courses

See EDIS Courses

See EDUC Courses

# M.ED. Intervention Specialist Mild/Moderate

**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 |
| **Total Hours** | **30 hours** | |

**Hours may vary due to selected core courses.**

**Courses and Descriptions**

See EDEC Courses

See EDIS Courses

See EDUC Courses

# M.ED. Middle Grades Education

**M.ED. Middle Grades Education**

The Master of Education Degree (MED) provides a graduate route to teacher licensure for individuals who have earned a baccalaureate degree in an applicable field. The MED program is focused on pedagogy, field experiences, professionalism, action research, and data informed instruction. The program is designed to take 2-2.5 years, with licensure at the end of the first year, and the MED at the end of the second. The second year is designed to be completed during a student's first year of teaching. Students must pass the associated Ohio Assessment for Educators Content test for admission to the program. Students may take longer to licensure and/or degree depending on their personal circumstances. Students will choose two areas of specialty from the following concentration areas: English/Language Arts; Math; Science; and Social Studies. .

| COURSES | HRS | PREREQUISITES |
|---|---|---|
| **Courses required for Licensure:** | | |
| EDFN 586 Effective Instruction | 3 | None |
| EDFN 512 Teaching & Learning Process | 3 | None |
| EDCI 505 Instructional Design & Educational Technology for Teaming | 3 | None |
| PSYC 218 Adolescent Psychology | 3 | None |
| EDIS 546 Introduction to Educational Intervention | 3 | None |
| EDFN 587 Multicultural Field: 150 Contact Hrs. | 3 | None |
| EDFN 520 Social & Professional Issues in Education | 2 | None |
| EDCI 601 Internship for Middle Childhood | 10 | EDFN 587 |
| **Concentrations (Choose 2)** | 6 | |
| EDCI 563 Teach Adolescents: Language Arts | (3) | EDFN 512, EDCI 505, concurrent with EDFN 587 |
| EDCI 517 Teach Adolescents: Mathematics | (3) | Concurrent with EDFN 587 |
| EDCI 518 Teach Adolescents: Science | (3) | Concurrent with EDFN 587 |
| EDCI 519 Teach Adolescents: Social Studies | (3) | Concurrent with EDFN 587 |
| **Total Hours** | **36 hrs.** | |
| **Courses required for Graduate Degree:** | | |
| **Curriculum Foundations Core course (Choose 1)** | 3 | |
| EDFN 521 The Theory and Practice of Curriculum Development | (3) | None |
| EDCI 522 Foundations of Educational Technology | (3) | None |
| READ 610 Theoretical Foundations of Literacy and Language Development | (3) | None |
| **Inquiry Core course (Choose 1)** | 3 | |
| EDFN 504 Action Research for Educational Improvement | (3) | None |
| EDFN 505 Qualitative Research | (3) | None |
| EDFN 507 Understanding Statistical Research for Classroom Professionals | (3) | None |
| **Diversity Strand Core course (Choose 1)** | 3 | |
| EDFN 510 The World in Your Classroom: Multicultural and Global Education | (3) | None |
| EDFN 533 Culturally and Linguistically Diverse Learners: social, historical, and legal issues related to the education of English learners. | (3) | None |
| EDIS 550 Social and Educational Perspectives of Disability | (3) | None |
| EDFN 501 American Psychological Association Style Seminar | 0 | None |
| EDUC 788 Capstone Inquiry Seminar | 3 | Core requirements and 24 hours of coursework |
| **Total hrs.** | **48** | |

See EDCI Courses

See EDFN Courses

See EDIS Courses

See EDUC Courses

See PSYC Courses

See READ Courses

# M.ED. Reading and Literacy

**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 |
|---|---|---|
| **MED Core Courses:** | | No |
| **Required Core Courses:** | | |
| EDFN 501 APA Seminar | 0 | None |
| *READ 610 Theoretical Foundations of Literacy and Language Development | 3 | None |
| **Inquiry Strand - Choose 1 Course From:** | **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 Strand - Choose 1 Course From:** | **3** | |
| EDFN 510 The World in Your Classroom: Multicultural and Global Education | (3) | None |
| EDFN 533 Culturally and Linguistically Diverse Learners: Social, Historical, and Legal Issues Related to the Education of English Language Learners | (3) | None |
| EDIS 550 Social and Education Perspectives of Disability | (3) | None |
| **Literacy Core:** | | |
| *READ 620 Explicit and Systematic Literacy and Writing Instruction | 3 | None |
| *READ 630 Assessment and Diagnosis of Reading Difficulties | 3 | None |
| *READ 640 Reading Instruction for Fluency And Comprehension | 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 |
| **Advanced Field Practicum:** | | |
| *READ 650 Graduate Literacy Practicum | 3 | READ 610, READ 620, READ 630, & READ 640 |
| **Capstone:** | | |
| EDUC 780 The Role of the Literary Professional | 3 | 24 hours w/ M.Ed. Core |
| **M.Ed. in Reading & Literacy with Reading Endorsement Total Hours** | **30 hrs.** | |

*** Indicates Reading Endorsement Requirement with the pre-requisite of 12-hour Ohio Reading Core.**

**PREREQUISITE COURSES:**

12 Semester hours of Ohio Reading Core, Including 3 hours of Phonics.

**Courses and Descriptions**

See EDCI Courses

See EDEC Courses

See EDUC Courses

See READ Courses

# M.ED. Talent Development Education

**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 Studies for Teachers of 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 |
| **Total Hours** | **30 hrs.** | |

Note: Passage of the Ohio Assessment for Educators test for Gifted Education (053) required prior to endorsement application.

**Courses and Descriptions**

See EDCI Courses

See EDIS Courses

# M.ED. Teaching and Learning in the 21st Century (TL-21)

**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 studies 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 | 0-3 | 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 |
| **Total Hours** | **30-33 hrs.** | |

Ideas for Cognates: Diversity & Inclusion, Organization Design & Change, Technology, Educational Administration, Early Childhood Education, Talent Development (Gifted), Reading & Literacy, TESOL. Politics & School Law, Educational Research. It is also possible to bring in up to 6 hours of relevant Ashland Professional Development (PDS) in areas such as School Treasurer, Culturally Relevant/Responsive Teaching, Learner Engagement, PBL, Assessment, Collaboration, Coaching & Mentoring, Career Readiness, and Data. You may also design a cognate including transfer and AU & PDS courses to suit your professional needs and goals (with departmental approval). Courses considered for cognates must be less than 10 years old.

**Courses and Descriptions**

See EDCI Courses

See EDFN Courses

See EDUC Courses

# The Doctor of Education in Leadership Studies

**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, healthcare, social services, church, government, law enforcement, non-profit organizations, business, and international agencies.

**The Doctor of Education in Leadership studies is offered in a hybrid 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 in a hybrid modality with online synchronous and asynchronous offerings. One course per semester is offered on campus at Ashland's Main campus.

**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 based upon a competitive evaluation of applications.

The Doctoral program director(s) reviews the credentials of each candidate. Finalists who qualify will be invited for an online virtual interview with members of the Doctoral Team.

**Application Options**

Prospective students can apply when it is most convenient. Students are admitted on a rolling basis and may begin the program in August, January, or May.

**Admission Requirements**

The Doctoral program director(s) 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 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 |
| DET | 115 |

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 fifteen 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.

**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.

**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 are as follows:

**Coursework:**

| |
|---|
| *Leadership Core |
| *Research Core |
| *Cognate Area |
| *Dissertation |

**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 |
|---|---|---|
| **Leadership Core Coursework (15 hours):** | | |
| *EDLS 9889 Organizational Development | 3 hours | |
| *EDLS 9881 Organizational Behavior | 3 hours | |
| *EDLS 9860 Institutional Effectiveness | 3 hours | |
| *EDLS 9880 Leadership Theory | 3 hours | |
| *EDLS 9887 Institutional Policy & Leadership | 3 hours | |
| **Research Core Coursework: (19 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 9829 Leadership Research | 3 hours | |
| *EDLS 9830 Mentorship Project | 4 hours | |
| *EDLS 9899 Dissertation | 10 hours min. | |
| Cognate | 15 hours | |
| **Total Hours** | **59 hours** | |

## Executive Ed.D.

**Coursework:**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITE |
|---|---|---|
| **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 | |
| **Total 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.

**Courses and Descriptions**

See EDLS Courses

# Bachelor's Plus, Graduate Licensure and Endorsement Program

**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:

---

**Primary Grades (PK-5) Education**

**Primary Grades (PK-5) /Intervention Dual Program, ISMM**

**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

**Multi-Age PreK-12**

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 Gateway Requirements. Students must maintain a 3.0 GPA for the remaining courses. Education 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. Transfer credits are accepted if C (B for music and science).

---

All education students must meet the requirements for a set of distinct and specific Gateways throughout their programs. These Gateways ensure that students are meeting both internal and external expectations for successful program completion, as well as state/national accreditation standards and Ohio teacher licensure requirements.

- Admission to first field experience gateway
- Admission to Teacher Education (Candidacy) gateway
- Admission to Internship (aka, Student Teaching) gateway
- Exit from Internship gateway
- Recommendation for Licensure gateway

Gateway requirements* may include:

- Meeting application deadlines
- Following program outlines by enrolling in/completing appropriate courses
- Successfully meeting course minimum grades
- Meeting all College of Education program and testing requirements
- Submitting current and/or updated Bureau of Criminal Investigation (BCI) and Federal Bureau of Investigation (FBI) background checks
- Achieving an overall minimum GPA
- Achieving minimum GPAs for program(s)/specialty area(s)

*See the COE Field Website page for more information.

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

**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 |
| READ 510 Foundations of Literacy K-9** | 3 | EDFN 586 |
| READ 520 Phonological Awareness and Phonics** | 3 | READ 510 |
| READ 550 Content Area Reading** | 3 | None |
| EDCI 564 Reading & Writing Methods for Middle Grades Students ** | 3 | EDEC 140/540, 262/515 Middle Grades Only |
| 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) | Concurrent w/ EDFN 588 |
| EDCI 518 Teaching the 21st Century Adolescent: Science | (3) | Concurrent w/ EDFN 588 |
| EDCI 519 Teaching the 21st Century Adolescent: Social Studies | (3) | Concurrent w/ 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. | | |
| **Total Hours** | **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 211 Short Story. | (3) | ENG 102 |
| ENG 212 The Poem | (3) | ENG 102 |
| **Diversity/Global Focus (choose one):** | **3** | |
| ENG 309 African American Literature | (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 |
| **American Focus (choose one):** | **3** | |
| ENG 424 American Literature I: Origins to 1890 | (3) | ENG 102 |
| ENG 427 American Literature II: 1890-1945 | (3) | ENG 102 |
| ENG 428 American Literature III: 1945-Present | (3) | ENG 102 |
| **Film Focus (choose one):** | **3** | |
| ENG 371 Literature and Film | (3) | ENG 102 |
| ENG 332 Global Film | (3) | ENG 102 |
| **Total Hours** | **24 hrs.** | |

**Math Concentration**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| MATH 108 Introductory Statistics | 3 | MATH 100 or MATH ACT 18 or MATH SAT 480 |
| MATH 201 Applied Calculus I | 3 | 2 yrs. H.S. Alg., 1 yr. H.S. Geom. |
| MATH 202 Applied Calculus II | 3 | MATH 201 |
| 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 |
| **Total Hours** | **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. |
| **Total Hours** | **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 |
| **Total Hours** | **24 hrs.** | |

See EDCI Courses

See EDEC Courses

See EDFN Courses

See EDIS Courses

See READ Courses

**Concentration Courses**

See BIO Courses

See CHEM Courses

See COM Courses
See CS Courses
See ECON Courses
See ENG Courses
See GEOL Courses
See HIST Courses
See MATH Courses
See PHYS Courses
See POLSC Courses
See PSYC Courses
See REL Courses
See SOC Courses

# Bachelor's Plus Program: Primary Grades Intervention ECE/ECIS P-5 Dual Licensure

**Bachelor's Plus Program: Primary Grades Intervention ECE/ECIS P-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 |
| READ 510 Foundations of Literacy K-9** | 3 | EDFN 586 |
| READ 520 Phonological Awareness and Phones** | 3 | READ 510 |
| 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 |
| READ 530 Methods of Reading and Writing | 3 | READ 510 |
| EDCI 505 Instructional Design & Educational Technology for Teaming | 3 | EDFN 586 & 512 |
| EDIS 581 Assistive & Instructional Technology | 3 | EDIS 546 |
| READ 540 Reading Assessment, Instruction, and Intervention (block w/ EDEC 587) | 3 | READ 510 |
| EDEC 587 Multicultural/Literacy Field Experience (block w/ READ 540) | 3 | None |
| EDEC 593 Bio-Medical Issues for Childhood Professionals | 3 | None |
| EDIS 560 Assessment for Students with Exceptionalities | 3 | EDIS 546 |
| EDIS 582 Sensory Integration and the Learner | 3 | EDIS 546 |
| EDIS 584 Communication-Disorders for Intervention Specialists | 3 | EDIS 546 |
| 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 |
| EDIS 570 Learning Environment/Behavior | 3 | EDIS 546 |
| EDIS 505 Social Professional Issues (block w/ EDEC 646) | 3 | |
| **Internship:** | | |
| EDEC 646 Internship for EC/ECIS (block w/ EDIS 505) | 10 | All coursework & fields |
| **Total Hours** | **73 hrs.** | |

**Meets Reading requirements for Ohio Standards

**Primary P-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 200 or above** |
| 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.) |

**Courses and Descriptions**

See BIO Courses

See GEOL Courses

See EDCI Courses

See EDEC Courses

See EDFN Courses

See EDIS Courses

See HIST Courses

See MATH Courses

See PHYS Courses

See POLSC Courses

See READ Courses

See SOC Courses

# Bachelor's Plus Program: Primary P-5 (ECE) Licensure

**Bachelor's Plus Program: Primary P-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 |
| READ 510 Foundations of Literacy K-9** | 3 | EDFN 586 |
| READ 520 Phonological Awareness and Phonics** | 3 | READ 510 |
| 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 |
| READ 530 Methods of Reading and Writing | 3 | READ 510 |
| EDCI 505 Instructional Design & Educational Technology for Teaming | 3 | EDFN 586 & 512 |
| READ 540 Reading Assessment, Instruction, and Intervention (block w/ EDEC 587) | 3 | READ 510 |
| EDEC 587 Multicultural/Literacy Field Experience (block w/ READ 540) | 3 | None |
| EDEC 593 Bio-Medical Issues for Childhood Professionals | 3 | None |
| EDIS 560 Assessment for Students with Exceptionalities | 3 | EDIS 546 |
| 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 |
| EDIS 570 Learning Environment/Behavior | 3 | EDIS 546 |
| EDFN 520 Social & Professional Issues (block w/ EDEC 600) | 2 | None |
| **Internship:** | | |
| EDEC 600 Internship for Early Childhood (block w/ EDFN 520) | 10 | All coursework & fields |
| **Total Hours** | **63 hrs.** | |

**Meets Reading requirements for Ohio Standards

**Primary P-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 200 or above** |
| 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.) |

**Courses and Descriptions**

See BIO Courses

See GEOL Courses

See EDCI Courses

See EDEC Courses

See EDFN Courses

See EDIS Courses

See HIST Courses

See MATH Courses

See PHYS Courses

See POLSC Courses

See READ Courses

See SOC Courses

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

**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 | |
| EDFN 512 Teaching & Learning Process | 3 | |
| EDIS 546 Intro. to Education Interventions | 3 | |
| 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 |
| READ 550 Content Area Reading** | 3 | None |
| EDFN 588 Assess., Instruction, Evaluation, & Intervention Field Experience | 3 | EDFN 586 |
| EDFN 520 Social & Professional Issues in Education | 2 | Current enrollment with Internship |
| **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 |
| **Internship** | | |
| EDCI 602 Intern. For Adol./Young Ad. 7-12 | 10 | EDFN 587, 588 |
| **Total Hours** | **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 |
| ENG 202 Introduction to Literary Studies | 3 | ENG 101 |
| ENG 218 Studies in Shakespeare | 3 | ENG 102 |
| ENG 351 Advanced Composition | 3 | ENG 102 |
| ENG 417 English Grammar & Usage | 3 | ENG 102 |
| JDM 203 Writing for the Media | 3 | None |
| COM 208 Argumentation and Advocacy | 3 | COM 101 |
| **Two courses from the following:** | **6** | |
| ENG 309 African American Literature | (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 |
| ***2 course from:** | **6** | |
| ENG 433 English Literature: Origins to 1600 | (3) | ENG 102 |
| ENG 434 English Literature: 1600-1800 | (3) | ENG 102 |
| ENG 418 History of Eng. Language | (3) | ENG 102 |
| ***2 course from:** | **6** | |
| ENG 325 Major Writers Seminar | (3) | ENG 102 |
| ENG 413 Modern Anglophone Literature | (3) | ENG 102 |
| ENG 414 Global Literature | (3) | ENG 102 |
| ENG 435 Nineteenth-Century British Literature | (3) | ENG 102 |
| ***2 courses from:** | **6** | |
| ENG 424 American Literature I: Origins to 1890 | (3) | ENG 102 |
| ENG 427 American Literature II: 1890-1945 | (3) | ENG 102 |
| ENG 428 American Literature III: 1945-Present | (3) | ENG 102 |
| **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 303 Writers' Wkshp: Screenwriting | (3) | ENG 101, 201 |
| ENG 311 Writers' Wkshp: Fiction | (3) | ENG 101,201 |
| ENG 312 Writers' Wkshp: Creative Nonfiction | (3) | ENG 102,201 |
| 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 |
| **Total Hours** | **51 hrs.** | |

**Integrated Mathematics Concentration**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| CS 101 Logic and Computing | 3 | 2 Years H.S. Algebra |
| MATH 205 Calculus I | 5 | MATH 111 or Equivalent |
| MATH 206 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 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 Abstract Algebra | 3 | MATH 223, 250, 307 |
| MATH 450 Seminar *Must be completed at Ashland University | 1 | Jr. or Sr. Status |
| **Choose One:** | **3** | |
| MATH 108 Introductory Statistics | (3) | MATH 100 or ACT 18 or SAT 480 |
| MATH 318 Mathematical Statistics | (3) | MATH 305, 317 |
| **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 |
| **Total Hours** | **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 |
| 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 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 |
| **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 Applied Calculus I* | (3) | 2 yrs. H.S. Alg., 1 yr. H.S. Geom. |
| **OR** | | |
| MATH 202 Applied Calculus 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 |
| **Total Hours** | **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 |
| **Total Hours** | **63 hrs.** | |

**Courses and Descriptions**

See EDCI Courses

See EDFN Courses

See EDIS Courses

See READ Courses

**Concentration Courses**

See BIO Courses

See CHEM Courses

See COM Courses

See CS Courses

See ECON Courses

See ENG Courses

See GEOL Courses

See HIST Courses

See JDM Courses

See MATH Courses

See PHYS Courses

See POLSC Courses

See REL Courses

See SOC Courses

See TH Courses

# Bachelor's Plus Program: for Intervention Specialist Mild/Moderate/Intensive (ISMMI) Program K-12 Licensure

**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 | None |
| EDIS 546 Intro. to Education Interventions | 3 | None |
| EDIS 542 Communication, Consultation, & Teaming Skills | 3 | None |
| EDIS 581 Assistive & Instructional Tech. for I.S. | 3 | EDIS 546; concurrent with EDIS 582, 584, & 587 |
| EDIS 582 Sensory Integration and the Learner | 3 | EDIS 546; concurrent with EDIS 581, 584, & 587 |
| EDIS 584 Communication-Disorders for Intervention Specialists | 3 | EDIS 546; concurrent with EDIS 581, 582, & 587 |
| EDIS 587 Elementary Intervention Specialist Field Exp. | 2 | Admission to the Field; concurrent with EDIS 581, 582, 584 |
| READ 510 Foundations of Literacy K-9** | 3 | EDFN 586 |
| READ 520 Phonological Awareness and Phonics** | 3 | READ 510 |
| READ 530 Methods of Reading & Writing** | 3 | READ 510 |
| READ 540 Reading Assessment, Instruction, and Intervention** | 3 | Read 510, 520 |
| EDIS 560 Assessment for Students with Exceptionalities | 3 | EDIS 546; concurrent w/ EDIS 553, 588 |
| EDIS 553 Interv. & Remediation in Math Assess. & Instr. | 3 | EDIS 546; concurrent w/ EDIS 560, 588 |
| EDIS 588 Multicultural Middle School Field Exp. | 2 | Admission to Field; concurrent w/ EDIS 553, 560 |
| EDIS 534 Curriculum and Methods for Career and Daily Living Skills for Students With Needs for Mild/Moderate/ Intensive Educational Intervention | 3 | EDIS 546; Concurrent with EDIS 570, 589 |
| EDIS 570 Learning Behavior/Environment | 3 | EDIS 546; concurrent with EDIS 534, 589 |
| EDIS 589 High School Intervention Specialist Field Exp. | 2 | Admission to Field; concurrent w/ EDIS 534, 570 |
| EDIS 505 Legal, Social & Professional Issues for IS | 3 | Concurrent with Internship |
| **Internship:** | **10** | |
| EDIS 606 Internship Intervention Specialist Mild/Moderate | (10) | Concurrent w/ EDIS 505 |
| **OR** | | |
| EDIS 607 Internship Intervention Specialist Moderate/Intensive | (10) | Concurrent w/ EDIS 505 |
| **OR** | | |
| EDIS 608 Internship Intervention Specialist Mild/Mod/Intensive | (10) | Concurrent w/ EDIS 505 |
| **Total Hours** | **64 hrs.** | |

**Meets Reading requirements for Ohio Standards

**Courses and Descriptions**

See EDCI Courses

See EDEC Courses

See EDFN Courses

See EDIS Courses

See EDUC Courses

See PSYC Courses

See READ Courses

# Bachelor's Plus Program: Multi-Age Licensure (PreK-12)

**Bachelor's Plus Program: Multi-Age Licensure (PreK-12)**

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| **Required Education Courses** | | |
| EDFN 586 Effective Instruction | 3 | |
| EDFN 512 Teaching & Learning Process | 3 | |
| EDCI 505 Instructional Design & Educational Tech for Teaming | 3 | EDFN 586 & EDFN 512 |
| EDIS 546 Intro. to Education Interventions | 3 | None |
| READ 550 Content Area Reading** | 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 |
| EDFN 520 Social & Professional Issues in Education | 2 | Concurrent enrollment with Internship |
| **Internship:** | | |
| EDCI 607 Internship for Multi-Age PreK-12 | 10 | |
| **Professional Course: Undergraduate** | | |
| PSYC 218 Adolescent Psychology | 3 | None |
| **Total Hours** | **39-45 hrs.** | |

**Plus the content of the teaching field**

**Meets Reading requirements for Ohio Standards

**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 120, 140, 240, 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 I | 3 | MUSIC 150, 259, or 260 |
| MUSIC 321 Music History II | 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 381 Music History Seminar | 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 |
| **Total Hours** | **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 Philosophy of Art** | **3** | PHIL 104, 110 215, or Art major |
| **Total Hours** | **58 hrs.** | |

**Courses and Descriptions**

See ART Courses

See EDCI Courses

See EDFN Courses

See EDIS Courses

See MUSIC Courses

See PSYC Courses

See READ Courses

# Other Graduate Licensure and Endorsement Program

**Other Graduate Licensure and Endorsement Program**

In addition to the initial licenses offered through the Bachelor's Plus program, the Dwight Schar College of Education offers a variety of second licensure and endorsement programs that are approved by the Ohio Department of Higher Education (formerly known as the Ohio Board of Regents). Students need to have a current teaching license. Additionally, students may be required to complete a criminal background check before beginning their field. 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)
- 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)

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

**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** | | |
| **Total Hours** | **27 hrs.** | |

**Courses and Descriptions**

See EDLS Courses

# Building Principal's License

**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.

| | 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):** | | |
| **Program Prerequisites** | | |
| EDLS 550 Educational Leadership | 3 | None |
| EDLS 553 Curriculum, Instruction, and Assessment in Leadership | 3 | None |
| EDLS 554 Issues Impacting Student Achievement & Special Populations | 3 | None |
| EDLS 555 Research, Statistics, and Data in Education | 3 | None |
| EDLS 557 Change Process & Professional Staff Development | 3 | None |
| EDLS 558 Operations, School Safety, and Mental Health | 3 | None |
| **Required Courses:** | | |
| EDFN 501-APA Seminar | 0 | |
| EDLS 551 Critical Concepts in Critical Fiscal/Human Resource | 3 | |
| EDLS 522 Law, Ethics, and Labor Relations | 3 | |
| EDLS 556 Employee Leadership & Evaluation | 3 | |
| **Internships:** | | |
| EDLS 559 Capstone: Principal Internship | 3 | |
| **Total Hours** | **12** | |

**Courses and Descriptions**

See EDLS Courses

# Gifted Intervention Specialist Endorsement

**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 and Needs of the Talented | 3 | None |
| EDIS 651 Curriculum Dev. for Educ. of the Talented | 3 | None |
| EDIS 652 Dev. and Superv. of Programs for the Talented | 3 | None |
| EDIS 653 Guidance/Counseling for the Talented | 3 | None |
| EDIS 654 Creativity Studies for Teachers of the Talented | 3 | None |
| **Internship:** | | |
| EDIS 796 Internship in Talent Development Education | 3 | EDIS 650, 651, 652, 653, 654, or permission |
| **Total Hours** | **18 hrs.** | |

Note: Passage of the Ohio Assessment for Educators test for Gifted Education (053) required prior to endorsement application.

**Courses and Descriptions**

See EDIS Courses

# Gifted Intervention Specialist Certificate

**Gifted Intervention Specialist Certificate**

This certificate prepares individuals to provide services to gifted students. It is not a Gifted Intervention Specialist endorsement. The certificate does not require access to gifted students, nor does it require passing the OAE exam.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| EDIS 650 Nature and Needs of the Talented | 3 | None |
| EDIS 651 Curriculum Dev. for Educ. of the Talented | 3 | None |
| EDIS 652 Dev. and Superv. of Programs for the Talented | 3 | None |
| EDIS 653 Guidance/Counseling for the Talented | 3 | None |
| EDIS 654 Creativity Studies for Teachers of the Talented | 3 | None |
| **Total Hours** | **15 hrs.** | |

**Courses and Descriptions**

See EDIS Courses

# Graduate Reading Endorsement

**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)**

- Foundations of Literacy (READ 510) or Equivalent
- Phonological Awareness and Phonics (READ 520) or Equivalent
- Methods of Reading & Writing (READ 530) or Content Area Reading (READ 550) or Equivalent
- Reading Assessment, Instruction & Intervention (READ 540) 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 |
|---|---|---|
| READ 610 Theoretical Foundations of Literacy and Language Development | 3 | 12-hour Ohio Reading Core |
| READ 620 Explicit and Systematic Literacy and Writing Instruction | 3 | 12-hour Ohio Reading Core |
| READ 630 Assessment and Diagnosis of Reading Difficulties | 3 | 12-hour Ohio Reading Core |
| READ 640 Reading Instruction for Fluency And Comprehension | 3 | 12-hour Ohio Reading Core |
| **Practicum:** | | |
| *READ 650 Graduate Literacy Practicum | 3 | READ 610, READ 620, READ 630, & READ 640 |
| **Total Hours** | **15 hrs.** | |

Note: Passage of the appropriate state required reading tests, Reading (Subtests I & II) (038/039), prior to endorsement application.

**Courses and Descriptions**

See READ Courses

# Intervention Specialist: Mild/Moderate License

**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 |
| **Total Hours** | **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, the candidate is required to take Ashland University M.Ed. Educational Leadership courses and internship.

**Courses and Descriptions**

See EDEC Courses

See EDIS Courses

# School Superintendent License

**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 & Resource Management | 3 | None | |
| EDAD 698 Personnel, Facilities, and Board Relations | 3 | None | |
| EDAD 700 Capstone: Superintendent Internship | 3 | None | |
| **Total Hours** | **12 hrs.** | | |

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

**Courses and Descriptions**

See EDAD Courses

# Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate Program

**Teaching English to Speakers of Other Languages (TESOL) Graduate 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 |
| **Total Hours** | **12** | |

**Courses and Descriptions**

See EDCI Courses

See EDFN Courses

# Teaching English to Speakers of Other Languages (TESOL) Endorsement

**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. Program completers are awarded a graduate certificate.

| 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 & 646, EDCI 534 & 535 |
| **Total Hours** | **15 hrs.** | |

**Courses and Descriptions**

See EDCI Courses

See EDFN Courses

# Technology Director Endorsement

**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 Foundations of Educational Technology | 3 | None |
| EDCI 516 Generative AI Applications for Educational Technology | 3 | EDCI 505 or EDCI 522 (or equivalent) |
| EDCI 536 Instructional Design for Technology Integrated | 3 | EDCI 505 or EDCI 522 (or equivalent) |
| EDCI 537 Social, Cultural, and Political aspects to Technology Use in the Education of All Students | 3 | EDCI 505 or EDCI 522 (or equivalent) |
| EDCI 538 Designing and Implementing Professional Development for the Technology Leader | 3 | EDCI 505 or EDCI 522 (or equivalent) |
| EDCI 633 Organization and Transformational Change through Technology | 3 | EDCI 505 or EDCI 522 (or equivalent) |
| **Total Hours** | **18 hrs.** | |

**Courses and Descriptions**

See EDCI Courses

# Technology Director Certificate

**Technology Director Certificate**

The Technology Director Certificate prepares individuals to serve as building or campus-level technology facilitators. Completing this 18-credit-hour program will equip you with the knowledge, skills and dispositions to:

- Teach technology applications
- Demonstrate effective use of technology to support student learning
- Provide professional development, mentoring and basic technical assistance for other teachers.

This certificate program prepares individuals to serve as district technology facilitators. It is not a Technology Director endorsement. The certificate does not require passing the OAE exams.

| COURSE NUMBER AND TITLE | HRS. | PREREQUISITES |
|---|---|---|
| EDCI 522 Foundations of Educational Technology | 3 | None |
| EDCI 516 Generative AI Applications in Educational Technology | 3 | *Take EDCI 505 or EDCI 522 or equivalent* |
| EDCI 536 Instructional Design for Technology Integrated | 3 | *Take EDCI 505 or EDCI 522 or equivalent* |
| EDCI 537 Social, Cultural, and Political aspects to Technology Use in the Education of All Students | 3 | *Take EDCI 505 or EDCI 522 or equivalent* |
| EDCI 538 Designing and Implementing Professional Development for the Technology Leader | 3 | *Take EDCI 505 or EDCI 522 or equivalent* |
| EDCI 633 Organization and Transformational Change through Technology | 3 | *Take EDCI 505 or EDCI 522 or equivalent* |
| **Total Hours** | **18 hrs.** | |

**Courses and Descriptions**

See EDCI Courses

# Course Abbreviations

**Course Abbreviations**

| | |
|---|---|
| ACCT | Accounting |
| APEX | Applied Physiology of Exercise Science |
| ART | Art |
| 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 |
| 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 |
| PAS | Physician Assistant Studies |
| PHIL | Philosophy |

| | |
|---|---|
| PHYS | Physics |
| POLEC | Political Economy |
| POLSC | Political Science |
| PORT | Portuguese |
| PSYC | Psychology |
| REL | Religion |
| SCM | Supply Chain Management |
| SEC | Cybersecurity |
| SMG | Sport Management |
| SNP | School Nursing Program |
| SOC | Sociology |
| SOCWK | Social Work |
| SPAN | Spanish |
| TH | Theatre |

# ACCT Accounting

**ACCOUNTING (ACCT)**

**ACCT 201 - FINANCIAL ACCOUNTING**

*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.

Credit: 3

**ACCT 202 - MANAGERIAL ACCOUNTING**

*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.

Credit: 3

**ACCT 205 - ACCOUNTING INFORMATION SYSTEMS**

*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.

Credit: 3

**ACCT 206 - FORENSIC ACCOUNTING**

*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.

Credit: 3

**ACCT 207 - INTERMEDIATE ACCOUNTING I**

*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.

Credit: 3

**ACCT 208 - INTERMEDIATE ACCOUNTING II**

*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).

Credit: 3

**ACCT 302 - COST MANAGEMENT**

*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.

Credit: 3

**ACCT 308 - FEDERAL INCOME TAXATION OF INDIVIDUALS**

*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.

Credit: 3

**ACCT 309 - FEDERAL INCOME TAXATION OF BUSINESS**

*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.

Credit: 3

**ACCT 321 - BUSINESS SPREADSHEETS**

*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.

Credit: 3

**ACCT 406 - AUDITING AND PROFESSIONAL ETHICS**

*Prerequisite: ACCT 205, ACCT 207, and MATH 108*

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.

Credit: 3

**ACCT 453 - SPECIAL TOPICS FOR ACCOUNTING**

*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.

Credit: 3

**ACCT 514 - ACCOUNTING SPECIAL TOPICS**

*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.

Credit: 3

**ACCT 535 - FUND AND NON-PROFIT ACCOUNTING**

*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.

Credit: 3

**ACCT 538 - ADVANCED COST MANAGEMENT**

*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.

Credit: 3

**ACCT 540 - ADVANCED ACCOUNTING**

*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.

Credit: 3

# APEX Applied Physiology of Exercise

**APPLIED PHYSIOLOGY OF EXERCISE (APEX)**

**APEX 670 - SPORT MEDICINE PRINCIPLES FOR SPORT PROFESSIONALS**

*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.

Credit: 3

**APEX 671 - THE SCIENTIFIC BASIS OF SPORT**

*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.

Credit: 3

**APEX 673 - ANALYSIS OF SPORT INSTRUCTION**

*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.

Credit: 3

**APEX 675 - SCIENTIFIC FOUNDATIONS OF NUTRITION IN SPORT**

*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.

Credit: 3

**APEX 677 - THE PHYSIOLOGICAL BASIS FOR EXERCISE AND SPORT**

*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.

Credit: 3

**APEX 678 - FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION**

*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.

Credit: 3

**APEX 679 - PRINCIPLES OF STRENGTH TRAINING AND CONDITIONING**

*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.

Credit: 3

# ART Art

**ART (ART)**

**ART 130 - ELEMENTS OF DESIGN**

*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.

Credit: 3

**ART 133 - COLOR THEORY**

*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.

Credit: 3

**ART 134 - 2-D DESIGN**

*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.

Credit: 3

**ART 135 - 3-D DESIGN**

*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.

Credit: 3

**ART 140 - FUNDAMENTALS OF DRAWING (NON-MAJORS)**

*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.

Credit: 3

**ART 141 - DRAWING I**

*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.

Credit: 3

**ART 150 - ART & IDEAS**

*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.

Credit: 3

**ART 160 - FUNDAMENTALS OF STUDIO ART**

**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.

Credit: 3

**ART 161 - FUNDAMENTALS OF STUDIO ART II**

**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.

Credit: 3

**ART 204 - PHOTOGRAPHY**

*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.

Credit: 3

**ART 205 - SEQUENCING IN ART**

*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.

Credit: 3

**ART 206 - DIGITAL IMAGING**

*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.

Credit: 3

**ART 211 - CERAMICS I**

*Prerequisite: None*

An introduction to wheel throwing and hand built processes necessary to the formation of functional and nonfunctional vessels.

Credit: 3

**ART 221 - ART EDUCATION THEORY AND PRACTICE FOR EARLY AND MIDDLE GRADES**

*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.

Credit: 3

**ART 222 - ART EDUCATION METHODS FOR EARLY CHILDHOOD**

*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.

Credit: 3

**ART 231 - GRAPHIC DESIGN I**

*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.

Credit: 3

**ART 242 - DRAWING II**

*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.

Credit: 3

**ART 245 - ILLUSTRATION I**

*Prerequisite: ART 134, ART 141, ART 242*

This course serves as an introduction to a variety of illustration techniques and practices.

Credit: 3

**ART 256 - WESTERN ART I**

*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.

Credit: 3

**ART 257 - WESTERN ART II**

*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.

Credit: 3

**ART 261 - PAINTING I**

*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.

Credit: 3

**ART 271 - PRINTMAKING I**

*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.

Credit: 3

**ART 281 - SCULPTURE I**

*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.

Credit: 3

**ART 293 - ART INTERNSHIP**

*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.

Credit: 0-1

**ART 307 - DIGITAL MULTIMEDIA**

*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 After Effects. 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.

Credit: 3

**ART 312 - CERAMICS II**

*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.

Credit: 3

**ART 332 - GRAPHIC DESIGN II**

*Prerequisite: ART 206 or 231*

This course is an introduction to the elements and principles of print design systems. The focus will be on organizing and integrating type and images into visually compelling layouts for affective communication across variable print-based media. Concept development, client base, and production procedures will be covered. Discussion of design theory will address the principles behind successful visual communication.

The class will serve as an introduction to topics such as client branding, interpreting market research, message targeting for demographic groups, and product packaging concepts.

Credit: 3

**ART 343 - DRAWING III**

*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.

Credit: 3

**ART 344 - DRAWING IV**

*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.

Credit: 3

**ART 345 - DRAWING V**

*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.

Credit: 3

**ART 347 - ILLUSTRATION II**

*Prerequisite: ART 245*

This course serves as an in-depth study in how to develop successful illustrations using a variety of mixed media techniques.

Credit: 3

**ART 350 - TOPICS IN ART HISTORY**

*Prerequisite: None*

An in-depth study of selected topics in art history, focusing on a specific area, artist, movement, genre, theme, or issue.

Credit: 3

**ART 352 - ART OF THE RENAISSANCE**

*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.

Credit: 3

**ART 353 - BAROQUE ART**

*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.

Credit: 3

**ART 354 - 19TH CENTURY ART**

*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.

Credit: 3

**ART 356 - 20TH CENTURY ART**

*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.

Credit: 3

**ART 362 - PAINTING II**

*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.

Credit: 3

**ART 372 - PRINTMAKING II**

*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.

Credit: 3

**ART 382 - SCULPTURE II**

*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.

Credit: 3

**ART 390 - TOPICS IN STUDIO ART**

**390A CERAMICS, 390B PAINTING, 390C PRINTMAKING, 390D SCULPTURE, 390E DIGITAL MEDIA/MIXED MEDIA**

*Prerequisite: Art Foundation sequence (ART 134, 135, 141, 242, 206, 256, 257, 497).*

This course provides an opportunity to explore new methods of art creation through focused, unique approaches within particular studio areas (Ceramics, Painting, Printmaking, Sculpture, Digital Media/Mixed Media). The course aims to be a convergence between all art majors, challenging them to approach all studio areas as creatives regardless of their primary area of focus.

Credit: 3

**ART 393 - ART INTERNSHIP**

*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.

Credit: 0-2

**ART 408 - DIGITAL ART III**

*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.

Credit: 3

**ART 409 - DIGITAL ART IV**

*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.

Credit: 3

**ART 410 - DIGITAL ART V**

*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.

Credit: 3

**ART 413 - CERAMICS III**

*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.

Credit: 3

**ART 414 - CERAMICS IV**

*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.

Credit: 3

**ART 415 - CERAMICS V**

*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.

Credit: 3

**ART 432 - TEACHING ART, GRADES 7-12**

*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.

Credit: 3

**ART 433 - GRAPHIC DESIGN III**

*Prerequisite: ART 332*

This course is an introduction to and exploration of the basic programming languages and common website deployment systems as they pertain to graphic design. This course will provide a basic understanding of methods and techniques used to construct, design and maintain a website. 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. Website maintenance will cover the preliminary organization and ongoing steps involved with keeping a website current and up-to-date. Adobe software will be utilized with a focus on Adobe Illustrator for design and Dreamweaver for construction.

Concepts regarding UX/UI Design (User Experience and User Interface) will be explored with regard to how they relate to website interfaces and how they can be used to reinforce graphic identity through site design.

Credit: 3

**ART 434 - GRAPHIC DESIGN IV**

*Prerequisite: ART 433*

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.

Credit: 3

**ART 435 - GRAPHIC DESIGN V**

*Prerequisite: ART 434*

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.

Credit: 3

**ART 447 - ILLUSTRATION III**

*Prerequisite: ART 245*

This course serves as an in-depth study in how to develop successful diagrammatic illustrations.

Credit: 3

**ART 448 - ILLUSTRATION IV**

*Prerequisite: ART 447*

This course serves as an in-depth study in how to develop successful companion illustrations for books, articles, manuscripts and stories.

Credit: 3

**ART 449 - ILLUSTRATION V**

*Prerequisite: ART 448*

This course serves as an in-depth study in how to develop successful illustrations for storytelling and sequential imagery.

Credit: 3

**ART 452 - TOPICS IN ART**

*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.

Credit: 3

**ART 463 - PAINTING III**

*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.

Credit: 3

**ART 464 - PAINTING IV**

*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.

Credit: 3

**ART 465 - PAINTING V**

*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.

Credit: 3

**ART 473 - PRINTMAKING III**

*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.

Credit: 3

**ART 474 - PRINTMAKING IV**

*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.

Credit: 3

**ART 475 - PRINTMAKING V**

*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.

Credit: 3

**ART 483 - SCULPTURE III**

*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.

Credit: 3

**ART 484 - SCULPTURE IV**

*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.

Credit: 3

**ART 485 - SCULPTURE V**

*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.

Credit: 3

**ART 490 - BFA RESEARCH 1 – INTENT, CONTENT, & PROCESS**

*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.

Credit: 1

**ART 491 - BFA Capstone**

*Prerequisite: Senior status*

This course provides a structure for the creation of a final written thesis and for its oral defense in conjunction with the student's senior exhibition. Working with a BFA committee, students refine their ideas about and approaches to, the artistic process into a document that references historical and contemporary influences.

Credit: 1

**ART 492 - STUDIO CAPSTONE**

*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.

Credit: 3

**ART 493 - ART INTERNSHIP**

*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.

Credit: 0-6

**ART 495 - CONTEMPORARY ART AND ISSUES**

Prerequisite: Junior Status

Through critique sessions, reading, writing, and discussion, this course provides a forum for the examination of the theories of contemporary art making and helps students to evaluate critically and conceptualize their own artistic production. Students will be required to think analytically and to articulate their perceptions of works of art verbally and in writing. This course also examines the role of the artist in society and prepares students for their role as participants in contemporary cultural production by focusing on presentation skills and professionalism.

Credit: 3

**ART 497 - SENIOR SEMINAR**

*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.

Credit: 1

# BIO Biology

**BIOLOGY (BIO)**

**BIO 100 - HUMAN BIOLOGY**

*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.

Credit: 4

**BIO 103 - CONCEPTS IN BIOLOGY**

*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.

Credit: 3

**BIO 107 - PLANTS AND CIVILIZATION**

*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 Fall.

Credit: 3

**BIO 110 - ECOLOGY AND THE HUMAN ENVIRONMENT**

*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.

Credit: 4

**BIO 111 - WETLANDS AND WATERWAYS**

*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.

Credit: 3

**BIO 125-126 - ANATOMY & PHYSIOLOGY I & II**

*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.

Credit: 3-3

**BIO 129 - DRUGS, POISONS, POLLUTANTS, AND THE HUMAN PERCEPTION OF RISK**

*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. Offered Fall semesters.

Credit: 3

**BIO 130 - INTRODUCTION TO TOXICOLOGY**

*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.

Credit: 1

**BIO 201 - MOLECULAR & CELLULAR BASIS OF LIFE**

*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.

Credit: 4

**BIO 202 - ORGANISMS, ADAPTATION, AND DIVERSITY**

*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.

Credit: 4

**BIO 205 - GENERAL ZOOLOGY**

*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.

Credit: 4

**BIO 207 - GENERAL BOTANY**

*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.

Credit: 4

**BIO 215 - FIELD METHODS IN BIOLOGY**

*Prerequisite: BIO 202*

A study of the principles of biological field studies. This course will focus on identification of habitat types and the surveying, sample collecting, preservation, and identification of common flora and fauna in the specific habitats. Three lecture-laboratory periods and one three-hour laboratory/field trip per week. Offered fall semester of odd years.

Credit: 4

**BIO 216 - DATA ANALYSIS FOR SCIENTIFIC INVESTIGATION**

*Prerequisite: 3 years of High School mathematics*

This course will introduce students to quantitative applications in the sciences with class discussions and activities that use practical, real-world examples. We will use data management and statistical software programs to: 1, apply standard practices of data management to organize and summarize scientific data; 2, understand how to correctly analyze and interpret results from scientific experiments and 3, develop competencies in data visualization. Class discussions will also include a critical evaluation of statistical applications from peer-reviewed literature. A three-credit hour course each fall.

Credit: 3

**BIO 217 - LOCAL FLORA**

*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.

Credit: 4

**BIO 219 - ENTOMOLOGY**

*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.

Credit: 4

**BIO 222 - HEALTH SCIENCES ANATOMY & PHYSIOLOGY I**

*Prerequisite: Enrollment in nursing, athletic training, dietetics, or psychology major*

The first in a two-course series on human anatomy and physiology. 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. Meets Core for natural science. Offered every semester.

Credit: 4

**BIO 223 - HEALTH SCIENCES ANATOMY & PHYSIOLOGY II**

*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.

Credit: 4

**BIO 224 - INTRODUCTION TO BIOTECHNOLOGY**

*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.

Credit: 3

**BIO 234 - FORENSIC SCIENCE**

*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.

Credit: 3

**BIO 240 - MICROBIOLOGY FOR NURSING**

*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 pathogens, 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.

Credit: 4

**BIO 276 - ENVIRONMENTAL SCIENCE SEMINAR**

*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.

Credit: 1

**BIO 297 - INTRO TO LAB & FIELD RESEARCH**

*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.

Credit: 1

**BIO 301 - PROFESSIONAL PREPARATION**

*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.

Credit: 1

**BIO 303 - GENETICS**

*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.

Credit: 4

**BIO 304 - JOURNAL CLUB**

*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.

Credit: 1

**BIO 305 - EVOLUTION**

*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 semester of even years.

Credit: 3

**BIO 310 - ECOLOGY**

*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.

Credit: 4

**BIO 324 - INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)**

*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. Offered Spring semester of even years.

Credit: 4

**BIO 325-326 - ANATOMY & PHYSIOLOGY I & II**

*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.

Credit: 4-4

**BIO 327 - PLANT PHYSIOLOGY**

*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.

Credit: 4

**BIO 328 - VERTEBRATE BIOLOGY**

*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.

Credit: 4

**BIO 329 - DEVELOPMENTAL BIOLOGY**

*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.

Credit: 4

**BIO 330 - PRINCIPLES OF TOXICOLOGY**

*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 semester.

Credit: 3

**BIO 331 - METHODS IN TOXICOLOGY**

*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 semester of even years.

Credit: 4

**BIO 332 - TOXIC AGENTS**

*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 semester of odd years.

Credit: 3

**BIO 340 - MICROBIOLOGY**

*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.

Credit: 4

**BIO 348 - EMERGING PATHOGENS**

*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 semester of even years.

Credit: 3

**BIO 376 - THE HUMAN ENVIRONMENT**

*Prerequisite: BIO 202 or CHEM 104*

This class introduces fundamental concepts of environmental science, organized around the study of specific topics, e.g. earth systems, conservation science, food production, urbanization, and energy resources. The central theme of the course is the interaction of humans and their environments, and the course considers local to global perspectives. Labs focus on local examples and scientific practice. Three lectures and one two-hour lab per week. This course serves as an elective for biology and environmental science & biology majors. Offered even fall semesters.

Credit: 4

**BIO 403 - ADVANCED GENETICS**

*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.

Credit: 4

**BIO 410 - BIOLOGY FIELD STUDY**

*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.

Credit: 1-6

**BIO 410A - THE ECOLOGY OF THE GREAT SMOKY MOUNTAINS**

*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.

Credit: 2/4

**BIO 411 - LIMNOLOGY**

*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.

Credit: 4

**BIO 412 - MARINE BIOLOGY**

*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.

Credit: 4

**BIO 415 - ETHOLOGY**

*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.

Credit: 4

**BIO 420 - HISTOLOGY**

*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.

Credit: 3

**BIO 423 - PHARMACOLOGY TOXICOLOGY I**

*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.

Credit: 3

**BIO 424 - CELL BIOLOGY**

*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 Fall semester of odd years.

Credit: 4

**BIO 425 - ADV HUMAN PHYSIOLOGY**

*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.

Credit: 4

**BIO 428 - MOLECULAR BIOLOGY**

*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.

Credit: 4

**BIO 429 - BIOCHEMISTRY**

*Prerequisite: See CHEM 429 for course descriptions.*

Credit: 3-4

**BIO 433 - PHARMACOLOGY TOXICOLOGY II**

*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.

Credit: 3

**BIO 439 - ADVANCED TOPICS IN BIOCHEMISTRY**

*Prerequisite: See CHEM 439 for course descriptions.*

Credit: 3

**BIO 449 - VIROLOGY**

*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.

Credit: 3

**BIO 454 - IMMUNOLOGY**

*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.

Credit: 4

**BIO 476 - ISSUES IN ENVIRONMENTAL SCIENCE**

*Prerequisite: Junior Status, Natural Science Major or Minor*

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.

Credit: 3

**BIO 480 - ADVANCED TOPICS IN BIOLOGY/TOXICOLOGY**

*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.

Credit: 1-4

**BIO 493 - PROFESSIONAL INTERNSHIP**

*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.

Credit: 1-16

**BIO 495 - BIOLOGY SENIOR SEMINAR**

*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.

Credit: 1

**BIO 497 - DIRECTED LABORATORY & FIELD RESEARCH**

*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.

Credit: 1-3

**BIO 525 - ADVANCED HUMAN PHYSIOLOGY**

*Prerequisite:*

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

Credit: 4

**BIO 610 - BIOLOGY FIELD STUDY: THE ECOLOGY OF THE GREAT SMOKY MOUNTAINS**

*Prerequisite:*

The purpose of this course is to study unique characteristics of The Great Smoky Mountains, to develop an appreciation of the complex interactions that have shaped this unique area, and how The Smokies have influenced even the Ashland area. Fee required to cover cost of travel expenses to Great Smokey Mountains.

Credit: 4

**BIO 640 - SPECIAL TOPICS**

*Prerequisite:*

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

Credit: 1

**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 a clinical partner program at Akron Children's Hospital or the Cleveland Clinic. Students taking them must be seniors who have been accepted into the partner program's Medical Laboratory Science Program.

**BIO 457 - INTRODUCTION TO MEDICAL LABORATORY SCIENCE**

*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.

Credit: 1

**BIO 458 - CLINICAL PHLEBOTOMY**

*Prerequisite: Medical Technology Senior*

An introduction to the practice of phlebotomy including sample collection and sample delivery to the testing workflow.

Credit: 1

**BIO 459 - CLINICAL RESEARCH**

*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.

Credit: 1

**BIO 460 - CLINICAL LABORATORY EDUCATION**

*Prerequisite: Medical Technology Senior*

An introduction to adult education and ethics in clinical research utilizing a project based approach.

Credit: 1

**BIO 461 - CLINICAL LABORATORY MANAGEMENT**

*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.

Credit: 1

**BIO 462 - CLINICAL IMMUNOLOGY AND IMMUNOPATHOLOGY**

*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.

Credit: 4

**BIO 463 - CLINICAL MICROBIOLOGY, PARASITOLOGY, AND MYCOLOGY**

*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.

Credit: 10

**BIO 464 - CLINICAL IMMUNOHEMATOLOGY**

*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.

Credit: 7

**BIO 465 - CLINICAL CHEMISTRY**

*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.

Credit: 8

**BIO 466 - CLINICAL MOLECULAR BIOLOGY**

*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.

Credit: 2

**BIO 467 - CLINICAL HEMATOLOGY**

*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.

Credit: 9

# BUS Business (General)

**BUSINESS (BUS)**

**BUS 151 - OCCUPATIONAL LIFE CALLING**

*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.

Credit: 3

**BUS 152 - OCCUPATIONAL LIFE CALLING: INTERNSHIP PREPARATION**

*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.

Credit: 1

**BUS 153 - OCCUPATIONAL LIFE CALLING: LIFE BEYOND COLLEGE**

*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.

Credit: 1

**BUS 210 - STUDY TOUR**

*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.

Credit: 1-3

**BUS 239 - BUSINESS WORK EXPERIENCE**

*Prerequisite: Senior 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.

Credit: 0

**BUS 250-259 - TOPICS IN BUSINESS**

*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.

Credit: 1-3

**BUS 339 - BUSINESS INTERNSHIP/COOPERATIVE EDUCATION**

*Prerequisite: Sophomore status, 2.5 GPA or higher, 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.

Credit: 3-6

**BUS 341 - APPLIED REGRESSION ANALYSIS**

*Prerequisite: MATH 108 or MATH 318*

See MATH 341 for course Description

Credit: 3

**BUS 439 - BUSINESS INTERNSHIP/COOPERATIVE EDUCATION**

*Prerequisite: BUS 339 and approval by the Academic Internship Advisor*

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.

Credit: 3-6

# BANA Business Analytics

**BUSINESS ANALYTICS (BANA)**

**BANA 348 - BUSINESS ANALYTICS I**

*Prerequisite: MATH 108 or MATH 318*

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.

Credit: 3

**BANA 350 - MACHINE LEARNING FOR BUSINESS**

*Prerequisite: BANA 348*

Applications of machine learning methods to the business setting. The course covers prediction and classification methods, social network analysis & text mining, and other topics in an emerging field of AI within a variety of business disciplines.

Credit: 3

**BANA 448 - BUSINESS ANALYTICS II**

*Prerequisite: BANA 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.

Credit: 3

**BANA 449 - RESEARCH IN BUSINESS ANALYTICS**

*Prerequisite: BANA 448 or MIS 272 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.

Credit: 3

**BANA 505 - APPLIED STATISTICS FOR BUSINESS**

*Prerequisite: None*

Survey of statistical methods applied to business problems. Reviews college-level introductory statistics and extends to classical parametric prediction methods including linear and logistic regression. Uses major statistical software.

Credit: 3

**BANA 510 - DATA MANAGEMENT**

*Prerequisite: None*

Introduction to data management in the context of modern business problems. Students will learn foundations of structured query language (SQL) and its applications to data manipulation.

Credit: 3

**BANA 515 - DATA VISUALIZATION**

*Prerequisite: None*

This course focuses on creating visual aids appropriate for various business tasks and goals. Students will learn how to choose appropriate graphic tools and packages, as well as interpret the graphs and analyze visual patterns in data.

Credit: 3

**BANA 520 - ADVANCED BUSINESS SPREADSHEETS**

*Prerequisite: None*

Study and implementation of intermediate and advanced spreadsheet application features as applied within business environments. Focus on data analysis tools, collaboration, statistical functions, data imports/exports, auditing tools, business intelligence tools and macros.

Credit: 3

**BANA 525 - PREDICTIVE ANALYTICS**

*Prerequisites: BANA 505*

Applications of concepts from probability and statistics to draw inferences from data. Covers advanced regression analysis including non-parametric approaches. Introduction to time series and panel techniques for predicting future data. Additional topics may include Bayesian modeling, causal inference, A/B testing, and experimental design. Considers which of competing approaches will generate the most useful estimates for business decision-making. Uses major statistical software.

Credit: 3

**BANA 530 - MACHINE LEARNING FOR BUSINESS**

*Prerequisite: BANA 505*

Graduate-level class that introduces basics of machine learning in the context of modern business problems. Students will learn foundations of classification modeling, segmentation, clustering, computer vision, text analysis and sequences.

Credit: 3

**BANA 535 - OPTIMIZATION METHODS FOR BUSINESS**

*Prerequisite: BANA 520*

Graduate-level class that introduces basics of optimization methods. Students will learn applications of optimization tools in the context of business problems. No prerequisite is required for this course, however, prior knowledge of calculus and linear algebra is strongly recommended.

Credit: 3

**BANA 540 - CASE STUDIES IN BUSINESS ANALYTICS**

*Prerequisite: BANA 505, BANA 510, BANA 515, BANA 520*

A series of case studies on the use of analytics in various business settings. Topics include a variety of areas of data management and analysis in various settings, such as marketing, finance, education, health care, and sport management. Cases may address any or all stages of business analytics: design, data collection, cleaning, warehousing, analysis, and/or communication.

Credit: 3

**BANA 545 - GRADUATE INTERNSHIP IN BUSINESS ANALYTICS**

*Prerequisite: None*

This course helps the MSBA student meet the internship/work-experience graduation requirement for the MSBA 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 paperwork, including the learning contract, are required. The student will earn three credit hours per field experience (or at least 400 hours to get 6 credits).

Credit: 3-6

**BANA 550 - RESEARCH IN BUSINESS ANALYTICS**

*Prerequisite: None*

An original project in business analytics at the graduate level. May include theoretical and/or applied elements.

Credit: 3-6

# CHEM Chemistry

**CHEMISTRY (CHEM)**

**CHEM 103 - GENERAL CHEMSITRY**

*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.

Credit: 4

**CHEM 104 - GENERAL CHEMISTRY**

*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.

Credit: 4

**CHEM 250 - LEAD AND CIVILIZATION**

*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.

Credit: 3

**CHEM 251 - MOLECULAR ARCHITECTURE**

*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.

Credit: 3

**CHEM 252 - CHEMISTRY OF CRIME SCENE INVESTIGATION**

*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.

Credit: 3

**CHEM 253 - CHEMICAL PERSPECTIVES ON LIFE**

*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.

Credit: 4

**CHEM 297 - INTRODUCTION TO LABORATORY & FIELD RESEARCH**

*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.

Credit: 1

**CHEM 307-308 - ORGANIC CHEMISTRY I & II**

*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.

Credit: 3-3

**CHEM 307L - ORGANIC CHEMISTRY LABORATORY**

*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.

Credit: 1

**CHEM 308L - ORGANIC CHEMISTRY LABORATORY**

*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.

Credit: 1

**CHEM 320 - QUANTITATIVE ANALYSIS**

*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 laboratory periods per week. Offered every fall.

Credit: 4

**CHEM 350 - SCIENCE AS A CULTURAL FORCE**

**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.

Credit: 3

**CHEM 411 - QUANTUM MECHANICS**

*Prerequisite: PHYS 205 (pre- or co-requisite)*

This course examines the mathematical models that describe the quantum mechanical world. Students will examine how quantum mechanics developed as a necessary science for explaining atomic behavior. Chem 411 is offered in the fall, odd years.

Credit: 3

**CHEM 411L - QUANTUM MECHANICS LABORATORY**

*Prerequisite: PHYS 205, CHEM 411 (pre-or co-requisite)*

Quantum mechanics describes the atomic world. Students will to use tools of model building, mathematical representation and experimental data analysis to assist in understanding the quantum mechanical nature of atoms and molecules.

Credit: 1

**CHEM 412 - THERMODYNAMICS**

*Prerequisite: PHYS 205*

This course examines the mathematical models that describe the quantum mechanical world. Students will examine how quantum mechanics developed as a necessary science for explaining atomic behavior. Chem 411 is offered in the fall, odd years.

Credit:3

**CHEM 412L - THERMODYNAMICS LABORATORY**

*Prerequisite: PHYS 205, CHEM 412 (pre- or co-requisite)*

Thermodynamics describes the exchange of energy in the form of heat and motion of atoms and molecules. Students will to use tools of model building, mathematical representation and experimental data analysis to assist in understanding the thermodynamic and kinetic nature of atoms and molecules.

Credit: 1

**CHEM 413 - ADVANCED SYNTHESIS LABORATORY**

*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.

Credit: 3

**CHEM 416 - ADVANCED INORGANIC CHEMISTRY**

*Prerequisite: CHEM 307*

Studies trends in reactivity, structure and properties of the elements. Three lectures and one three-hour laboratory per week.

Credit: 4

**CHEM 420 - INSTRUMENTAL ANALYSIS**

*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.

Credit: 4

**CHEM 423 - PHARMACOLOGY TOXICOLOGY I**

*Prerequisite: 16 hours of Biology; CHEM 307*

See BIO 423 for course description.

Credit: 3

**CHEM 429 - BIOCHEMSTIRY**

*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.

Credit: 3-4

**CHEM 439 - ADVANCED TOPICS IN BIOCHEMISTRY**

*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.

Credit: 3

**CHEM 493 - INTERNSHIP**

*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 credit.

Credit: 1-4

**CHEM 497 - LABORATORY & FIELD RESEARCH**

*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.

Credit: 1-3

# CL Classical Learning

**CLASSICAL LEARNING (CL)**

**CL 101 - HISTORY OF THE LIBERAL ARTS**

*Prerequisite: None*

A study of the history of the liberal arts from ancient Greece to the present, with particular attention to the disciplines of classical learning: the trivium (grammar, logic, and rhetoric) and quadrivium (arithmetic, geometry, music, and astronomy). Students will consider the development of these liberal arts and their relationship to the good life and a free society.

Credits: 3

**CL 201 - METHODS OF CLASSICAL LEARNING**

*Prerequisites: None*

An inquiry into ancient and contemporary methods of learning, with emphasis on the role of the instructor in a classical classroom. This course will explore how the interlocutors in the greatest ancient dialogues navigated the conversation and will provide students opportunities to practice these techniques themselves. Not appropriate as a substitute for COE courses. Prior completion of CL 101 is recommended, but not required.

Credits: 3

**CL 401 - CLASSICAL LEARNING APPRENTICESHIP**

*Prerequisites: CL 101, CL 201*

Students complete a minimum of 120 hours in an apprenticeship at an approved private or charter classical school or homeschooling coop.

Credits: 3

# CIS Coaching and Instruction in Sport

**COACHING & INSTRUCTION IN SPORT (CIS)**

**CIS 170 - FOUNDATIONS OF COACHING**

*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.

Credit: 2

**CIS 321 - THEORY/TECHNIQUES OF FOOTBALL**

*Prerequisite: None*

Philosophy, theory, methods, techniques and organization of football.

Credit: 2

**CIS 322 - THEORY/TECHNIQUES OF BASKETBALL**

*Prerequisite: None*

Philosophy, theory, methods, techniques and organization of baseball.

Credit: 2

**CIS 323 - THEORY/TECHNIQUES OF TRACK & FIELD**

*Prerequisite: None*

Methods, techniques and organization of track & field.

Credit: 2

**CIS 324 - THEORY/TECHNIQUES OF SOFTBALL/BASEBALL**

*Prerequisite: None*

Strategy, methods, techniques and organization of baseball and softball.

Credit: 2

**CIS 325 - THEORY/TECHNIQUES OF COMPETITIVE SWIM/POOL MGT**

*Prerequisite: None*

An analysis of instructional and training techniques used in swimming. Procedures in proper pool management will be investigated.

Credit: 2

**CIS 326 - THEORY/TECHNIQUES OF SOCCER**

*Prerequisite: None*

Theory, methods, techniques and organization of soccer.

Credit: 2

**CIS 327 - THEORY/TECHNIQUES OF WRESTLING**

*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.

Credit: 2

**CIS 328 - THEORY/TECHNIQUES OF VOLLEYBALL**

*Prerequisite: None*

Theory, methods, techniques and organization of volleyball.

Credit: 2

**CIS 329 - THEORY/TECHNIQUES OF CHEER AND STUNT**

*Prerequisite: None*

This course will explore different cheer/STUNT philosophies and coaching styles in such a manner that each individual can embrace their own style of coaching with confidence. Students will investigate the different techniques and methods to coaching this detailed and technical sport at the various levels that it is offered. The course will cover a range of information from basic cheer and STUNT fundamentals to the complex world of recruiting and scouting.

Credit: 2

# CJ Criminal Justice

**CRIMINAL JUSTICE (CJ)**

**CJ 130 - INTRODUCTION TO CRIMINAL JUSTICE**

*Prerequisite: None*

An overview of the philosophical, historical, and operational aspects of the justice system in the United States.

Credit: 3

**CJ 180 - INTRODUCTION TO HOMELAND SECURITY**

*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.

Credit: 3

**CJ 200 - CRIMINAL INVESTIGATION**

*Prerequisite: CJ 130*

Provides the student with an opportunity to study the technical, theoretical and legal aspects of criminal investigation.

Credit: 3

**CJ 227 - CORRECTIONS IN THE UNITED STATES**

*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.

Credit: 3

**CJ 235 - COURTS AND JUSTICE**

*Prerequisite: CJ 130*

Affords the student a concentrated study of the functions, operations and decision-making process of the American court system.

Credit: 3

**CJ 242 - CRIMINOLOGY**

*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.

Credit: 3

**CJ 244 - JUVENILE DELINQUENCY**

*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.

Credit: 3

**CJ 250 - ETHICS IN CRIMINAL JUSTICE**

*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.

Credit: 3

**CJ 266 - THE CONSTITUTION & CRIMINAL PROCEDURE**

*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.

Credit: 3

**CJ 270 - POLICING IN THE UNITED STATES**

*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.

Credit: 3

**CJ 275 - GANGS AND CULTS**

*Prerequisite: CJ 130 or SOC 111*

See SOC 275 for course description.

Credit: 3

**CJ 295 - RESEARCH METHODS IN CRIMINAL JUSTICE**

*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.

Credit: 3

**CJ 307 - VICTIMOLOGY**

*Prerequisite: CJ 130 or SOC 111*

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.

Credit: 3

**CJ 331 - TOPICS IN CRIMINAL JUSTICE**

*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.

Credit: 3

**CJ 332 - TERRORISM**

*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.

Credit: 3

**CJ 344 - YOUTH & THE JUSTICE SYSTEM**

*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.

Credit: 3

**CJ 362 - CRIMINAL LAW**

*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.

Credit: 3

**CJ 365 - CORRECTIONAL ADMINISTRATION**

*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.

Credit: 3

**CJ 390 - DATA ANALYSIS & REPORTING**

*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.

Credit: 3

**CJ 395 - ADVANCED RESEARCH IN CRIMINAL JUSTICE**

*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.

Credit: 3

**CJ 403 - FIELD EXPERIENCE/INSTRUCTION-CJ**

*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.

Credit: 1-12

**CJ 415 - ADVANCED CRIMINOLOGY AND PROFILING**

*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.

Credit: 3

**CJ 425 - LEGAL USE OF EVIDENCE**

*Prerequisite: CJ 266*

This course will provide the student with an overview of the Federal rules of evidence applicable in investigatory and testimonial situations. The student will explore, through applied and experiential learning, practical knowledge of issues encountered in criminal investigations with a view toward evidentiary sufficiency and admissibility in criminal cases.

Credit: 3

**CJ 432 - EMERGENCY MANAGEMENT**

*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.

Credit: 3

**CJ 440 - CRIMINAL JUSTICE POLICY**

*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.

Credit: 3

**CJ 465 - RESTORATIVE JUSTICE**

*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.

Credit: 3

**CJ 499 - DIRECTED RESEARCH**

*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.

Credit: 1-3

**CJ 510 - CONSTITUTIONAL AND LEGAL ISSUES IN CRIMINAL JUSTICE**

*Prerequisite: None*

Students will explore the legal issues within the criminal justice system, focusing on the various component parts which include constitutional law, criminal procedure, judicial policy making, law as social control, civil liability, and controversial issues in the criminal justice system.

Credit: 3

**CJ 520 - SEMINAR IN CRIMINOLOGY**

*Prerequisite: None*

In-depth examination of major theoretical perspectives of crime and deviance. Students will examine the evolution and empirical status of traditional to contemporary theories of criminal behavior, with a focus on the historical context of each theory. In addition, students will analyze the impact of theory on prevailing crime control policies in different historical eras as well as potential impacts on future criminality.

Credit: 3

**CJ 530 - CRITICAL ISSUES IN CRIMINAL JUSICE**

*Prerequisite: None*

Students will explore classical and recent literature in criminal justice focused on various critical issues confronting the criminal justice system. Students will study the trends, contemporary topics, and reform movements currently prominent in the fields of policing, courts and corrections.

Credit: 3

**CJ 540 - ETHICS AND JUSTICE**

*Prerequisite: None*

This course examines the ethical issues relevant to the administration of criminal justice. The origins of ethical standards, the effect of these standards on the administration of justice, and issues of ethical leadership will be addressed. Emphasis will be placed on the integration of ethics into criminal justice policy making and the establishment of defined values as a means of agency direction and activity.

Credit: 3

**CJ 560 - CRIMINAL JUSTICE POLICY**

*Prerequisite: CJ 510, 520, 530, 540*

In this course, students will explore the principles and techniques of policy design and evaluation, including model designs, planning, and implementation as it relates to the social issues, community-oriented standards and norms, and community services for offenders as well services for victims of crime. Students will become familiar with the ethical considerations for policy design and evaluation and will ultimately craft a program capstone policy evaluation paper.

Credit: 3

# COM Communication Studies

**COMMUNICATION STUDIES (COM)**

**COM 100 - DEVELOPMENTAL SPEECH**

*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.

Credit: 3

**COM 101 - HUMAN COMMUNICATION**

*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.

Credit: 3

**COM 120 - FOUNDATIONS OF HEALTH COMMUNICATION**

*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.

Credit: 3

**COM 163 - FOUNDATIONS OF SPORT COMMUNICATION**

*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.

Credit: 3

**COM 204 - COMMUNICATION THEORY AND RESEARCH**

*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.

Credit: 3

**COM 205 - INTRODUCTON TO PUBLIC RELATIONS**

*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.

Credit: 3

**COM 206 - SMALL GROUP COMMUNICATION**

*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.

Credit: 3

**COM 208 - ARGUMENTATION AND ADVOCACY**

*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.

Credit: 3

**COM 210 - FAMILY COMMUNICATION**

*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.

Credit: 3

**COM 211 - PUBLIC RELATIONS WRITING**

*Prerequisite: COM 205*

This course provides instruction and practice to equip students with strategic thinking and hands-on writing skills necessary to create content for multimedia platforms. The aim is to develop writing competencies expected of an entry-level public relations practitioner.

Credit: 3

**COM 222 - TOPICS IN COMMUNICATION**

*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.

Credit: 3

**COM 242 - SPORT REPORTING**

*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.

Credit: 3

**COM 244 - SPORT COMMUNICATION AND CULTURE**

*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.

Credit: 3

**COM 262 - STRATEGIC MESSAGING**

*Prerequisite: COM 101 or COM 120*

This course provides a review of persuasion and message development fundamentals and equips students with strategic thinking and hands-on writing skills necessary to create multimedia content for diverse audiences. Students produce various forms of messaging and written content that can be utilized within any professional communication context.

Credit: 3

**COM 270 - RESEARCH METHODS IN COMMUNICATION**

*Prerequisite: COM 101 or COM 120; MATH 108*

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.

Credit: 3

**COM 274 - STRATEGIC SOCIAL MEDIA**

*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.

Credit: 3

**COM 301 - PUBLIC SPEAKING**

*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.

Credit: 3

**COM 302 - INTERCULTURAL COMMUNICATION**

*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.

Credit: 3

**COM 304 - INTERPERSONAL COMMUNICATION**

*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.

Credit: 3

**COM 305 - ORGANIZATIONAL COMMUNICATION**

*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.

Credit: 3

**COM 310 - POLITICAL COMMUNICATION**

*Prerequisite: COM 101 or COM 120*

This course examines the basic frameworks for explaining, analyzing, and applying communication across a variety of political contexts. Using historic and modern examples of political discourse by governments, citizens, and issue-based organizations, the course equips scholars to apply a variety of communication strategies to contemporary issues.

Credit: 3

**COM 315 - INTERNATIONAL STORYTELLING**

*Prerequisite: COM 101 or COM 120*

An introduction to world cultures through the analysis and performance of their stories.

Credit: 3

**COM 320 - HEALTH COMMUNICATION**

*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.

Credit: 3

**COM 333 - LEADERSHIP COMMUNICATION**

*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.

Credit: 3

**COM 343 - CONFLICT, MEDIATION, AND NEGOTIATION**

*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.

Credit: 3

**COM 410 - RELATIONAL COMMUNICATION IN SPORT**

*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.

Credit: 3

**COM 415 - COMMUNICATION IN SPORT ORGANIZATIONS**

*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.

Credit: 3

**COM 420 - HEALTH PUBLIC RELATIONS**

*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.

Credit: 3

**COM 425 - RISK AND CRISIS COMMUNICATION**

*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.

Credit: 3

**COM 436 - INTERNSHIP IN COMMUNICATION STUDIES**

*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.

Credit: 2-3

**COM 470 - RESEARCH EXPERIENCE IN COMMUNICATION STUDIES**

*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.

Credit: 1-3

**COM 474 - CAMPAIGN COMMUNICATION**

*Prerequisite: COM 262; junior status*

Students will gain experience in developing campaign strategies and tactics in a variety of organizational settings and contexts such as corporate, nonprofit, governmental, political, social, and more. On behalf of real-world clients, student will coordinate the entire campaign process including research, planning, execution, and evaluation. The course will strengthen students' strategic planning, writing, advocacy, and presentation skills.

Credit: 3

**COM 510 - INTRODUCTION TO GRADUATE STUDIES IN COMMUNICATION**

*Prerequisite:*

This course will focus on the development of skills necessary for graduate study in communication. Students will be introduced to the discipline of strategic 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 Arts in Strategic Communication and Leadership (MASCL) graduate program, related theoretical literature, and graduate level APA writing skills.

Credit: 3

**COM 520 - DATA INFORMED DECISION MAKING**

*Prerequisite: COM 510*

This course examines quantitative and qualitative research methods commonly used in the field of strategic communication, such as survey research, interviewing, content analysis and focus groups. Emphasis is on collecting, analyzing, and using data to make strategic decisions in organizational settings. The course will also discuss the ethical issues associated with protecting human subjects while conducting research.

Credit: 3

**COM 540 - HEALTH COMMUNICATION**

*Prerequisite: COM 510, 520, 530*

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

Credit: 3

**COM 590 - PUBLIC RELATIONS**

*Prerequisite: COM 520*

Students will be introduced to the field of public relations, a foundational discipline of strategic communication. The course will address the public relations concepts, models, and practices in various organizational settings. Special focus will be on ethical and legal considerations of public relations practice, building relationships with various publics, organizational reputation management, strategic planning of programs, and management of public relations operations.

Credit: 3

**COM 620 - STRATEGIC COMMUNICATION**

*Prerequisite: COM 520*

This course delves into the interdisciplinary nature of the field that integrates such established disciplines as public relations, marketing communications, organizational communication, public diplomacy and more. Students will explore how organizations engage with internal and external stakeholders to achieve their goals. Students will also learn how practitioners plan and implement communication strategies and shape leadership discourses in various organizational settings including corporations, nonprofit organizations, governments, political parties, and social movements.

Credit: 3

**COM 630 - INTERPERSONAL COMMUNICATION**

*Prerequisite: COM 520*

This course introduces theory and practice of interpersonal communication. Topics that will be discussed include theory building, small group communication, relational communication, family communication, nonverbal communication and interpersonal communication in organizational contexts. Emphasis will be on how interpersonal communication theory can and should be used in various situations including one-on-one and organizational interactions.

Credit: 3

**COM 640 - ORGANIZATIONAL COMMUNICATION**

*Prerequisite: 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.

Credit: 3

**COM 650 - RISK AND CRISIS COMMUNICATION**

*Prerequisite: COM 520*

The course provides an explanation of and defines the applied nature of risk and crisis communication. Topics will include research to identify risk and crisis events; theory to predict, explain and address issues; risk and crisis preparation in organizations; and strategic messaging. Students will review risk and crisis management and communication scenarios in various organizational settings.

Credit: 3

**COM 660 - PROFESSIONAL SPEAKING**

*Prerequisite: None*

The course will focus on the development of skills necessary for graduate study in the field of Communication Studies. Students will work on their professional speaking skills and learn to present diverse topics for their careers. This course will provide students the ability to strengthen their professional writing skills specific to their career, their presentation skills, and their ability to market themselves in a professional manner.

Credit: 3

**COM 670 - LEADERSHIP AND COMMUNICATION**

*Prerequisite: COM 520*

This course introduces theories and concepts of leadership and discusses the possibilities and constraints of different leadership approaches across a variety of contexts. Additionally, students will develop an understanding of the fundamental role that communication plays in achieving leadership effectiveness, as well as how it is used to accomplish relational and strategic objectives in modern organizations.

Credit: 3

**COM 680 - SOCIAL MEDIA STRATEGIES**

*Prerequisite: COM 510, COM 520*

This course will provide students with an overview of theories, concepts, trends and issues related to the use of social media in strategic communication contexts. It will extend students' understanding of how social media technologies rooted in artificial intelligence (AI) bring new capabilities and insights into strategic communication practice. It will equip students with knowledge required to formulate data-driven strategies that support decision-making. In addition, the course will offer practical skills necessary to produce ethical organic and paid content that leverages the stakeholder engagement inherent in social media.

Credit: 3

**COM 690 - PUBLIC RELATIONS CAMPAIGNS**

*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.

Credit: 3

**COM 750 - SEMINAR IN HEALTH AND RISK COMMUNICATION**

*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.

Credit: 3

**COM 770 - SPECIAL TOPICS IN CORPORATE AND STRATEGIC COMMUNICATION**

*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.

Credit: 3

**COM 780 - CAPSTONE IN COMMUNICATION**

*Prerequisite: 21 credits in MASCL program*

The capstone offers course credit for a student project in strategic communication. Students apply communication theory and research to identify and analyze a strategic communication problem affecting an organization and its stakeholders. Students collect and analyze data using appropriate research methods and analysis tools. Students interpret data, develop communication strategies and tactics, and propose recommendations to the organization's leadership that address the problem. The capstone course will be guided/directed by the instructor. Graded S/U.

Credit: 1-3

**COM 798 - INTERNSHIP IN COMMUNICATION**

*Prerequisite: 21 credits in MASCL program*

This course is designed for students seeking work experience in strategic communication. Internships must be approved by the graduate program director and internship site supervisor. Graded S/U. Each credit hour of internship requires 60 hours, up to 3 credit hours.

Credit: 1-3

# CS Computer Science

**COMPUTER SCIENCE (CS)**

**CS 101 - LOGIC AND COMPUTING**

*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.

Credit: 3

**CS 121 - COMPUTER PROGRAMMING I**

*Prerequisite: CS 101*

An introduction to the design and development of object-oriented programs using the Java programming language.

Credit: 3

**CS 122 - COMPUTER PROGRAMMING II**

*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.

Credit: 3

**CS 175 - WEB DESIGN**

*Prerequisite: None*

An introduction to the World Wide Web, the creation of Web sites, Web page markup and styling languages, and client side programming.

Credit: 3

**CS 210 - SOCIAL, ETHICAL, AND PROFESSIONAL ISSUES IN COMPUTING**

*Prerequisite - None*

This course aims to help students engage with the basic cultural, social, legal, and ethical issues inherent in the discipline of computing. It also introduces students to the professional responsibilities of computing professionals, equipping them with the knowledge and tools to make informed decisions based on legal and ethical principles.

Credit: 3

**CS 215 - INTRODUCTION TO ARTIFICIAL INTELLIGENCE**

*Prerequisite: None*

This course aims to provide students with fundamental concepts and techniques of artificial intelligence. Students will study the foundational skills in AI, covering problem-solving, machine learning, natural language processing, and ethical considerations, with practical applications to knowledge representation, reasoning, and decision-making.

Credit: 3

**CS 221 - THE LINUX OPERATING SYSTEM**

*Prerequisite: CS 101*

A study of Linux concepts, usage, and programming.

Credit: 3

**CS 230 - DATA STRUCTURES**

*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.

Credit: 3

**CS 260 - TOPICS IN COMPUTER SCIENCE**

*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.

Credit: 3

**CS 275 - WEB PROGRAMMING**

*Prerequisite: CS 101 and CS 175*

A continuation of CS 175, with emphasis on Web services and server-side programming using PHP.

Credit: 3

**CS 293 - INTERNSHIP**

*Prerequisite: Approved Learning Contract*

Credit will be granted for field experience in computer studies 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, maintaining the hardware lab, and preparing and running formal class laboratories for the introductory programming classes. Alternatively, this work may be done off campus. Prior approval of a CS faculty member is required. Does not count toward science electives. Internships range from 1 to 3 credits. The number of credits that may be earned directly correlates to the number of hours on site (1 credit per 40 hours with a minimum of 1 credit and a maximum of 3 credits).

Credit: 1-3

**CS 301 - COMPUTER ARCHITECTURE**

*Prerequisite: CS 122*

An introduction to the characteristics of computer systems at the digital logic and organization levels.

Credit: 3

**CS 302 - THEORY OF COMPUTATION**

*Prerequisite: MATH 224*

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.

Credit: 3

**CS 303 - COMPUTER ALGORITHMS**

*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.

Credit: 3

**CS 321 - ADVANCED PROGRAMMING**

*Prerequisite: CS 230*

Presents concepts and hands-on experience for designing and writing programs using a contemporary programming language in solving real-world problems. Intended for junior/senior undergraduate computer science majors.

Credit: 3

**CS 325 - MOBILE APPLICATIONS DEVELOPMENT**

*Prerequisite: CS 122*

An introduction to the design and implementation of mobile applications for Android-driven hand-held devices.

Credit: 3

**CS 393 - INTERNSHIP**

*Prerequisite: CS 230 and Approved Learning Contract*

Credit will be granted for work experience in businesses, industries, research, and governmental organizations, providing the student with computer science programming and technology experience under the supervision of the on-site coordinator and a faculty advisor. An oral presentation and final internship project report are required. Does not count toward science electives. Internships range from 1 to 3 credits. The number of credits that may be earned directly correlates to the number of hours on site (1 credit per 40 hours with a minimum of 1 credit and a maximum of 3 credits).

Credit: 1-3

**CS 421 - PRINCIPLES OF OPERATING SYSTEMS**

*Prerequisite: CS 230 and CS 301*

Introduction to the design and implementation of modern operating systems. Topics include processes, interprocess communication, I/O management, memory management, file systems, and security.

Credit: 3

**CS 427 - COMPUTER GRAPHICS**

*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.

Credit: 3

**CS 460 - ADVANCED TOPICS IN COMPUTER SCIENCE**

*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.

Credit: 1-3

**CS 493 - INTERNSHIP**

*Prerequisite: Approved Learning Contract, CS 230, MIS 470, and MIS 372*

Credits will be granted for positions with participating companies/research organizations/governmental sectors that provide students with proficient application of computer science and software engineering knowledge and practices, exploration of real-world problems and developing solutions, creativity and innovation, and evaluation of the outcomes under the supervision of the on-site coordinator and a faculty advisor. Requirements include two on-site consultations, two university consultations, completion of progress reports, oral presentation, and a final internship project report. Internships range from 1 to 3 credits. The number of credits that may be earned directly correlates to the number of hours on site (1 credit per 40 hours with a minimum of 1 credit and a maximum of 3 credits). It may be counted as 400-level CS electives if taken for 3 credits.

Credit: 1-3

**CS 499 - SOFTWARE DEVELOPMENT**

*Prerequisite: MIS 372*

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.

Credit: 3

# DIET Dietetics

**DIETETICS (DIET)**

**DIET 130 - PRINCIPLES OF FOOD AND MEAL PREPARATION**

*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.

Credit: 3

**DIET 210 - INTRODUCTION TO DIETETICS**

*Prerequisite: Sophomore Status*

This course will examine and discuss the profession of dietetics including educational requirements for becoming a registered dietitian (RD), 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 strongly encouraged to join student chapters in the Academy of Nutrition and Dietetics or the Ohio Academy of Nutrition and Dietetics and to attend one professional meeting.

Credit: 3

**DIET 213 - SOCIETY'S INFLUENCE ON BODY IMAGE AND EATING**

*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.

Credit: 3

**DIET 230 - FOOD SCIENCE & APPLICATIONS**

*Prerequisite: Admission*

Discussions related to the chemical properties of food substances, their nutritional importance, and their application in a laboratory setting.

Credit: 3

**DIET 250 - FOODSERVICE MANAGEMENT, SANITATION AND SAFETY**

*Prerequisite: None*

This course will explore safety and sanitation procedures for foodservice operations, including formal ServSafe training. Foodservice management concepts including food pricing, budgeting for food and staff, and financial monitoring will be discussed.

Credit: 3

**DIET 320 - HUMAN NUTRITION**

*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.

Credit: 3

**DIET 330 - NUTRITION COUNSELING SKILLS**

*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.

Credit: 3

**DIET 350 - QUANTITY FOODS PURCHASING AND PRODUCTION**

*Prerequisite: DIET 250*

Quantity food production in a variety of professional settings is the focus of this course. Classroom discussion as well as a hands on lab will help one learn menu development and pricing, foodservice equipment and facility planning, as well as essential foodservice production techniques.

Credit: 3

**DIET 360 - LIFECYCLE NUTRITION**

*Prerequisite: DIET 320*

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.

Credit: 3

**DIET 370 - COMMUNITY NUTRITION**

*Prerequisite: DIET 320*

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.

Credit: 3

**DIET 385 - ADVANCED HUMAN NUTRITION**

*Prerequisite: DIET 320, CHEM 104*

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.

Credit: 3

**DIET 395 - VITAMINS & MINERALS**

*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.

Credit: 3

**DIET 400 - NUTRITION & DISEASE I**

*Prerequisite: DIET 210, DIET 320*

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.

Credit: 3

**DIET 425 - NUTRITION & DISEASE II**

*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.

Credit: 3

# ECED Economics Education

**ECONOMICS EDUCATION (ECED)**

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

*Prerequisite:*

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

Credit: 2

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

*Prerequisite:*

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

Credit: 2

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

*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.

Credit: 2

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

*Prerequisite: Take ECED 580 or ECED 581*

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

Credit: 2

**ECED 584 - ECONOMICS IN THE CURRICULUM**

*Prerequisite:*

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

Credit: 1

**ECED 586 - PERSONAL FINANCE**

*Prerequisite:*

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

Credit: 1

# ECON Economics

**ECONOMICS (ECON)**

**ECON 101 - MARKET FUNDAMENTALS**

*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.

Credit: 3

**ECON 232 - PRINCIPLES OF MICROECONOMICS**

*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.

Credit: 3

**ECON 233 - PRINCIPLES OF MACROECONOMICS**

*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.

Credit: 3

**ECON 301 - GAME THEORY**

*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.

Credit: 3

**ECON 310 - SPORTS ECONOMICS AND ANALYTICS**

*Prerequisite: ECON 232, MATH 108*

Application of economic, numerical, and statistical analysis to the study of sport. Examines how to make good decisions on and off the field using both economic theory and data-analytic methods.

Credit: 3

**ECON 321 - PUBLIC FINANCE**

*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.

Credit: 3

**ECON 331 - COMPARATIVE ECONOMICS**

*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.

Credit: 3

**ECON 332 - INTERMEDIATE MICROECONOMICS**

*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.

Credit: 3

**ECON 333 - INTERMEDIATE MACROECONOMICS**

*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?

Credit: 3

**ECON 334 - MONEY AND BANKING**

*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.

Credit: 3

**ECON 342 - GLOBAL ECONOMICS**

*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.

Credit: 3

**ECON 346 - MANAGERIAL ECONOMICS**

*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.

Credit: 3

**ECON 407 - ECONOMICS OF LABOR**

*Prerequisite: ECON 232*

This course is primarily a study of the institutionalization 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.

Credit: 3

**ECON 434 - DEVELOPMENT OF ECONOMIC THOUGHT**

*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.

Credit: 3

# EDAD Education Administration

**EDUCATION ADMINISTRATION (EDAD)**

**EDAD 552 - SCHOOL LAW AND ETHICS**

*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.

Credit: 3

**EDAD 559 - BUILDING, GROUNDS, AND FACILITIES**

*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.

Credit: 3

**EDAD 682 - EDUCATIONAL POLITICS, POLICIES, AND SCHOOL COMMUNITY RELATIONS**

*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.

Credit: 3

**EDAD 683 - EDUCATIONAL LEADERSHIP**

*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.

Credit: 3

**EDAD 690 - ADMINISTRATION OF STAFF PERSONNEL SERVICES**

*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.

Credit: 3

**EDAD 691 - THE SUPERINTENDENCY**

*Prerequisite: Admission into the Educational Leadership Graduate Program*

This course provides a comprehensive study of the roles, responsibilities, and skills required for effective superintendents. Topics will include leadership in educational organizations, policy development, district management, stakeholder engagement, fiscal oversight, and strategic planning. Through case studies, readings, and practical application, students will examine the complexities of the superintendency and develop the leadership competencies needed to lead in the K-12 educational environment. The course also emphasizes the application of the Ohio Standards for Superintendents and national standards for educational leadership. The course is designed to engage students with both theoretical and practical aspects of the superintendency, preparing them for leadership roles in K-12 education through a comprehensive study of the field. The course aligns with both Ohio and national leadership standards to ensure that students are well-equipped for the challenges of modern district leadership.

Credit: 3

**EDAD 693 - SCHOOL FINANCE & RESOURCE MANAGEMENT**

*Prerequisite: Admission into the Educational Leadership Graduate Program*

This course is designed to provide graduate students with an in-depth understanding of school finance, budgeting, and resource management within the context of K-12 education. Students will analyze financial decision-making processes, funding formulas, budget management, resource allocation, and the impact of fiscal decisions on student outcomes. This course ensures that students are prepared to make informed, strategic decisions in managing school finances and resources, with a clear understanding of the legal, ethical, and equity-based implications.

Credit: 3

**EDAD 694 - ORGANIZATIONAL MANAGEMENT SEMINAR & INTERNSHIP FOR SUPERINTENDENTS**

*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.

Credit: 3

**EDAD 698 - PERSONNEL, FACILITIES, AND BOARD RELATIONS**

*Prerequisite: Admission into the Educational Leadership Graduate Program*

This course addresses the critical aspects of district-level leadership related to personnel management, facilities oversight, and effective board relations. Emphasizing the Ohio Standards for Superintendents, National Educational Leadership Preparation (NELP) standards, and CAEP advanced standards, students will explore best practices and leadership strategies for managing human resources, ensuring facility maintenance and safety, and maintaining strong, transparent relationships with the school board. The course will provide students with the necessary tools to develop, implement, and evaluate personnel policies, oversee facility-related issues, and engage with the school board to achieve district goals and ensure compliance with state and federal regulations. It is designed to equip students with the leadership skills necessary to manage key aspects of a school district's operations, ensuring that you can contribute to the achievement of educational goals while maintaining strong professional relationships with all stakeholders.

Credit: 3

**EDAD 699 - SPECIAL TOPICS AND PROJECTS: EMERGING ISSUES IN EDUCATION**

*Prerequisite: None*

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.

Credit: 1

EDAD 700 - CAPSTONE: SUPERINTENDENT INTERNSHIP

*Prerequisite: None*

This course provides practical, hands-on internship experience for students seeking to fulfill the requirements for the Ohio Superintendent Licensure. The course focuses on the application of educational leadership theories and practices in real-world settings, emphasizing the development of skills necessary for effective superintendent leadership. Through mentored field experiences, interns will engage with key issues in educational leadership, strategic management, and policy implementation. Interns will document and reflect on their experiences to demonstrate mastery of leadership competencies.

Credit: 3

# EDAE Adult Education

**ADULT EDUCATION (EDAE)**

**EDAE 203 - CRITICAL THINKING IN SOCIAL SCIENCES**

*Prerequisite: None*

This course explores the importance of scientific critical thinking and data-informed decision making as they relate to advancing scientific knowledge, understanding, and application of knowledge in the Social Sciences. Non-traditional students will consider theoretical and scientific backgrounds related to scientific critical thinking, values in the Social Sciences, and prior work and life experiences to become critical thinkers within their profession.

Credit: 3

**EDAE 501 - METHODS OF TEACHING IN ADULT EDUCATION**

*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.

Credit: 3

**EDAE 503 - THE HISTORY AND PHILOSOPHY OF ADULT EDUCATION**

*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.

Credit: 3

**EDAE 505 - ADULT TRAINING AND DEVELOPMENT IN THE WORKPLACE**

*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.

Credit: 3

**EDAE 598 - INDEPENDENT STUDY**

*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.

Credit: 1-5

**EDAE 599 - GROUP STUDIES**

*Prerequisite:*

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

Credit: 1-5

**EDAE 601 - PROGRAM PLANNING AND MANAGEMENT IN ADULT EDUCATION**

*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.

Credit: 3

**EDAE 603 - ADULT DEVELOPMENT CONTINUITY AND CHANGE**

*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.

Credit: 3

**EDAE 640 - SEMINAR: PROBLEMS IN CURRICULUM AND INSTRUCTION**

*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.

Credit: 1-5

**EDAE 700 - CAPSTONE IN ADULT EDUCATION**

*Prerequisite: A minimum of 24 completed graduate hours in the program, or 21 completed hours and written permission of the faculty and chair in the department*

The Capstone in Adult Education, in which graduate students will select a specific adult learning situation of personal relevance for study, serves as the culmination of the degree. Adult education graduate students will conduct a detailed analysis and offer solutions to a problem or suggest interventions to improve current adult learning practices. The capstone project is an action-based leadership (balance of three key areas of responsibility – task, team and individual) project.

Credit: 3

# EDCI Education Curriculum/Instruction

**EDUCATION-CURRICULUM/INSTRUCTION (EDCI)**

**EDCI 230PK - GRADES PREK-12 FIELD EXPERIENCE I**

*Prerequisite: EDFN130 or permission of instructor (FREN252 or SPAN272 for foreign language majors; MUSIC204 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.

Credit: 1

**EDCI 230SEC - AYA (7-12) FIELD EXPERIENCE I**

*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.

Credit: 1

**EDCI 232 - INSTRUCTIONAL DESIGN AND EDUCATIONAL TECHNOLOGY FOR TEAMING**

*Prerequisite: EDFN 130 & EDFN 202*

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.

Credit: 3

**EDCI 234 - MIDDLE GRADES PHILOSOPHY, ORGANIZATION & CLIMATE**

*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.

Credit: 3

**EDCI 236 - MIDDLE GRADES FIELD EXPERIENCE I**

*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.

Credit: 1

**EDCI 316 - TEACHING THE 21ST CENTURY ADOLESCENT – LANGUAGE ARTS**

*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.

Credit: 3

**EDCI 317 - TEACHING THE 21ST CENTURY ADOLESCENT - MATHEMATICS**

*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*

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.

Credit: 3

**EDCI 318 - TEACHING THE 21ST CENTURY ADOLESCENT - SCIENCE**

*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*

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.

Credit: 3

**EDCI 319 - TEACHING THE 21ST CENTURY ADOLESCENT – SOCIAL STUDIES**

*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*

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.

Credit: 3

**EDCI 320 - GENERAL METHODS FOR MIDDLE & SECONDARY CLASSROOMS**

*Prerequisite: EDFN 130; For Field Experience II Grades 7-12, to be taken concurrently with EDCI 330SEC; For Field Experience II Middle Grades, to be taken concurrently with EDCI 336*

This course provides an overview of research-based pedagogical practices for teaching in grades 4-12, applicable across content areas. This course prepares candidates to design and deliver within their area(s) of concentration engaging, effective, and differentiated instruction that meets diverse student needs.

Credit: 3

**EDCI 330PK - GRADES PREK-12 FIELD EXPERIENCE II**

*Prerequisite: EDCI 230; PSYC 218; or with permission of instructor. 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.

Credit: 3

**EDCI 330SEC - AYA (7-12) FIELD EXPERIENCE II**

*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.

Credit: 3

**EDCI 332 - INSTRUCTIONAL DESIGN AND ONLINE INTERACTION**

*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.

Credit: 3

**EDCI 333 - LEARNING MANAGEMENT SYSTEMS AND ONLINE ASSESSMENTS**

*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.

Credit: 3

**EDCI 336 - MIDDLE GRADES FIELD EXPERIENCE II**

*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.

Credit: 3

**EDCI 461 - STUDENT INTERNSHIP: GRADES 7-12**

*Prerequisite: Successful completion of the requirements for student internship.*

Supervised field experiences in secondary setting in certification area(s).

Credit: 10

**EDCI 467 - STUDENT INTERNSHIP: MIDDLE GRADES**

*Prerequisite: Successful completion of the requirements for student internship.*

Supervised field experiences in middle grades.

Credit: 10

**EDCI 469 - STUDENT INTERNSHIP: PREK-12**

*Prerequisite: Successful completion of the requirements for student internship.*

Supervised field experiences in PreK-12 settings in licensure area(s)

Credit: 10

**EDCI 505 - INSTRUCTIONAL DESIGN AND EDUCATIONAL TECHNOLOGY FOR TEAMING**

*Prerequisite: EDFN 586 & EDFN 512*

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.

Credit: 3

**EDCI 512 - TECHNOLOGY INFRASTRUCTURE FOR SCHOOLS**

*Prerequisite: Take EDCI 505 or EDCI 522; (or equivalent)*

This course focuses on incorporating the basics of networking and physical infrastructure to support classroom and district instruction and management. Attention is given to improving student learning outcomes through use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field, while advocating for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students. It is designed for those in education to assist other educators including teachers, administrators, technology coordinators, network administrators, and other educators in integrating technology in the classroom, buildings, throughout districts and other similar settings.

Credit: 3

**EDCI 516 - GENERATIVE AI APPLICATIONS IN EDUCATIONAL TECHNOLOGY**

*Prerequisite: Take EDCI 505 or EDCI 522; (or equivalent)*

This course provides students an opportunity to explore the intersection of artificial intelligence and education. Participants will investigate the theoretical foundations, practical applications, and ethical considerations of generative artificial intelligence (AI) in educational settings. Through hands-on activities, project-based learning, and critical discussions, students will gain the knowledge and skills necessary to harness the potential of generative AI to enhance educational experiences. Topics include defining AI, differentiating generative AI, ethical considerations, and designing AI-powered educational resources. Students will engage in real-world applications, project implementation, and reflections to prepare for the evolving landscape of AI in education.

Credit: 3

**EDCI 517 - TEACHING THE 21ST CENTURY ADOLESCENT--MATHEMATICS**

*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.

Credit: 3

**EDCI 518 - TEACHING THE 21ST CENTURY ADOLESCENT—SCIENCE**

*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.

Credit: 3

**EDCI 519 - TEACHING THE 21ST CENTURY ADOLESCENT—SOCIAL STUDIES**

*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.

Credit: 3

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

*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.

Credit: 1

**EDCI 522 - FOUNDATIONS OF EDUCATIONAL TECHNOLOGY**

*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.

Credit: 3

**EDCI 523 - LITERACY THEORY & CURRICULUM**

*Prerequisite:*

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

Credit: 3

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

*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.

Credit: 3

**EDCI 535 - INTEGRATED TEACHING METHODS FOR ENGLISH LANGUAGE LEARNERS**

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

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

Credit: 3

**EDCI 536 - INSTRUCTIONAL DESIGN FOR TECHNOLOGY INTEGRATION**

*Prerequisite: Take EDCI 505 or EDCI 522; (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.

Credit: 3

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

*Prerequisite: Take EDCI 505 or EDCI 522;* (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.

Credit: 3

**EDCI 538 - DESIGNING AND IMPLEMENTING PROFESSIONAL DEVELOPMENT FOR THE TECHNOLOGY LEADER**

*Prerequisite: Take EDCI 505 or EDCI 522; (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.

Credit: 3

**EDCI 561 - CONTENT AREA LITERACY**

*Prerequisite: (MG license ONLY, EDEC 540 & EDEC 515)*

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.

Credit: 3

**EDCI 563 - ADVANCED STUDIES IN LANGUAGE ARTS**

*Prerequisite: EDFN 512, EDCI 505, to be taken concurrently with EDFN 588.*

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.

Credit: 3

**EDCI 564 - READING & WRITING METHODS FOR MIDDLE GRADES AND SECONDARY STUDENTS**

*Prerequisite: READ 510 Middle Grades Only*

This course incorporates upper elementary and secondary writing methodologies with a literature study of trade texts, literature, and resources appropriate for students grades 4-12. Students will explore the ways in which writing workshop can be organized and implemented through the use of trade literature as mentor texts. Students will also engage in analysis of both fiction and non-fiction adolescent literature in relationship to the teaching of reading and writing.

Credit: 3

**EDCI 566 - ADVANCED STUDIES OF LITERATURE FOR YOUNG CHILDREN (PRESCHOOL-GRADE 5**

*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.

Credit: 3

**EDCI 580 - WRITING INSTRUCTION & INTERVENTION ACROSS THE CURRICULUM**

*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.

Credit: 3

**EDCI 594 - THE PSYCHOLOGY OF READING, LANGUAGE DEVELOPMENT, & READING DIFFICULTIES**

*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.

Credit: 3

**EDCI 596 - MIDDLE GRADES METHODS & ASSESSMENT**

*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.

Credit: 3

**EDCI 597 - MIDDLE GRADES PHILOSOPHY ORGANIZATION & CLIMATE**

*Prerequisite:*

This course is designed for persons in the Bachelor's Plus Program who are seeking the middle grades licensure (4-9). Emphasis is 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.

Credit: 3

**EDCI 601 - INTERNSHIP FOR MIDDLE CHILDHOOD**

*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.

Credit: 10

**EDCI 602 - INTERNSHIP FOR ADOLESCENT/YOUNG ADULT 7-12**

*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.

Credit: 10

**EDCI 607 - INTERNSHIP FOR MULTI-AGE PREK-12**

*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.

Credit: 10

**EDCI 633 - ORGANIZATION AND TRANSFORMATIONAL CHANGE THROUGH TECHNOLOGY**

*Prerequisite: Take EDCI 505 or EDCI 522; (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.

Credit: 3

**EDCI 645 - INTERNSHIP FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) ENDORSEMENT**

*Prerequisite:*

Field/Clinical Hours: 50 A supervised 12-week online 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.

Credit: 3

**EDCI 647 - PROCESSES OF CURRICULUM IN MIDDLE GRADES EDUCATION**

*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.

Credit: 3

**EDCI 664 - INTERVENTION AND ASSESSMENT IN LITERACY FOR THE SECONDARY LEARNER**

*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.

Credit: 3

**EDCI 715 - GRADUATE LITERACY INTERNSHIP**

*Prerequisite: EDEC 663/READ 630, 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.

Credit: 3

# EDEC Education Early Childhood

**EDUCATION-EARLY CHILDHOOD (EDEC)**

**EDEC 140 - PHONICS AND THE ENGLISH LANGUAGE**

*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.

Credit: 3

**EDEC 215 - EC/ECIS FOUNDATIONS**

*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.

Credit: 3

**EDEC 262 - FOUNDATIONS IN LITERACY K-9**

*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.

Credit: 3

**EDEC 265 - ADULT-CHILD RELATIONSHIPS AND CLASSROOM MANAGEMENT**

*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.

Credit: 3

**EDEC 268 - PRE-SCHOOL METHODS AND CURRICULUM**

*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.

Credit: 2

**EDEC 268F - PRE-SCHOOL FIELD EXPERIENCE**

*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.

Credit: 1

**EDEC 323 - TRADE BOOKS, MENTOR TEXTS, AND WRITING METHODS**

*Prerequisite: EDEC 140, 262, concurrent with EDEC 330EC, 361.*

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.

Credit: 3

**EDEC 330EC - LITERACY/MULTICULTURAL FIELD EXPERIENCE**

*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.

Credit: 2

**EDEC 361 - DIFFERENTIATED READING ASSESSMENT & INSTRUCTION METHODS IN THE LITERACY/LANGUAGE ARTS BLOCK**

*Prerequisite: EDFN 202 and EDEC 262; concurrent with EDEC 330EC, 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.

Credit: 3

**EDEC 363 - EARLY CHILDHOOD MATHEMATICS CURRICULUM & METHODS**

*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.

Credit: 3

**EDEC 364 - CURRICULUM AND METHODS FOR TEACHING PRIMARY MATHEMATICS AND SCIENCE**

*Prerequisite: MATH 217; Concurrent with EDEC 417, 403, 369, 446*

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.

Credit: 3

**EDEC 369 - ASSESSMENT AND EVALUATION OF YOUNG CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

*Prerequisite: concurrent with EDEC 364, 403, 417, 446; 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.

Credit: 3

**EDEC 400 - BEHAVIOR & SOCIAL INTERVENTION**

*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.

Credit: 3

**EDEC 403 - EARLY INTERVENTION AND INTEGRATION FOR YOUNG CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

*Prerequisite: concurrent with EDEC 364, 369, 417, 446; Clinical hours: 5*

A study of early intervention models, current trends, and service delivery for children birth through grade five and their families with mild, moderate, intensive, and talent potential needs. Emphasis will be placed on evidence based intervention strategies, developmentally appropriate practice, and the role of the family.

Credit: 3

**EDEC 417 - SENIOR FIELD EXPERIENCE IN CONTENT TEACHING AND INTERVENTION**

*Prerequisite: EDEC 330EC and successful completion of the Teacher Education Screening Process; concurrent enrollment with EDEC*364, 369, 403, 446; 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.

Credit: 3

**EDEC 445 - INTERDISCIPLINARY SCIENCE AND SOCIAL STUDIES METHODS**

*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.

Credit: 3

**EDEC 446 - INTEGRATED LANGUAGE ARTS/READING AND SOCIAL STUDIES METHODS**

*Prerequisite: EDFN 202, EDEC 262; concurrent with EDEC 417, 364, 369 & 403*

A study of the English language arts/reading and social studies curriculum content and trade texts recommended for pre-school through fifth grade students along with the instructional methodology appropriate for teaching that content. Emphasis will be placed upon disciplinary literacy as it relates to accessing and learning from social studies content.

Credit: 3

**EDEC 448 - BIO-MEDICAL ISSUES FOR EARLY CHILDHOOD PROFESSIONALS**

*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 through grade 5. The importance of understanding these issues in relations to the appropriate education and support of young children and their families is emphasized. Individual considerations that affect typical development or educational environment (e.g. attention problems, allergies, disabilities, etc.) are explored and appropriate techniques and resources for reducing the impact of these conditions on the child and learning potential are examined.

Credit: 3

**EDEC 460 - STUDENT INTERNSHIP: EARLY CHILDHOOD**

*Prerequisite: Completion of all student internship requirements*

Supervised field experience in early childhood settings.

Credit: 10

**EDEC 466 - STUDENT INTERNSHIP: EARLY CHILDHOOD INTERVENTION SPECIALIST**

*Prerequisite: Completion of all student internship requirements*

Supervised field experience with an Intervention Specialist in a school setting.

Credit: 10

**EDEC 515 - FOUNDATIONS OF LITERACY K-9**

*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.

Credit: 3

**EDEC 524 - INTEGRATED LANGUAGE ARTS/READING & SOCIAL STUDIES METHODS**

*Prerequisite:*

A study of the English language arts/reading and social studies curriculum content and trade texts recommended for pre-school through fifth grade students along with the instructional methodology appropriate for teaching that content. Emphasis will be placed upon disciplinary literacy as it relates to accessing and learning from social studies content.

Credit: 3

**EDEC 525 - CURRICULUM & METHODS FOR TEACHING PRIMARY MATHEMATICS & SCIENCE**

*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.

Credit: 3

**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**

*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.

Credit: 3

**EDEC 545 - INTERDISCIPLINARY SCIENCE AND SOCIAL STUDIES METHODS**

*Prerequisite:*

A study of the science and social studies curriculum content recommended for prekindergarten through grade three, along with the instructional methodology appropriate for teaching that content. Emphasis will be placed upon content, processes, using resources 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.

Credit: 3

**EDEC 561 - DIFFERENTIATED READING ASSESSMENT AND INSTRUCTION METHODS IN THE LITERACY/LANGUAGE ARTS BLOCK**

*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. Credit from this course cannot be applied to a Master's program.

Credit: 3

**EDEC 564 - CURRICULUM AND METHODS OF EARLY CHILDHOOD MATHEMATICS**

*Prerequisite:*

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

Credit: 3

**EDEC 567 - ADVANCED METHODS OF LITERACY**

*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.

Credit: 3

**EDEC 587 - WORKSHOP IN TEACHING MULTICULTURAL FIELD EXPERIENCE**

*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.

Credit: 3

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

*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.

Credit: 3

**EDEC 593 - BIO-MEDICAL ISSUES FOR EARLY CHILDHOOD PROFESSIONALS**

*Prerequisite:*

A study of biological, physiological, and medical issues and conditions as they relate to the developing child from birth through grade 5. 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.

Credit: 3

**EDEC 600 - INTERNSHIP FOR EARLY CHILDHOOD**

*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.

Credit: 10

**EDEC 603 - EARLY INTERVENTION AND INTEGRATION YOUNG CHILDREN WITH SPECIAL NEEDS**

*Prerequisite:*

A study of early intervention models, current trends and service delivery for children birth through grade five and their families, with mild, moderate, intensive, and talent potential needs. Emphasis will be placed on evidence based intervention strategies, developmentally appropriate practice, and the role of the family.

Credit: 3

**EDEC 638 - ADVANCED CLASSROOM AND INDIVIDUAL MANAGEMENT**

*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.

Credit: 3

**EDEC 646 - STUDENT INTERNSHIP: EARLY CHILDHOOD INTERVENTION SPECIALIST**

*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.

Credit: 10

**EDEC 663 - INTERVENTION AND ASSESSMENT IN LITERACY LEARNING FOR THE ELEMENTARY LEARNER**

*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.

Credit: 3

**EDEC 669 - ASSESSMENT AND EVALUATION OF YOUNG CHILDREN W/ SPECIAL EDUCATION NEEDS**

*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.

Credit: 3

# EDFN Education Foundations

**EDUCATION FOUNDATIONS (EDFN)**

**EDFN 130 - INTRODUCTION TO TEACHING: EXPLORING TEACHING AS A CAREER**

*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.

Credit: 3

**EDFN 202 - TEACHING AND LEARNING PROCESS**

*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.

Credit: 3

**EDFN 402 - SOCIAL AND PROFESSIONAL ISSUES IN EDUCATION**

*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.

Credit: 2

**EDFN 501 - AMERICAN PSYCHOLOGICAL ASSOCIATION [APA] SEMINAR**

*Prerequisite:*

This seminar provides graduate students an understanding of the professional expectations and responsibilities of Dwight Schar College of Education graduate students. The primary focus is the American Psychological Association (APA) Publication manual 7th edition, including professional writing, formatting, citations and reference styles. The seminar is also designed to provide resources for a variety of graduate school needs. This class, along with the other core courses, is a prerequisite to all Capstone Experiences for the M.Ed. and MAT Degrees. It is also recommended for Doctoral and Post baccalaureate (B+) students.

Credit: 0

**EDFN 502 - CRITICAL DIALOGUES IN THE TEACHING AND LEARNING PROCESS**

*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.

Credit: 3

**EDFN 503 - SCHOOL AND SOCIETY**

*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.

Credit: 3

**EDFN 504 - ACTION RESEARCH FOR EDUCATIONAL IMPROVEMENT**

*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.

Credit: 3

**EDFN 505 - INTRODUCTIONS TO APPLIED EDUCATIONAL RESEARCH**

*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.

Credit: 3

**EDFN 506 - QUALITATIVE RESEARCH**

*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.

Credit: 3

**EDFN 507 - UNDERSTANDING STATISTICAL RESEARCH FOR CLASSROOM PROFESSIONALS**

*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.

Credit: 3

**EDFN 510 - THE WORLD IN YOUR CLASSROOM: MULTICULTURAL & GLOBAL EDUCATION**

*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.

Credit: 3

**EDFN 512 - TEACHING AND LEARNING PROCESS**

*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.

Credit: 3

**EDFN 520 - SOCIAL AND PROFESSIONAL ISSUES IN EDUCATION**

*Prerequisite: Must meet program requirements for student Internship. Concurrent enrollment with program Internship.*

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.

Credit: 2

**EDFN 521 - THE THEORY AND PRACTICE OF CURRICULUM DEVELOPMENT**

*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.

Credit: 3

**EDFN 524 - DEMOCRACY IN EDUCATION**

*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.

Credit: 3

**EDFN 525 - HISTORY OF EDUCATION IN THE UNITED STATES**

*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.

Credit: 3

**EDFN 530 - EDUCATIONAL TESTS AND MEASUREMENTS**

*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.

Credit: 3

**EDFN 533 - CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS: SOCIAL, HISTORICAL, AND LEGAL ISSUES RELATED TO THE EDUCATION OF ENGLISH LANGUAGE LEARNERS**

*Prerequisite:*

Field/Clinical Hours: 10 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.

Credit: 3

**EDFN 586 - EFFECTIVE INSTRUCTION**

*Prerequisite: A bachelor's degree and admission to the Ashland University Bachelor's Plus Program Graduate Program in Graduate Teacher Licensure.*

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.

Credit: 3

**EDFN 587 - MULTICULTURAL FIELD EXPERIENCE**

*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.

Credit: 3

**EDFN 588 - ASSESSMENT, INSTRUCTION, EVALUATION, AND INTERVENTION FIELD EXPERIENCE**

*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.

Credit: 3

**EDFN 592 - INTERNSHIP FOR SECOND LICENSURE CANDIDATES**

*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.

Credit: 3-5

**EDFN 640 - ADULT DEVELOPMENT CONTINUITY AND CHANGE**

*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.

Credit: 3

**EDFN 645 - EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT**

*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.

Credit: 3

**EDFN 646 - EDUCATIONAL ASSESSMENT**

*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.

Credit: 3

# EDIS Educational Intervention Specialist

**EDUCATION-INTERVENTION SPECIALIST (EDIS)**

**EDIS 230IS - WORKSHOP IN TEACHING INTERVENTION SPECIALIST**

*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.

Credit: 2

**EDIS 245 - INTERNATIONAL PERSPECTIVES ON DISABILITY**

*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.

Credit: 3

**EDIS 250 - INTRODUCTION TO EDUCATIONAL INTERVENTION**

*Prerequisite: None*

This course is designed to teach the history and legislation of special education services. The characteristics of students with exceptionalities, and at-risk students, are discussed in the context of identification, instruction, and intervention. Differentiated instruction to support the learning needs of all students is considered based on high leverage practices in a culturally responsive manner.

Credit: 3

**EDIS 251 - ORIENTATION TO DEAF CULTURE AND INTRO TO AMERICAN SIGN LANGUAGE**

*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.

Credit: 3

**EDIS 253 - ASSISTIVE AND INSTRUCTIONAL TECHNOLOGY FOR INTERVENTION SPECIALIST**

*Prerequisite: Concurrent with EDIS*230IS, 257, 451*

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 typically available and those specifically designed to assist the learner with challenges will be studied.

Credit: 3

**EDIS 257 - SENSORY MOTOR-INTERVENTION SPECIALIST MODERATE/INTENSIVE**

*Prerequisite: EDIS 250, EDEC 215; concurrent with EDIS230IS, 253, 451*

This course emphasizes the sensory needs of all students and how they may process information differently from a typical student. Candidates will be equipped to design multi-sensory learning environments, collaborate with professionals and families, develop intervention plans, monitor student behavior, and understand medical support needs for students with sensory and exceptional needs.

Credit: 3

**EDIS 330IS - WORKSHOP IN TEACHING STUDENTS WITH MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION IN MULTICULTURAL SETTINGS**

*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.

Credit: 3

**EDIS 340 - WORKSHOP IN TEACHING STUDENTS WITH MILD/MODERATE/INTENSIVE EDUCATIONAL NEEDS**

*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.

Credit: 2

**EDIS 342 - ASSESSING AND TEACHING CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS**

*Prerequisite: EDIS 230IS, 250;* Field Clinical Hours: 30-in after school lab program; *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.

Credit: 3

**EDIS 343 - CURRICULUM/METHODS FOR CAREER AND DAILY LIVING SKILLS FOR STUDENTS WITH NEEDS FOR MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION**

*Prerequisite: EDIS 250; Concurrent with EDIS 330IS, 370*

This course provides an in-depth exploration of transition planning for students with exceptionalities. It emphasizes promising practices, legal foundations, interagency collaboration, and individualized transition planning to support students as they move from secondary to postsecondary settings including community and adult service agencies.

Credit: 3

**EDIS 355 - INTERVENTION & REMEDIATION IN MATH: ASSESSMENT AND INSTRUCTIONAL METHODS**

*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.

Credit: 3

**EDIS 360 - ASSESSMENT FOR STUDENTS WITH EXCEPTIONALITIES**

*Prerequisite: For Intervention K-12: EDIS 250, concurrent with EDIS 340; For Early Childhood PreK-5: EDEC 215, concurrent with EDEC 417*

This course is primarily aimed at teaching basic concepts of assessment and various assessment process and procedures that are involved in decision making and program planning for students with diverse range of disabilities in a classroom or functional setting. This course will prepare students to select, ethically administer, analyze, interpret and report data from various norm-referenced, criterion-referenced and curriculum-based assessment tools and strategies. This course will also prepare the students to utilize the data that they obtained from the assessment procedures for the purpose of measuring intervention effectiveness, monitoring progress and educational decision making.

Credit: 3

**EDIS 370 - LEARNING ENVIRONMENT/BEHAVIOR**

*Prerequisite: EDIS 250; Concurrent with EDIS 330IS*

This course is designed to introduce the educational terminology, definitions, model programs, and alternative environments that are appropriate for students with emotional and behavioral differences. How students with behavior support needs are identified as eligible for special education, the use of Functional Behavior Assessments (FBA) and Positive Behavior Intervention Support Plans, and effective teaming strategies are discussed. Emphasis is on using an educative rather than punitive approach to change behavior and how to include all stakeholders, especially the family and student, in the behavior plan development and implementation process.

Credit: 3

**EDIS 405 - LEGAL, SOCIAL AND PROFESSIONAL ISSUES FOR INTERVENTION SPECIALISTS**

*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.

Credit: 3

**EDIS 441 - CREATING EFFECTIVE LEARNING ENVIRONMENTS**

*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 intervention plans using multiple methods of teaching students whose behavior interferes with education. Emphasis is on an educative rather than punitive approach to changing behavior.

Credit: 3

**EDIS 442 - COMMUNICATION, CONSULTATION, AND TEAMING SKILLS**

*Prerequisite: EDIS 250; Concurrent with EDIS 340 for Intervention Specialist majors.*

This course explores the relationships between families, diverse communities, and educational or organizational settings. Students will analyze factors that contribute to building strong partnerships that support the well-being and development of individuals and families.

Credit: 3

**EDIS 451 - COMMUNICATION-DISORDERS FOR INTERVENTION SPECIALISTS**

*Prerequisite: EDIS 250 or EDEC 215; concurrent with EDIS*230IS, 253, 257*

This course is designed with the goal of providing students a comprehensive understanding of both typical and atypical language development. This course will help candidates ensure that school age students receive the necessary support to improve their communication abilities and overall quality of life.

Credit: 3

**EDIS 464 - STUDENT INTERNSHIP: INTERVENTION SPECIALIST MODERATE/INTENSIVE**

*Prerequisite: Completion of all internship requirements; Field hours: 300*

Supervised 12-week internship with an Intervention Specialist in a school setting.

Credit: 10

**EDIS 465 - STUDENT INTERNSHIP: INTERVENTION SPECIALIST MILD/MODERATE**

*Prerequisite: Completion of all internship requirements; Field hours: 300*

Supervised 12-week internship with an Intervention Specialist in a school setting.

Credit: 10

**EDIS 466 - STUDENT INTERNSHIP: INTERVENTION SPECIALIST MILD/MODERATE/INTENSIVE**

*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.

Credit: 10

**EDIS 505 - LEGAL, SOCIAL, AND PROFESSIONAL ISSUES FOR INTERVENTION SPECIALISTS**

*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.

Credit: 3

**EDIS 507 - LANGUAGE/COMMUNICATION DISORDERS IN CHILDREN & INTERVENTION**

*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.

Credit: 3

**EDIS 534 - CURRICULUM AND METHODS FOR CAREER AND DAILY LIVING SKILLS FOR STUDENTS WITH NEEDS FOR MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION**

*Prerequisite: EDIS 546; Concurrently with EDIS 540, EDIS 589*

This course provides an in-depth exploration of transition planning for students with exceptionalities. It emphasizes promising practices, legal foundations, interagency collaboration, and individualized transition planning to support students as they move from secondary to postsecondary settings including community and adult service agencies.

Credit: 3

**EDIS 535 - CURRICULUM/METHODS FOR CAREER AND DAILY LIVING SKILLS FOR STUDENTS WITH NEEDS FOR MILD/MODERATE/INTENSIVE EDUCATION INTERVENTION**

*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.

Credit: 3

**EDIS 540 - DEVELOPING CLASSROOM LEARNING ENVIRONMENTS**

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

Credit: 3

**EDIS 541 - CREATING EFFECTIVE LEARNING ENVIRONMENTS**

*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.

Credit: 3

**EDIS 542 - COMMUNICATION, CONSULTATION, AND TEAMING SKILLS**

*Prerequisite:*

This course explores the relationships between families, diverse communities, and educational or organizational settings. Students will analyze factors that contribute to building strong partnerships that support the well-being and development of individuals and families.

Credit: 3

**EDIS 546 - INTRODUCTION TO EDUCATIONAL INTERVENTION**

*Prerequisite: None*

This course is designed to teach the history and legislation of special education services. The characteristics of students with exceptionalities, and at-risk students, are discussed in the context of identification, instruction, and intervention. Differentiated instruction to support the learning needs of all students is considered based on high leverage practices in a culturally responsive manner.

Credit: 3

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

*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.

Credit: 3

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

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

Credit: 3

**EDIS 550 - SOCIAL AND EDUCATIONAL PERSPECTIVE OF DISABILITY**

*Prerequisite:*

The application of a deficit model to define and respond to individuals with disabilities in schools contributes to community marginalization and social stigmatization. This class focuses upon the 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.

Credit: 3

**EDIS 553 - INTERVENTION AND REMEDIATION IN MATH: ASSESSMENT AND INSTRUCTIONAL METHODS**

*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.

Credit: 3

**EDIS 560 - ASSESSMENT FOR STUDENTS WITH EXCEPTIONALITIES**

*Prerequisite: EDIS 546, and concurrent with EDIS 588*

This course is primarily aimed at teaching basic concepts of assessment and various assessment process and procedures that are involved in decision making and program planning for students with diverse range of disabilities in a classroom or functional setting. This course will prepare students to select, ethically administer, analyze, interpret and report data from various norm-referenced, criterion-referenced and curriculum-based assessment tools and strategies. This course will also prepare the students to utilize the data that they obtained from the assessment procedures for the purpose of measuring intervention effectiveness, monitoring progress and educational decision making.

Credit: 3

**EDIS 570 - LEARNING ENVIRONMENT/BEHAVIOR**

*Prerequisite: EDIS 546*

This course is designed to introduce the educational terminology, definitions, model programs, and alternative environments that are appropriate for students with emotional and behavioral differences. How students with behavior support needs are identified as eligible for special education, the use of Functional Behavior Assessments (FBA) and Positive Behavior Intervention Support Plans, and effective teaming strategies are discussed. Emphasis is on using an educative rather than punitive approach to change behavior and how to include all stakeholders, especially the family and student, in the behavior plan development and implementation process.

Credit: 3

**EDIS 579 - SPECIAL EDUCATION LAW, POLICIES, AND PROCEDURES**

*Prerequisite:*

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

Credit: 3

**EDIS 581 - ASSISTIVE & INSTRUCTIONAL TECHNOLOGY FOR INTERVENTION SPECIALISTS**

*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.

Credit: 3

**EDIS 582 - SENSORY INTEGRATION AND THE LEARNER**

*Prerequisite: EDIS 546; concurrent with EDIS 581, 584, 587*

This course emphasizes the sensory needs of all students and how they may process information differently from a typical student. Candidates will be equipped to design multi-sensory learning environments, collaborate with professionals and families, develop intervention plans, monitor student behavior, and understand medical support needs for students with sensory and exceptional needs.

Credit: 3

**EDIS 584 -COMMUNICATION DISORDERS FOR INTERVENTION SPECIALISTS**

*Prerequisite: EDIS 546; concurrent with EDIS 581, 582, 587*

This course is designed with the goal of providing students a comprehensive understanding of both typical and atypical language development. As well as ensure school age students receive the necessary support to improve their communication abilities and overall quality of life.

Credit: 3

**EDIS 585 - COMMUNICATION FIELD INTERVENTION SPECIALIST MODERATE/INTENSIVE**

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

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

Credit: 1

**EDIS 587 - ELEMENTARY INTERVENTION SPECIALIST FIELD EXPERIENCE**

*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.

Credit: 2

**EDIS 588 - MIDDLE SCHOOL INTERVENTION SPECIALIST MULTICULTURAL FIELD EXPERIENCE**

*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.

Credit: 2

**EDIS 589 - HIGH SCHOOL INTERVENTION SPECIALIST FIELD EXPERIENCE**

*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.

Credit: 2

**EDIS 592 - INTERNSHIP FOR INTERVENTION SPECIALIST**

*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.

Credit: 10

**EDIS 593 - SUPERVISED CLINICAL EXPERIENCE FOR INTERVENTION SPECIALIST MILD/MODERATE**

*Prerequisite: All second licensure methods courses*

Supervised field experience with an Intervention Specialist in a Mild/Moderate school setting.

Credit: 1

**EDIS 606 - INTERNSHIP: INTERVENTION SPECIALIST MILD-MODERATE**

*Prerequisite: Candidates must have completed all methods courses and post-baccalaureate (Bachelor's Plus) program requirements in preparation for initial licensure; concurrent with EDIS 505*

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.

Credit: 10

**EDIS 607 - INTERNSHIP: INTERVENTION SPECIALIST MODERATE/INTENSIVE**

*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.

Credit: 10

**EDIS 608 - INTERNSHIP: INTERVENTION SPECIALIST MILD/MODERATE/INTENSIVE**

*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.

Credit: 10

**EDIS 650 - NATURE AND NEEDS OF THE TALENTED**

*Prerequisite: Graduate status*

A background course designed to acquaint the students with the definitions, characteristics, potentialities, abilities, and learning styles of talented students. Categories and definitions of students with gifts and talents, including identification criteria shall be explored through a review of related and historical research. An introduction to the unique needs of diverse populations, program development and assessment, as well as curriculum practices for the talented. A critical examination of current philosophical models in the field will provide students a foundation for drafting their own philosophical statement of teaching the gifted. This course fulfills state requirements for the Ohio Intervention Specialist/Gifted Endorsement.

Credit: 3

**EDIS 651 - CURRICULUM DEVELOPMENT FOR EDUCATION OF THE TALENTED**

*Prerequisite: EDIS 650 is suggested*

This course examines curriculum processes necessary for providing a differentiated education for the talented. Students will analyze and develop instructional materials based on useful and research-based models for differentiating instruction with respect to student readiness, knowledge, and skill level. Students will utilize processes for selecting, adapting, or creating a variety of differentiated curricula, and will analyze and develop instructional processes for providing an extension or replacement of the general education curricula and to support critical and creative thinking skills. Utilizing a variety of assessment sources to measure and monitor gifted student growth, students will analyze and write quality WEP goals. Students will continue to develop their personal educational philosophy for teaching gifted students. This course fulfills state requirements for the Ohio Intervention Specialist/Gifted Endorsement.

Credit: 3

**EDIS 652 - DEVELOPMENT AND SUPERVISION OF PROGRAMS FOR THE TALENTED**

*Prerequisite: EDIS 650, EDIS 651*

This course is designed to develop educators' knowledge and skills in the administration of talent development education programs. Graduate students will explore the steps in developing talent development education programs, including needs assessment, identification, assessment instruments administration and interpretation of results, selection of personnel, supervision, formative and summative evaluation, philosophy, and curriculum. Students will interpret budgeting, gifted reporting, and state data related to gifted. Attention will be given to planning and programming for the unique needs of diverse populations. Students will gain practical experience in the development, presentation, and assessment of professional development related to gifted education with parents, administration, and teachers to meet the requirements of the *Ohio Operating Standards for the Identification and Service of Students Who Are Gifted* for general education teachers providing gifted services. Students will continue to develop their personal educational philosophy for the education of gifted individuals. This course fulfills state requirements for the Ohio Intervention Specialist/Gifted Endorsement.

Credit: 3

**EDIS 653 - GUIDANCE AND COUNSELING FOR THE TALENTED**

*Prerequisite: EDIS 650, EDIS 651*

This course examines social and emotional, guidance and counseling theories and practices necessary for providing a holistic and differentiated education for the talented. Students will define and analyze social and emotional needs, and guidance and counseling issues prevalent in gifted populations, and address the impact of those needs on student learning. Various research-based methods of gauging and accommodating student needs and issues will be investigated, including personality typology, learning styles, and the use of dialogue groups. Needs of special and diverse populations of talented students will also be considered, including disadvantaged, rural, urban, young,

female, male, minorities, twice-exceptional, underachieving, those with overexcitabilities, sensitivities, and existential issues. Students will analyze and write quality WEP goals specifically connected to social and emotional needs, and guidance and counseling issues. Students will continue to develop their personal educational philosophy for teaching and guiding gifted individuals. This course fulfills requirements for the Ohio Intervention Specialist/Gifted Endorsement.

Credit: 3

**EDIS 654 - CREATIVITY STUDIES FOR TEACHERS OF THE TALENTED**

*Prerequisite: EDIS 650, EDIS 651*

This is a course in creativity studies with a focus on the field of the education of the talented and gifted. Creativity will be discussed with regard to the creative person and what makes him/her creative and the creative process. Graduate students will become familiar with assessment instruments and processes that may be used in the Creative Thinking Ability identification and creativity in various domains such as mathematics, science, entrepreneurship, athletics, writing, and other domains. Students will understand and be able to use identification practices and protocols for the four areas of visual and performing arts giftedness (visual art, drama, music, and dance) in outstandingly talented 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. Students may consider creativity's place in the further development of their personal educational philosophy for the education gifted individuals. This course fulfills requirements for the Ohio Intervention Specialist/Gifted Licensure.

Credit: 3

**EDIS 710 - FIELD PRACTICUM FOR TALENT DEVELOPMENT**

*Prerequisite:*

This field practicum emphasizes the application of knowledge gained in the Talent Development program. This is a 2-semester hour practicum experience where students must log 90 clock hours, 50 directly with identified gifted students. Candidates 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 utilize self-reflection and the analysis of student performance data to make data-driven decisions about strategies for teaching and learning. Students compile and share their program Resource Notebook with the instructor.

Credit: 2

**EDIS 781 - THESIS CAPSTONE IN TALENT DEVELOPMENT EDUCATION**

*Prerequisite: CORE requirements and 21 semester hours of course work, and signed intent form*

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

Credit: 3-6

**EDIS 788 - CAPSTONE INQUIRY SEMINAR TALENT DEVELOPMENT**

*Prerequisite: CORE requirements and 24 semester hours of course work, and signed intent form*

Participants work collaboratively to explore a topic or issue related to Talent Development in the areas of curriculum, instruction, or such foundational concepts as the social, cultural, political, and psychological factors that influence schools and learning. Students will participate in extensive reading of professional literature and in-depth discussions. The seminar may also involve study of media resources 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)

Credit: 3

**EDIS 796 - INTERNSHIP IN TALENT DEVELOPMENT EDUCATION**

*Prerequisite: EDIS 650, 651, 652, 653, 654 or permission*

This course provides an internship experience with identified gifted and talented 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, 50 directly with identified gifted students. The graduate student will be observed by the University Supervisor in their working context for a minimum of 90 minutes, virtually or in-person. Completion of this Internship will satisfy the requirement for direct experience with identified gifted and talented students necessary for Gifted Intervention Specialist Endorsement in Ohio. This course fulfills state requirements for the Ohio Intervention Specialist/ Gifted Endorsement. Students compile and share their program Resource Notebook with the instructor.

Credit: 3

# EDLS Education Leadership Studies

**EDUCATION-LEADERSHIP STUDIES (EDLS)**

**EDLS 501 - VISION AND GOALS FOR SCHOOL LEADERS**

*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.

Credit: 1

**EDLS 502 - CRITICAL CONCEPTS IN FISCAL RESOURCE MANAGEMENT**

*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.

Credit: 1

**EDLS 503 - CRITICAL CONCEPTS IN HUMAN RESOURCE MANAGEMENT**

*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.

Credit: 1

**EDLS 511 - THEORIES OF INSTRUCTIONAL LEADERSHIP**

*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.

Credit: 1

**EDLS 512 - ISSUES IMPACTING STUDENT ACHIEVEMENT**

*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.

Credit: 1

**EDLS 513 - IMPROVING INSTRUCTION**

*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.

Credit: 1

**EDLS 521 - ORGANIZATIONAL BEHAVIOR IN EDUCATION**

*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.

Credit: 1

**EDLS 522 - ORGANIZATIONAL CLIMATE AND CULTURE**

*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.

Credit: 1

**EDLS 523 - ORGANIZATIONAL MANAGEMENT FOR EDUCATIONAL LEADERS**

*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.

Credit: 1

**EDLS 531 - LEGAL ISSUES IN EDUCATIONAL LEADERSHIP**

*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.

Credit: 1

**EDLS 532 - ETHICAL, PROFESSIONAL, AND LEGAL DIMENSIONS OF EDUCATIONAL LEADERSHIP**

*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.

Credit: 1

**EDLS 533 - ESSENTIAL CONCEPTS IN SCHOOL SAFETY AND CRISIS MANAGEMENT**

*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.

Credit: 1

**EDLS 541 - PROFESSIONAL DEVELOPMENT IN EDUCATION**

*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.

Credit: 1

**EDLS 542 - POLITICAL DIMENSIONS OF EDUCATIONAL LEADERSHIP**

*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.

Credit: 1

**EDLS 550 - EDUCATIONAL LEADERSHIP**

*Prerequisite: None*

This course examines the interrelationship between organization and leadership within educational institutions. It explores the history of leadership thought with emphasis on intellectual, political, and social forces shaping leadership as well as the integration of human behavior within school organizations. Leadership theories are studied in the context of both skill development and their impact on effective school practices. Emphasis is placed on compliance with Ohio's Operating Standards, ensuring accountability, fostering equity, and delivering high-quality educational outcomes.

Credit: 3

**EDLS 551 - CRITICAL CONCEPTS IN FISCAL/HUMAN RESOURCE**

*Prerequisite: None*

This course provides a comprehensive examination of fiscal and human resource management within educational settings. Topics include foundational principles of school finance, budget development and analysis, resource allocation, and the impact of fiscal decisions on student outcomes. Additionally, human resource topics such as recruitment, hiring, retention, performance evaluation, legal considerations, and professional development are explored. Emphasis is placed on ethical leadership and the alignment of fiscal and human resources with educational goals to promote equity and excellence.

Credit: 3

**EDLS 552 - LAW, ETHICS, AND LABOR RELATIONS**

*Prerequisite: None*

This course examines legal, ethical, and labor relations issues in educational leadership, emphasizing the Ohio Educator Code of Conduct. Topics include case law, professional ethics, and best practices in educator-student relationships. Students will analyze ethical dilemmas, labor relations scenarios, and legal compliance issues relevant to educational environments.

Credit: 3

**EDLS 553 - CURRICULUM, INSTRUCTION, AND ASSESSMENT LEADERSHIP**

*Prerequisite: None*

This course examines the interdependent roles of curriculum, instruction, and assessment in fostering high-quality educational outcomes. Grounded in evidence-based practices and leadership frameworks, candidates will develop the knowledge and skills necessary to lead and sustain effective instructional programs and assessment systems in diverse educational settings. Emphasis is placed on aligning curriculum with state standards, addressing accountability measures from Ohio's school report cards, designing equitable instructional strategies, and leveraging data-driven assessment for continuous school improvement.

Credit: 3

**EDLS 554 - ISSUES IMPACTING STUDENT ACHIEVEMENT & SPECIAL POPULATIONS**

*Prerequisite: None*

This graduate-level course explores contemporary issues affecting student achievement, with a focus on the unique needs of special populations, including students with disabilities, gifted learners, English language learners, and neurodivergent learners. The course examines the intersection of instructional strategies, legal mandates, and cultural considerations to support equitable outcomes. Emphasis is placed on evidence-based practices, leadership strategies, and data-driven decision-making.

Credit: 3

**EDLS 555 - RESEARCH, STATISTICS, AND DATA IN EDUCATION**

*Prerequisite: None*

This course introduces principal candidates to the foundational principles of research design, statistical analysis, and data interpretation in educational settings. Students will explore quantitative and qualitative research methods, apply statistical tools to analyze educational data, and use data to inform instructional practices and organizational decisions.

Credit: 3

**EDLS 556 - EMPLOYEE LEADERSHIP & EVALUATION**

*Prerequisite: None*

This course provides principal candidates with the theoretical and practical foundations of leadership and evaluation within organizational settings, focusing on the development and assessment of employee performance. Grounded in the Ohio Standards for Principals, the Ohio Teacher Evaluation System (OTES) Framework, and the OTES 2.0 Rubric, the course prepares students to effectively lead teams, foster professional growth, and implement equitable evaluation practices. Topics include leadership theories, communication strategies, employee development, and data-driven evaluation methodologies.

Credit: 3

**EDLS 557 - CHANGE PROCESS & PROFESSIONAL STAFF DEVELOPMENT**

*Prerequisite: None*

This graduate-level course explores the theories, strategies, and practices associated with change processes in educational settings and professional staff development. Participants will examine change models, leadership strategies, and Ohio's Standards for Professional Development to design and evaluate effective professional learning initiatives. The course emphasizes aligning change strategies with organizational goals, fostering collaborative cultures, and developing actionable plans for continuous improvement.

Credit: 3

**EDLS 558 - OPERATIONS, SCHOOL SAFETY, AND MENTAL HEALTH**

*Prerequisite: None*

This course explores operational leadership in education with a focus on school safety, mental health, and the effective management of facilities. Emphasizing the integration of mental health supports and physical safety measures, principal candidates will analyze tools and frameworks, including those provided by the Ohio School Safety Center and the Ohio Facilities Construction Commission. Topics include crisis prevention, school climate, safety planning, facility design, and interagency collaboration. Principal candidates will develop actionable strategies for fostering safe, supportive, and effective learning environments.

Credit: 3

**EDLS 559 - CAPSTONE - PRINCIPAL INTERNSHIP**

*Prerequisite: None*

This clinical practice is a full semester internship that provides a supervised, practical field experience in educational leadership for aspiring principals. Candidates will engage in authentic leadership activities focusing on the development of high-impact leadership practices, building school-community relationships, and fostering a vision for educational excellence.

Credit: 3

**EDLS 601 - THE VISIONARY SCHOOL LEADER**

*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.

Credit: 1

**EDLS 602 - MANAGING FISCAL RESOURCES**

*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.

Credit: 1

**EDLS 603 - MANAGING HUMAN RESOURCES**

*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.

Credit: 1

**EDLS 610 - VISIONARY SCHOOL LEADERSHIP**

*Prerequisite: None*

The development of a sound vision with accompanying goals is the cornerstone of effective school leadership. This course will examine and apply 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.

Credit: 2

**EDLS 611 - INSTRUCTIONAL LEADERSHIP**

*Prerequisite: None*

The theories and concepts of instructional leadership are examined in this course. Various facets of instructional leadership are emphasized, specifically human behavior within the context of the building level organization. Critical issues that impact student achievement including but not limited to: political and financial constraints, ethical and cultural influences, community partnerships, and equitable treatment are examined. 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.

Credit: 3

**EDLS 612 - ORGANIZATIONAL MANAGEMENT FOR SCHOOL LEADERS**

*Prerequisite: None*

This course examines the behavior of persons in organizational settings and its effect on the learning process. The content 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. Basics theories and concepts of school climate and culture, and ways in which high expectations promote success for all students, are examined. The diverse aspects of organizational management in an educational setting, and effective allocation and deployment of resources related to personnel, time, money, and facilities to achieve organizational goals, will be discussed. Emphasis is on the development of a school culture in which educators work collaboratively to achieve an end result of increased student learning. The need to change and/or sustain a positive school culture, and the role of leadership in influencing and implementing culture change are key components.

Credit: 3

**EDLS 613 - LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN EDUCATIONAL LEADERSHIP**

*Prerequisite: None*

This course covers basic school law and legal principles originating in constitutional, statutory, judicial, and common law relevant to the legal framework of public education, including special education law and its applicability in Ohio. Participants will be equipped with skills and legal knowledge to make good decisions as school administrators.

Credit: 2

**EDLS 614 - POLITICS, POLICY, AND COMMUNITY RELATIONS**

*Prerequisite: None*

This course is designed to assist students to understand the interplay of the political, social, economic, legal, ethical, and cultural contexts of education – at the local community, state, and federal levels -- in promoting the success of all student groups. Students will examine the scope and responsibility of aspiring educational leaders to influence the political and cultural contexts in which public education is grounded. Problem-solving simulations will be utilized to provide school leaders with realistic problem-solving scenarios. Analytical tools to maintain positive school community relations to promote student success will be referenced to relevant Ohio standards.

Credit: 2

**EDLS 615 - CRISIS MANAGEMENT, CULTURE, & VIOLENCE PREVENTION IN SCHOOLS**

*Prerequisite: None*

The primary responsibilities of school administrators is to ensure the safety and security of all school stakeholders. This course examines foundational concepts of school safety and security, through the stages of crisis management: planning, preparations, response, and recovery. This course also examines the application of basic theories and concepts of school climate and culture, specifically ways in which high expectations promote success for all students.

Credit: 3

**EDLS 616 - PROFESSIONAL DEVELOPMENT**

*Prerequisite: None*

Effective professional development plays a critical role in school success. This course prepares leaders with the knowledge and skills to develop, implement and evaluate effective professional development programs. Adult learning practices, professional learning communities, and other continuing education approaches will be examined. Participants will be expected to demonstrate effective utilization of knowledge-based skills related to adult learning, teachers and their world, and professional development.

Credit: 2

**EDLS 617 - FISCAL RESOURCE MANAGEMENT**

*Prerequisite: None*

This course will focus on the application of fiscal management in order to lead and operate a school building. The student will learn about annual budgets, multi-year fiscal plans, budgetary priorities, accounting and cost control procedures, and fiscal records. In addition, the student will learn to allocate and manage resources for a school building, including strategic planning and technology to support staff instruction and student learning.

Credit: 2

**EDLS 618 - HUMAN RESOURCE MANAGEMENT**

*Prerequisite: None*

This course 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. This course 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 promote success for all student groups.

Credit: 2

**EDLS 619 - LEADERSHIP IN EDUCATION**

*Prerequisite: None*

Students will be encouraged to think like a principal rather than thinking like a teacher. This transition will be accomplished through the studies of various leadership models, traditional responsibilities of principals, how principals spend their time, and on which aspects of the school require the most attention from the leadership role. A distinction will be drawn between being a leader and being a manager of an educational building. Students will examine the role of the principal in the context of their own professional environment. One of the more challenging aspects of a building leader is facing difficult conversations effectively. This will be a key component of this course.

Credit: 2

**EDLS 622 - TRANSFORMING ORGANIZATIONAL CLIMATE AND CULTURE**

*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.

Credit: 1

**EDLS 633 - SAFETY AND CRISIS MANAGEMENT FOR EDUCATIONAL LEADERS**

*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.

Credit: 1

**EDLS 641 - PROFESSIONAL DEVELOPMENT IN ACTION**

*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.

Credit: 1

**EDLS 701 - CAPSTONE 1: EMERGING ISSUES IN INSTRUCTIONAL LEADERSHIP**

*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.

Credit: 1

**EDLS 702 - CAPSTONE 2: EMERGING ISSUES IN ORGANIZATIONAL MANAGEMENT**

*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.

Credit: 1

**EDLS 703 - CAPSTONE 3: INQUIRY SEMINAR ON EMERGING ISSUES IN EDUCATION**

*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.

Credit: 1

**EDLS 704 - ADMINISTRATIVE INTERNSHIP 1: PROBLEM OF PRACTICE PROJECT**

*Prerequisite: Completion of program Gateway requirements and completion of 21-24 semester hours in the Educational Leadership program.*

Administrative Internship 1: Creation, Research, Implementation, and Presentation of a Problem of Practice (PoP) project. This 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 Principal and CIPD licensure. It requires work in a school setting with qualified on-site mentors appropriate for the licensure sought.

Credit: 2

**EDLS 705 - ADMINISTRATIVE INTERNSHIP 2: ADMINISTRATIVE & PROFESSIONAL PRACTICE, BUILDING LEVEL PRINCIPAL**

*Completion of program Gateway requirements, completion of 21-24 semester hours in the Educational Leadership program, and EDLS*704.*

Administrative Internship 2: Administrative & Professional Practice: This is a planned, supervised and evaluated field-based internship experience. It is designed as the culminating field experience for candidates seeking Principal licensure. It requires work in a school setting with qualified on-site mentors appropriate for the licensure sought.

Credit: 2

**EDLS 721 - ADMINISTRATIVE INTERNSHIP 1: CREATION AND RESEARCH OF A SCHOOL IMPROVEMENT PROJECT**

*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.

Credit: 1

**EDLS 722 - ADMINISTRATIVE INTERNSHIP 2: COMPLETION AND PRESENTATION OF A SCHOOL IMPROVEMENT PROJECT**

*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.

Credit: 1

**EDLS 723 - ADMINISTRATIVE INTERNSHIP 3: ADMINISTRATIVE ACTIVITIES, BUILDING LEVEL/PRINCIPAL**

*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.

Credit: 1

**EDLS 724 - ADMINISTRATIVE INTERNSHIP 4: PROFESSIONAL PRACTICE, BUILDING LEVEL/PRINCIPAL**

*Prerequisite: EDLS 721, 722, 723*

The Administrative Internship 4, Professional Practice, is the fourth and 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. and requires candidates to work in a school setting with qualified on-site mentors appropriate for the licensure sought. Administrative Internship 4 allows the candidate 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.

Credit: 1

**EDLS 725 - ADMINISTRATIVE INTERNSHIP 3: ADMINISTRATIVE ACTIVITIES, DISTRICT LEVEL/CIPD**

*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.

Credit: 1

**EDLS 726 - ADMINISTRATIVE INTERNSHIP 4: PROFESSIONAL PRACTICE, DISTRICT LEVEL/CIPD**

*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.

Credit: 1

**EDLS 9800 - INTEGRATIVE LEADERSHIP SEMINAR**

*Prerequisite:*

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

Credit: 3

**EDLS 9819 - BECOMING A RESEARCHER**

*Prerequisite:*

Becoming a Researcher is a required doctoral course, designed to introduce doctoral students to academic research in leadership studies and to the scholarly community. By reviewing and critiquing recent research studies, students will build an understanding of how research questions are formed and how studies are designed to answer research questions. Students will master locating and properly citing published research and learn the procedures for conducting research involving human subjects.

Credit: 3

**EDLS 9820 - QUANTITATIVE RESEARCH DESIGN**

*Prerequisite:*

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

Credit: 3

**EDLS 9821 - QUALITATIVE RESEARCH DESIGN**

*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.

Credit: 3

**EDLS 9822 - SEMINARS IN EDUCATIONAL RESEARCH**

*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.

Credit: 3

**EDLS 9823 - DISSERTATION PROPOSAL DEVELOPMENT SEMINAR**

*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.

Credit: 3

**EDLS 9825 - SEMINAR IN LEADERSHIP RESEARCH**

*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.

Credit: 1

**EDLS 9826 - SEMINARS IN LEADERSHIP RESEARCH**

*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.

Credit: 1

**EDLS 9827 - SEMINARS IN LEADERSHIP RESEARCH**

*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.

Credit: 1

**EDLS 9828 - SEMINARS IN LEADERSHIP RESEARCH**

*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.

Credit: 1

**EDLS 9829 - LEADERSHIP RESEARCH**

*Prerequisite:*

In this seminar, students learn how to determine which theoretical and conceptual frameworks are appropriate to use with the research questions related to their initial areas of interest. Students undertake an intensive study of the theoretical and conceptual tools required to conduct a study as they prepare for their dissertation proposal.

Credit: 3

**EDLS 9830 - DOCTORAL MENTORSHIP**

*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.

Credit: 1-4

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

*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.

Credit: 3

**EDLS 9846 - ADVANCED STUDIES IN PROFESSIONAL DEVELOPMENT**

*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.

Credit: 3

**EDLS 9847 - CHANGE PROCESSES AND PROFESSIONAL DEVELOPMENT**

*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.

Credit: 3

**EDLS 9860 - INSTITUTIONAL EFFECTIVENESS**

*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.

Credit: 3

**EDLS 9880 - LEADERSHIP THEORY**

*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).

Credit: 3

**EDLS 9881 - ORGANIZATIONAL BEHAVIOR**

*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.

Credit: 3

**EDLS 9887 - INSTITUTIONAL POLICY AND LEADERSHIP**

*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.

Credit: 3

**EDLS 9888 - HUMAN CAPITAL AND PUBLIC POLICY**

*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.

Credit: 3

**EDLS 9889 - ORGANIZATIONAL DEVELOPMENT**

*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.

Credit: 3

**EDLS 9898 - SEMINAR/TOPICS IN ORGANIZATIONAL LEADERSHIP**

*Prerequisite:*

Individual and group study of specific aspects of leadership and organizational dynamics.

Credit: 1-6

**EDLS 9899 - DISSERTATION**

*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. Students enrolled for this course are considered to hold full-time status by the university.

Credit: 1-10

# EDTE Teacher Education

**TEACHER EDUCATION (EDTE)**

### EDTE 101 - FOUNDATIONS OF THE TEACHING PROFESSION

*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.

Credit: 3

# EDU Continuing Education

**PROFESSIONAL DEVELOPMENT EDUCATION (EDU)**

### 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.)

# EDUC Education (General)

**EDUCATION-GENERAL (EDUC)**

### EDUC 102 - STUDY SKILLS FOR THE UNIVERSITY STUDENT

*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.

Credit: 3

### EDUC 371 - SPECIAL TOPICS

*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.

Credit: 1-9

### EDUC 470 - INTERNSHIP

*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.

Credit: 5-10

### EDUC 565 - READING RECOVERY I: RECOVERY TEACHER TRAINING

*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.

Credit: 3

### EDUC 566 - READING RECOVERY II: RECOVERY TEACHER

*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.

Credit: 3

**EDUC 640 - SEMINAR: SPECIAL TOPICS**

*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.

Credit: 1-5

**EDUC 710 - FIELD PRACTICUM IN EDUCATION**

*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.

Credit: 0-3

**EDUC 780 - THE ROLE OF THE LITERACY PROFESSIONAL – THESIS CAPSTONE SEMINAR**

*Prerequisite: M.Ed. Core courses, READ 610, READ 620, READ 550, READ 630 or READ 640, 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.

Credit: 3

**EDUC 781 - THESIS CAPSTONE**

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

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

Credit: 3-6

**EDUC 788 - CAPSTONE INQUIRY SEMINAR**

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

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

Credit: 3

# ENG English

**ENGLISH (ENG)**

**ENG 100 - COLLEGE WRITING IMPROVEMENT**

*Prerequisite: None*

This course 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.

Credit: 3

**ENG 101 - ENGLISH COMPOSITION I**

*Prerequisite: ENG 100 if required by placement*

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

Credit: 3

**ENG 102 - ENGLISH COMPOSITION II**

*Prerequisite: ENG 101*

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

Credit: 3

**ENG 110 - WRITING LABORATORY**

*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.

Credit: 1

**ENG 201 - INTRODUCTION TO CREATIVE WRITING**

*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.

Credit: 3

**ENG 202 - INTRODUCTION TO LITERARY STUDIES**

*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.

Credit: 3

**ENG 203 - AMERICAN LITERATURE**

*Prerequisite: ENG 102*

This course focuses on a specific problem or question in American society from the colonial period to the present. Possible areas of focus might include race and slavery; nature and the environment; freedom, democracy, and the individual; immigration and nativism; gender in America; or America at war. Meets Core credit for humanities.

Credit: 3

**ENG 211 - SHORT STORY**

*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.

Credit: 3

**ENG 212 - THE POEM**

*Prerequisite: ENG 102*

The course focuses on poetry and poetics. Meets Core credit for humanities

Credit: 3

**ENG 213 - DRAMATIC LITERATURE**

*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.

Credit: 3

**ENG 214 - THE NOVEL**

*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.

Credit: 3

**ENG 217 - BRITISH LITERATURE**

*Prerequisite: ENG 102*

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

Credit: 3

**ENG 218 - STUDIES IN SHAKESPEARE**

*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.

Credit: 3

**ENG 301 - WRITERS' WORKSHOP: POETRY**

*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.

Credit: 3-6

**ENG 303 - WRITERS' WORKSHOP: SCREENWRITING**

*Prerequisite: ENG 101*

This is a seminar in screenwriting. Professors with extensive film studies experience conduct the workshop. May be repeated once for credit.

Credit: 3-6

**ENG 309 - AFRICAN AMERICAN LITERATURE**

*Prerequisite: ENG 102*

This course closely examines representative works by African American writers, ranging from early slave narratives to contemporary prose, poetry, and drama. Meets Core credit for humanities.

Credit: 3

**ENG 311 - WRITERS' WORKSHOP: FICTION**

*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.

Credit: 3

**ENG 312 - WRITERS' WORKSHOP: CREATIVE NONFICTION**

*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.

Credit: 3

**ENG 314 - LITERATURE AND GENDER**

*Prerequisite: ENG 102*

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

Credit: 3

**ENG 315 - GERMAN LITERATURE IN TRANSLATION**

*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.

Credit: 3

**ENG 316 - POSTCOLONIAL LITERATURE**

*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.

Credit: 3

**ENG 325 - MAJOR WRITERS SEMINAR**

*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.

Credit: 3

**ENG 330 - AFRICAN LITERATURE**

*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.

Credit: 3

**ENG 332 - GLOBAL FILM**

*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.

Credit: 3

**ENG 338 - THEMES AND TOPICS IN LITERATURE**

*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.

Credit: 3

**ENG 340 - STUDIES IN JEWISH LITERATURE**

*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.

Credit: 3

**ENG 343 - AMERICAN STUDIES**

*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. Meets Core credit for humanities.

Credit: 3

**ENG 351 - ADVANCED COMPOSITION**

*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.

Credit: 3

**ENG 365 - GREEK LITERATURE**

*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.

Credit: 3

**ENG 370 - RUSSIAN NOVEL**

*Prerequisite: ENG 102*

This course involves reading Russian novels in English translation. Meets Core credit for humanities.

Credit: 3

**ENG 371 - LITERATURE AND FILM**

*Prerequisite: ENG 102*

This course emphasizes film aesthetics and visual narrative as it compares to written literary narrative. Meets Core credit for humanities.

Credit: 3

**ENG 413 - MODERN ANGLOPHONE LITERATURE**

*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.

Credit: 3

**ENG 414 - GLOBAL LITERATURE**

*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.

Credit: 3

**ENG 415 - CAPSTONE COURSE IN CREATIVE WRITING**

*Prerequisite: Take 2 courses from ENG 301, 303, 311, and 312*

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.

Credit: 3

**ENG 417 - ENGLISH GRAMMAR & USAGE**

*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.

Credit: 3

**ENG 418 - HISTORY OF ENGLISH LANGUAGE**

*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.

Credit: 3

**ENG 424 - AMERICAN LITERATURE I: ORIGINS TO 1890**

*Prerequisite: ENG 102*

This course is a high-level study of American literature from its origins to 1890 with focus on the social and cultural contexts of that literature together with critical commentary.

Credit: 3

**ENG 427 - AMERICAN LITERATURE II: 1890-1945**

*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.

Credit: 3

**ENG 428 - AMERICAN LITERATURE III: 1945 TO PRESENT**

*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.

Credit: 3

**ENG 433 - ENGLISH LITERATURE: ORIGINS TO 1600**

*Prerequisite: ENG 102*

This course is a high-level study of English literature from the Anglo-Saxon period through the sixteenth century with focus on the social and cultural contexts of that literature together with critical commentary.

Credit: 3

**ENG 434 - ENGLISH LITERATURE, 1600-1800**

*Prerequisite: ENG 102*

This course is a high-level study of literature written in English during the seventeenth and eighteenth centuries with focus on the social and cultural contexts of that literature together with critical commentary.

Credit: 3

**ENG 435 - NINETEENTH-CENTURY BRITISH LITERATURE**

*Prerequisite: ENG 102*

This course is a high-level study of nineteenth-century British literature, with focus on the social and cultural contexts of that literature together with critical commentary.

Credit: 3

**ENG 450 - SENIOR PORTFOLIO IN LITERARY STUDIES**

*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.

Credit: 0

**ENG 501 - SUMMER RESIDENCY I**

*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.

Credit: 3

**ENG 502 - SUMMER RESIDENCY II**

*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.

Credit: 3

**ENG 503 - SUMMER RESIDENCY III**

*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.

Credit: 3

**ENG 504 - THE CRAFT TALK**

*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.

Credit: 1

**ENG 600 - VARIABLE UNIT MENTORSHIP**

*Prerequisite:*

Variable unit mentorship to allow students to work with faculty directly on a particular project, idea, or exploration. Not to be used except by special application to program director.

Credit: 1-9

**ENG 601 - LITERATURE OF EARLY ENGLAND**

*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*.

Credit: 3

**ENG 604 - THE ENGLISH RENAISSANCE**

*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.

Credit: 3

**ENG 605 - CREATIVE WRITING WORKSHOP**

*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.

Credit: 1-3

**ENG 606 - THE LITERATURE OF THE BAROQUE**

*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.

Credit: 3

**ENG 608 - THE LITERATURE OF THE ENLIGHTENMENT**

*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.

Credit: 3

**ENG 610 - ROMANTIC MOVEMENT & VICTORIAN PERIOD**

*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.

Credit: 3

**ENG 625 - MAJOR WRITERS SEMINAR**

*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.

Credit: 3

**ENG 628 - AMERICAN LITERATURE**

*Prerequisite:*

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.

Credit: 2-3

**ENG 631 - MENTORSHIP I**

*Prerequisite: ENG 501*

Emphasis in this course will be on the generation of new writing, revision practices and procedures, and the development of a foundation in writing craft. Students will work as part of an online cohort and under the direction of their faculty mentor. In order to inform their own writing and their understanding of their chosen genre, students will read and critically analyze published work and will actively engage with the creative and/or critical work of their peers.

Credit: 5-9

**ENG 632 - MENTORSHIP II**

*Prerequisite: ENG 631*

Emphasis in this course will be on the generation of new writing, revision practices and procedures, and the continuing development of writing craft. In particular, students will conceptualize and build toward the creation of their thesis. Students will work as part of an online cohort and under the direction of their faculty mentor. In order to inform their own writing and their understanding of their chosen genre, students will read and critically analyze published work and will actively engage with the creative and/or critical work of their peers.

Credit: 5-9

**ENG 633 - MENTORSHIP III**

*Prerequisite: ENG 502, 632*

Emphasis in this course will be on the generation of new writing, revision practices and procedures, and the development of a foundation in writing craft. In particular, students will complete a first draft of their thesis. Students will work as part of an online cohort and under the direction of their faculty mentor. Students will also prepare a long craft essay or critical paper as a way to actively engage with published work in their genre.

Credit: 5-9

**ENG 651 - COMPOSITION/RHETORIC PEDAGOGY**

*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.

Credit: 3

**ENG 652 - SUPERVISED TEACHING**

*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.

Credit: 1

**ENG 653 - THE PEDAGOGY OF TEACHING LITERATURE**

*Prerequisite: None*

This course focuses on the theory and practice of undergraduate learning and instruction in literature classes at the college level.

Credit: 3

**ENG 701 - MFA THESIS**

*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.

Credit: 9

**ENG 711 - ADVANCED MANUSCRIPT 1**

*Prerequisite: Successful completion of MFA or permission of MFA Director*

This course offers students a structured format in which to work with a faculty mentor and peers on book length manuscripts in poetry, fiction, or nonfiction. Students will be expected to enter class with a completed MFA thesis or other manuscript and must be ready to perform hard editing and additional writing towards the organic completion of this work.

Credit: 6

**ENG 712 - ADVANCED MANUSCRIPT 2**

*Prerequisite: ENG 711*

This course offers students a structured format in which to work with a faculty mentor and peers on book length manuscripts in poetry, fiction, or nonfiction. Students will be expected to enter class with a completed MFA thesis or other manuscript and must be ready to perform hard editing and additional writing towards the organic completion of this work.

Credit: 6

**ENG 713 - ADVANCED MANUSCRIPT 3**

*Prerequisite: ENG 712*

This course offers students a structured format in which to work with a faculty mentor and peers on book length manuscripts in poetry, fiction, or nonfiction. Students will be expected to enter class with a completed MFA thesis or other manuscript and must be ready to perform hard editing and additional writing towards the organic completion of this work.

Credit: 6

**ENG 714 - ADVANCED MANUSCRIPT 4**

*Prerequisite: ENG 713*

This course offers students a structured format in which to work with a faculty mentor and peers on book length manuscripts in poetry, fiction, or nonfiction. Students will be expected to enter class with a completed MFA thesis or other manuscript and must be ready to perform hard editing and additional writing towards the organic completion of this work..

Credit: 6

**ENG 791 - THESIS IN ENGLISH**

*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.

Credit: 3

# ENTP Entrepreneurship

**ENTREPRENEURSHIP (ENTP)**

**ENTP 245 - INTRODUCTION TO ENTREPRENEURSHIP**

*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.

Credit: 3

**ENTP 250 - ENTREPRENEURIAL AND FAMILY BUSINESS MANAGEMENT**

*Prerequisite: None*

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.

Credit: 3

**ENTP 365 - ENTREPRENEURIAL STRATEGIES & TACTICS**

*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.

Credit: 3

**ENTP 445 - NEW VENTURE CREATION**

*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.

Credit: 3

**ENTP 465 - FINANCING A BUSINESS VENTURE**

*Prerequisite: ENTP 250, 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.

Credit: 3

# EVS Environmental Science

**ENVIRONMENTAL SCIENCE (EVS)**

**EVS 216 - DATA ANALYSIS FOR SCIENTIFIC INVESTIGATION**

*Prerequisite: 3 years of High School mathematics*

This course will introduce students to quantitative applications in the sciences with class discussions and activities that use practical, real-world examples. We will use data management and statistical software programs to: 1, apply standard practices of data management to organize and summarize scientific data; 2, understand how to correctly analyze and interpret results from scientific experiments and 3, develop competencies in data visualization. Class discussions will also include a critical evaluation of statistical applications from peer-reviewed literature. A three-credit hour course each fall.

Credit: 3

**EVS 274 - CLIMATE CHANGE SEMINAR**

*Prerequisite: None*

A seminar course that examines the science of climate change, both in terms of natural cycles, as well as man's place in the accelerated changes we are now witnessing. Part of this discussion will include national and international political responses to the issues, legislation, and the growth of scientific misinformation. Background material will cover instrumental and proxy-based evidence that relates climate change on vastly different scales.

Credit: 1

**EVS 276 - ENVIRONMENTAL SCIENCE SEMINAR**

*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.

Credit: 1

**EVS 324 - INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)**

*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.

Credit: 4

**EVS 476 - ISSUES IN ENVIRONMENTAL SCIENCE**

*Prerequisite: Junior Status, Natural Science Major or Minor*

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 majors (but not EVS/Biology majors) may use this course as a biology elective. BIO/EVS credit.

Credit: 3

# EXS Exercise Science

**EXERCISE SCIENCE (EXS)**

**EXS 101 - INTRODUCTION TO EXERCISE SICENCES**

*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.

Credit: 3

**EXS 170 - FUNCTIONAL AND PALPATION ANATOMY**

*Prerequisite: Admission*

A detailed explanation of musculoskeletal anatomy with an emphasis on palpation skills, bony landmarks, and muscle/origin/insertion/action.

Credit: 2

**EXS 190 - ANATOMY AND PHYSIOLOGY FOR THE EXERCISE SCIENCES**

*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.

Credit: 4

***EXS 206 - FITNESS ORGANIZATION AND MANAGEMENT**

*Prerequisite: EXS 190*

This course is intended to guide the student to competence in the knowledge of successful client interactions as well as the foundations of operating a legal business. Topics covered will include client learning techniques and factors, communication skills and methods, conflict resolution, legal standards and personal and professional health insurance.

Credit: 3

**EXS 210 - EXERCISE MANAGEMENT OF CARDIORESPIRATORY PATHPHYSIOLOGY**

*Prerequisite: EXS 190 or BIO 222 or BIO 223*

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.

Credit: 2

**EXS 258 - PHARMACOLOGY FOR EXERCISE SCIENCES**

*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.

Credit: 3

**EXS 261 - MEDICAL TERMINOLOGY**

*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.

Credit: 3

**EXS 308 - KINESIOLOGY**

*Prerequisite: EXS 190 or BIO 222 or BIO 223*

A study of the relationship of anatomical, physiological and mechanical principles to the muscular movement of homo sapiens.

Credit: 3

**EXS 309 - PHYSIOLOGY OF EXERCISE**

*Prerequisite: EXS 190 or BIO 222 or BIO 223*

The applied study of the functioning of the systems of the human body during exercise.

Credit: 3

**EXS 310 - ADVANCED PHYSIOLOGY OF EXERCISE**

*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.

Credit: 3

**EXS 312 - FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION I**

*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.

Credit: 3

**EXS 313 - FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION II**

*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.

Credit: 3

**EXS 314 - GROUP EXERCISE LEADERSHIP**

*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).

Credit: 3

**EXS 319 - HEALTH BEHAVIOR MANAGEMENT**

*Prerequisite: EXS 312*

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.

Credit: 3

**EXS 420 - STRENGTH TRAINING PHYSIOLOGY**

*Prerequisite: EXS 309*

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.

Credit: 3

**EXS 430 - EXERCISE FOR PERSONS WITH CHRONIC DISEASES**

*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.

Credit: 3

**EXS 474 - SPORTS NUTRITION/SUBSTANCE ABUSE**

*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.

Credit: 3

**EXS 493 - INTERNSHIP IN EXERCISE SCIENCE**

*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.

Credit: 1-4

***Approved by Faculty Senate, November 7, 2025, for the spring 2026 semester.***

# FIN Finance

**FINANCE (FIN)**

**FIN 228 - FINANCIAL MANAGEMENT**

*Prerequisite: ACCT 201*

An introductory course in finance, focusing on financial management of organizations. Specific topics include: risk and return analysis, ratio analysis, time value of money, basic security valuation, capital budgeting methods, and introduction to international finance.

Credit: 3

**FIN 322 - PERSONAL ASSET MANAGEMENT**

*Prerequisite: Sophomore status*

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

Credit: 3

**FIN 327 - RISK AND INSURANCE**

*Prerequisite: MATH 108 or MATH 318*

Economic theory of risk, its significance and treatment; theory and practice of property, liability, life and health insurance.

Credit: 3

**FIN 329 - INTERMEDIATE FINANCIAL MANAGEMENT**

*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.

Credit: 3

**FIN 330 - PRINCIPLES OF INVESTMENT**

*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.

Credit: 3

**FIN 358 - FINANCIAL SATATEMENT ANALYSIS & SECURITY VALUATION**

*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.

Credit: 3

**FIN 420 - FINANCIAL MANAGEMENT STRATEGY**

*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.

Credit: 3

**FIN 422 - SECURITY ANALYSIS**

*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.

Credit: 3

**FIN 429 - GLOBAL FINANCE**

*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.

Credit: 3

**FIN 432 - EAGLE INVESTMENT GROUP I**

*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.

Credit: 3

**FIN 434 - COMMERCIAL PROPERTY AND CASUALTY INSURANCE**

*Prerequisite: FIN 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.

Credit: 3

**FIN 435 - LIFE AND HEALTH INSURANCE**

*Prerequisite: FIN 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.

Credit: 3

**FIN 442 - EAGLE INVESTMENT GROUP II**

*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.

Credit: 3

**FIN 454 - SPECIAL TOPICS IN FINANCE**

*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.

Credit: 3

# FL Foreign Languages

**FOREIGN LANGUAGES (FL)**

**FL 211 - THE LANGUAGE & CULTURE OF QUEBEC**

*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.

Credit: 3

**FL 213 - DISCOVERING THE FRENCH-SPEAKING WORLD**

*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.

Credit: 3

**FL 215 - FRENCH WOMEN WRITERS**

*Prerequisite: None*

This course examines literary works by French women writers from the Middle Ages to the 21st century through the optic of specifically historicized feminist criticism and theory. Taught in English. Literature read in translation. Meets Core credit for CCI.

Credit: 3

**FL 220 - CONTEMPORARY LATIN AMERICAN LITERATURE IN TRANSLATION**

*Prerequisite: None*

This course critically examines contemporary Latin American literature, in English translation. Taught in English. Meets Core credit for CCI.

Credit: 3

**FL 221 - U.S. MEXICO-BORDER LITERATURE**

*Prerequisite: None*

This course critically examines the political, socio-economic, historical, cultural, and linguistic features of the U.S.-Mexico border, including the relationships between the two nations, through literary readings and cultural analysis. Taught in English. Meets Core credit for CCI.

Credit: 3

**FL 275 - PORTFOLIO ASSESSMENT PROGRAM CYCLE I**

*Prerequisite: Sophomore Status*

A course designed to examine the progress towards SLOs for all Foreign Language Majors. Required for all French & Spanish Majors.

Credit: 0

**FL 299 - CCI NARRATIVE**

*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.

Credit: 0

**FL 375 - PORTFOLIO ASSESSMENT PROGRAM CYCLE II**

*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.

Credit: 0

**FL 432 - GRADES 7-12 METHODS: TEACHING FOREIGN LANGUAGE, GRADES K-12**

*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.

Credit: 3

**FL 475 - PORTFOLIO ASSESSMENT PROGRAM CYCLE III**

*Prerequisite: FL 375*

A course designed to examine the progress towards SLOs for all Foreign Language Majors. Required for all French & Spanish Majors.

Credit: 0

**FL 493 - FOREIGN LANGUAGE INTERNSHIP**

*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.

Credit: 3

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

*Prerequisite: Successful completion of intermediate foreign language courses or equivalent*

A course designed to examine the theoretical and practical issues relating to the teaching of foreign languages K-12. Instructional practices pertaining to the following are explored through lectures, reading of current literature, class discussion, etc.: the role of context in comprehension and learning, listening, reading, oral proficiency, writing, testing, culture, and curriculum. Required for French and Spanish multi-age license.

Credit: 3

**FL 637 - THE TEACHING OF FOREIGN LANGUAGES K-12**

*Prerequisite: Successful completion of intermediate foreign language courses or equivalent*

Intended for students who are working toward licensure. Permission of instructor required for all others. A course assigned to provide the student with classroom instructional skills, methods, and strategies in teaching grades K-12. Required for French and Spanish multi-age license.

Credit: 3

# FM Fashion Merchandising

**FASHION MERCHANDISING (FM)**

**FM 111 - FASHION ANALYSIS**

*Prerequisite: None*

Application of aesthetic principles to apparel design. Topics include fashion illustration and design, personal color analysis, figure analysis, and wardrobe planning.

Credit: 3

**FM 112 - FASHION STUDIO I**

*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.

Credit: 3

**FM 211 - CLOTHING & CULTURE**

*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.

Credit: 3

**FM 312 - READY TO WEAR ANALYSIS**

*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.

Credit: 3

**FM 316 - TEXTILES**

*Prerequisite: None*

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.

Credit: 3

**FM 317 - FASHION INDUSTRY**

*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.

Credit: 3

**FM 318 - INTERNSHIP**

*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.

Credit: 3

**FM 413 - FASHION STUDIO II**

*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.

Credit: 3

**FM 416 - FASHION MERCHANDISING**

*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.

Credit: 3

**FM 417 - FASHION EVOLUTION**

*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.

Credit: 3

**FM 430 - FASHION PROMOTION**

*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.

Credit: 3

**FM 441 - INTERIOR DESIGN**

*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.

Credit: 3

# FMBM Fashion Merchandising & Brand Management

**FASHION MERCHANDISING AND BRAND MANAGEMENT (FMBM)**

**FMBM 111 - INTRODUCTION TO FASHION & BRANDING**

*Prerequisite: None*

Application of aesthetic principles to apparel design. Topics include fashion illustration and design, personal color analysis, figure analysis, and wardrobe planning.

Credit: 3

**FMBM 211 - CLOTHING & CULTURE**

*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.

Credit: 3

**FMBM 312 - BRANDING ANALYSIS**

*Prerequisite: FMBM 111*

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.

Credit: 3

**FMBM 316 - TEXTILES**

*Prerequisite: None*

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.

Credit: 3

**FMBM 317 - FASHION & BRANDING FORECASTING**

*Prerequisite: FMBM 111*

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.

Credit: 3

**FMBM 416 - FASHION MERCHANDISING & BRANDING**

*Prerequisite: FMBM 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.

Credit: 3

**FMBM 417 - FASHION & BRANDING HISTORY**

*Prerequisite: Sophomore Status*

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.

Credit: 3

**FMBM 430 -VISUAL MERCHANDISING**

*Prerequisite: FMBM 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.

Credit: 3

# FREN French

**FRENCH (FREN)**

**FREN 151 - ELEMENTARY FRENCH I**

*Prerequisite: Placement or no prior study of French. Note: Not open to students who placed in other levels*

A comprehensive introductory course in French language for today's global world. Students develop oral and written proficiency through cultural studies. Taught in French. Offered annually. Meets Core Credit for CCI.

Credit: 3

**FREN 152 - ELEMENTARY FRENCH II**

*Prerequisite: FREN 151, placement, or transfer equivalent. Note: Not open to students who have placed into other levels*

A comprehensive introductory course in French language for today's global world. Students develop oral and written proficiency through cultural studies. Taught in French. Offered annually. Meets Core Credit for CCI

Credit: 3

**FREN 200 - INTERMEDIATE LEVEL INTENSIVE FRENCH STUDY ABROAD**

*Prerequisite: FREN 132, placement, or transfer equivalent. Note: Not open to students who have placed into other levels*

A program designed to provide students with an intermediate level immersion experience. Students will attend six hours of language instruction per day, participate in cultural experiences, and live with families of the host culture. Orientation and debriefing sessions on campus are required. Meets Core Credit for CCI.

Credit: 6

**FREN 251 - INTERMEDIATE FRENCH I**

*Prerequisite: FREN 152 placement or transfer equivalent. Note: Not open to students who have placed into other levels.*

A course designed to increase the students understanding of the language by building on the skills learned in the elementary course. Students develop oral and written proficiency through and exploration of the French arts including architecture, cuisine, fashion, music, painting, etc. Lab work required. Taught in French. Offered annually. Meets Core Credit for CCI.

Credit: 3

**FREN 252 - INTERMEDIATE FRENCH II**

*Prerequisite: FREN 251, placement, or transfer equivalent. Note: Not open to students who have placed into other levels*

A continuation of FREN 251. Students develop oral and written proficiency through and exploration of French media sources including music videos, television, film, and social media. Lab work required. Taught in French. Offered annually. Meets Core Credit for CCI.

Credit: 3

**FREN 300 - ADVANCED LEVEL INTENSIVE FRENCH STUDY ABROAD**

*Prerequisite: FREN 252, placement, or transfer equivalent. Note: Not open to students who have placed into other levels*

A program designed to provide students with an advanced-level immersion experience. Students will attend six hours of language instruction per day, participate in cultural experiences, and live with families of the host culture. Orientation and debriefing sessions on campus are required. Meets Core Credit for CCI.

Credit: 6

**FREN 301 - FRENCH CIVILIZATION FROM LASCAUX TO VERSAILLES**

*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.

Credit: 3

**FREN 302 - FRENCH CIVILIZATION FROM REVOLUTION TO PRESENT**

*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.

Credit: 3

**FREN 303 - FRENCH WRITTEN EXPRESSION**

*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.

Credit: 3

**FREN 304 - FRENCH STYLISTICS**

*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.

Credit: 3

**FREN 305 - FRENCH PHONETICS**

*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.

Credit: 3

**FREN 351-352 - INTRODUCTION TO FRENCH FICTION I & II**

*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.

Credit: 3-3

**FREN 353 - FRENCH LITERATURE: MARIE DE FRANCE TO VOLTAIRE**

*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.

Credit: 3

**FREN 354 - FRENCH LITERATURE: REVOLUTION TO PRESENT**

*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.

Credit: 3

**FREN 357 - FRENCH ORAL EXPRESSION**

*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.

Credit: 3

**FREN 470 - SEMINAR ON THE FRENCH-SPEAKING WORLD**

*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.

Credit: 3

**FREN 670 - SEMINAR IN FRANCOPHONE STUDIES**

*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.

Credit: 3

# GEOL Geology

**GEOLOGY (GEOL)**

**GEOL 101 - PHYSICAL GEOLOGY**

*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.

Credit: 4

**GEOL 102 - HISTORICAL GEOLOGY**

*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. Meets Core credit for natural sciences.

Credit: 4

**GEOL 103 - PHYSICAL GEOGRAPHY AND THE ENVIRONMENT**

*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.

Credit: 3

**GEOL 107 - EARTH MATERIALS, PROCESSES, AND HISTORY**

*Prerequisite: None*

A study of the origin of minerals and rocks and the processes acting on, and in, the Earth. This class connects the physical planet with a more detailed look at Earth history, as defined by the fossil record. The entirety of the rock record helps us understand both the chemical and biological transformation of the Earth, and the life forms that have been preserved therein, underpinning our perception of biological evolution. Three lectures and one two-hour lab per week.

Credit: 4

**GEOL 209 - NATURAL DISASTERS: VOLCANOES AND EARTHQUAKES**

*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.

Credit: 3

**GEOL 210 - NATURAL DISASTERS: SEVERE WEATHER**

*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.

Credit: 3

**GEOL 211 - DISCOVERING THE ICE AGE**

*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.

Credit: 3

**GEOL 212 - ARCHEOLOGY & HUMAN ANTIQUITY**

*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.

Credit: 3

**GEOL 213 - ASTEROIDS, COMETS, AND CATASTROPHISM**

*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.

Credit: 3

**GEOL 215 - INTRODUCTION TO HYDROGEOLOGY**

*Prerequisite: None*

An introduction to the study of water resources, from the oceans to freshwater aquifers and surface waters. The class will include an introduction to analytical and sampling techniques, the chemistry and physics of water, analyses of groundwater and surface water systems, and the connection between the hydrosphere, geosphere, biosphere, and atmosphere. A critical facet of hydrogeology is the development of an understanding of man-made contaminant transport and access to freshwater resources. Three lectures and one two-hour lab per week.

Credit: 4

***GEOL 216 - OCEANOLOGY**

*Prerequisite: None*

Oceanography combines geology, biology, chemistry, and physics as a fully integrated introduction to the scientific study of the world oceans. From the structure of the oceans, to their influence on climate change, to the development and evolution of marine life, understanding the oceans' properties and processes is critical to our comprehension of the Earth, stabilization of climate, and the ever-growing human population reliant on its resources. Nowhere else on Earth is the intersection between geosphere, hydrosphere, atmosphere, and biosphere more important. Meets Core credit for natural sciences

Credit: 3

**GEOL 274 - CLIMATE CHANGE SEMINAR**

*Prerequisite: None*

A seminar course that examines the science of climate change, both in terms of natural cycles, as well as man's place in the accelerated changes we are now witnessing. Part of this discussion will include national and international political responses to the issues, legislation, and the growth of scientific misinformation. Background material will cover instrumental and proxy-based evidence that relates climate change on vastly different scales.

Credit: 1

**GEOL 275 - TOPICS IN REGIONAL GEOLOGY**

*Prerequisite: GEOL 107, or permission of the instructor*

A study of various topics relevant to annual field trips conducted by the department, generally 10-14 days in May.

Credit: 1-8

**GEOL 297 - INTRODUCTION TO LABORATORY AND FIELD RESEARCH**

*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.

Credit: 1

**GEOL 309 - GEOMORPHOLOGY**

*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.

Credit: 4

**GEOL 311 - MINERALOGY**

*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.

Credit: 4

**GEOL 312 - IGNEOUS AND METAMORPHIC PETROLOGY**

*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.

Credit: 4

**GEOL 313 - SEDIMENTARY PETROLOGY AND STRATIGRAPHY**

*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.

Credit: 4

**GEOL 324 - INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)**

*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.

Credit: 4

**GEOL 350 - SCIENCE AS A CULTURAL FORCE**

*Prerequisite: See CHEM 350 for course description.*

Credit: 3

**GEOL 401 - STRUCTURAL GEOLOGY**

*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.

Credit: 4

**GEOL 402 - NATURAL RESOURCES GEOLOGY**

*Prerequisite: GEOL 107*

This course is an introduction to the general geologic occurrence of natural resources: water; fossil fuels; nuclear fuels; metallic and non-metallic mineral resources; industrial gases. From exploration to development, transport, manufacture, use and recycling, a basic understanding of Earth's resources can help students of all disciplines become better, more responsible, citizens.

Credit: 3

**GEOL 403 - ENVIRONMENTAL GEOCHEMISTRY**

*Prerequisite: GEOL 107, CHEM 104, or 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.

Credit: 4

**GEOL 405 - PETROLEUM GEOLOGY**

*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.

Credit: 4

**GEOL 429 - FIELD GEOLOGY**

*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.

Credit: 1-8

**GEOL 476 - ISSUES IN ENVIRONMENTAL SCIENCE**

*Prerequisite: Junior Status, Natural Science Major or Minor*

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.

Credit: 3

**GEOL 493 - INTERNSHIP**

*Prerequisite: See CHEM 493 for course description.*

Credit: 1-4

**GEOL 497 - LABORATORY AND FIELD RESEARCH**

*Prerequisite: See CHEM 497 for course description.*

Credit: 1-3

**Approved by Faculty Senate, October 10, 2025, for the spring 2026 semester.*

# GER German

**GERMAN (GER)**

**GER 161 - ELEMENTARY GERMAN I**

*Prerequisite: None*

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

Credit: 3

**GER 162 - ELEMENTARY GERMAN II**

*Prerequisite: GER 161 or equivalent*

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

Credit: 3

**GER 261 - INTERMEDIATE GERMAN I**

*Prerequisite: GER 162 or equivalent*

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

Credit: 3

**GER 262 - INTERMEDIATE GERMAN II**

*Prerequisite: GER 261 or equivalent*

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

Credit: 3

# HIST History

**HISTORY (HIST)**

**HIST 112 - WESTERN CIVILIZATION TO 1500**

*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.

Credit: 3

**HIST 113 - WESTERN CIVILIZATION FROM 1500**

*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 World War 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.

Credit: 3

**HIST 201 - TOPICS IN CLASSICAL CIVILIZATION**

*Prerequisite: None*

This course will study key topics in Greek and Roman antiquity. Topics may include: imperialism, sport and spectacle, literature, the family, women, 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.

Credit: 3

**HIST 212 - AMERICAN HISTORY THROUGH THE CIVIL WAR**

*Prerequisite: None*

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

Credit: 3

**HIST 213 - AMERICAN HISTORY AFTER THE CIVIL WAR**

*Prerequisite: None*

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

Credit: 3

**HIST 218 - WOMEN IN AMERICAN HISTORY**

*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.

Credit: 3

**HIST 236 - AMERICAN FOREIGN POLICY**

*Prerequisite: SEE POLSC 236 for course description*

Credit: 3

**HIST 239 - HISTORY OF OHIO**

*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.

Credit: 3

**HIST 261 - ANCIENT GREECE**

*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.

Credit: 3

**HIST 264 - ANCIENT ROME AND THE RISE OF CHRISTIANITY**

*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.

Credit: 3

**HIST 267 - MEDIEVAL EUROPE**

*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.

Credit: 3

**HIST 268 - RENAISSANCE AND REFORMATION**

*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.

Credit: 3

**HIST 269 - AGE OF ENLIGHTENMENT (1600-1789)**

*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.

Credit: 3

**HIST 270 - AGE OF REVOLUTION AND REACTION (1789-1900)**

*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.

Credit: 3

**HIST 271 - 20TH CENTURY EUROPE TO THE PRESENT**

*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.

Credit: 3

**HIST 301 - CULTURAL GEOGRAPHY**

*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.

Credit: 3

**HIST 321 - WARFARE: ANCIENT AND MODERN**

*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.

Credit: 3

**HIST 327 - AFRICA**

*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.

Credit: 3

**HIST 329 - LATIN AMERICA**

*Prerequisite: None*

A survey of Latin America from the days of discovery and colonization to the 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.

Credit: 3

**HIST 341 - MODERN MIDDLE EAST**

*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 341/POLSC 341 credit.

Credit: 3

**HIST 343 - MODERN EAST ASIA**

*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 contact with the West.

Credit: 3

**HIST 351 - COLONIAL AMERICA**

*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.

Credit: 3

**HIST 352 - THE AMERICAN FOUNDING**

*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.

Credit: 3

**HIST 353 - THE EARLY REPUBLIC: US 1791-1820**

*Prerequisite: None*

In this course we will examine the political, diplomatic, intellectual, and social history of the United States from 1791 to 1820.

Credit: 3

**HIST 354 - NATIONHOOD AND SECTIONAL CONFLICT: US 1820-1854**

*Prerequisite: None*

This course will cover the main events, personalities, developments, and ideas in the United States between 1820 and 1854.

Credit: 3

**HIST 355 - CIVIL WAR AND RECONSTRUCTION**

*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.

Credit: 3

**HIST 356 - AGE OF ENTERPRISE AND PROGRESSIVISM**

*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.

Credit: 3

**HIST 357 - AMERICA IN THE AGE OF WORLD WARS**

*Prerequisite: None*

A study of the American experience from 1920 to 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.

Credit: 3

**HIST 358 - POSTWAR AMERICA: 1945-1973**

*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.

Credit: 3

**HIST 359 - CONTEMPORARY AMERICA: 1974 TO PRESENT**

*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.

Credit: 3

**HIST 360 - ECONOMIC HISTORY OF THE UNITED STATES**

*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.

Credit: 3

**HIST 364 - WORLD WAR II**

*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 1930s until 1945. Further, it will consider the significance of the war for the history of Europe, Asia, and the United States.

Credit: 3

**HIST 370 - TOPICS IN AMERICAN HISTORY**

*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 taken multiple times if the topic is different.

Credit: 1-3

**HIST 375 - LINCOLN**

*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.

Credit: 3

**HIST 380 - TOPICS IN HISTORY**

*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 may be taken multiple times if the topics are different.

Credit: 1-3

**HIST 381 - CHURCHILL**

*Prerequisite: See POLSC 381 for course description.*

Credit: 3

**HIST 465 - THE STUDY OF HISTORY SEMINAR**

*Prerequisite: Junior or Senior History Major or Permission*

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.

Credit: 3

**HIST 493 - INTERNSHIP IN HISTORY**

*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.

Credit: 3-12

**HIST 497 - THESIS SEMINAR**

*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 497/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.*

Credit: 3

**HIST 501 - THE AMERICAN REVOLUTION**

*Prerequisite:*

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

Credit: 2

**HIST 502 - THE AMERICAN FOUNDING**

*Prerequisite:*

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

Credit: 2-3

**HIST 503 - SECTIONALISM AND CIVIL WAR**

*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.

Credit: 2-3

**HIST 505 - THE PROGRESSIVE ERA**

*Prerequisite:*

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

Credit: 2-3

**HIST 506 - RISE OF MODERN AMERICA 1914-1945**

*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.

Credit: 2-3

**HIST 507 - LINCOLN**

*Prerequisite:*

This course provides an in-depth study of Abraham Lincoln's political thought and action. Students will study Lincoln's most important speeches, as well as study various aspects of his political leadership, including his role as the leader of the Republican party and as commander in chief. The course will also provide opportunities for students to analyze Lincoln's rhetoric and political argumentation.

Credit: 2-3

**HIST 510 - GREAT AMERICAN TEXTS**

*Prerequisite:*

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

Credit: 2

**HIST 601 - SOURCES OF THE AMERICAN REGIME**

*Prerequisite:*

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

Credit: 2

**HIST 602 - EUROPEAN DISCOVERY AND SETTLEMENT**

*Prerequisite:*

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

Credit: 2

**HIST 603 - COLONIAL AMERICA**

*Prerequisite:*

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

Credit: 2-3

**HIST 604 - THE EARLY REPUBLIC**

*Prerequisite:*

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

Credit: 2-3

**HIST 605 - THE AGE OF ENTERPRISE**

*Prerequisite:*

In the last decades of the 19th century, the United States took decisive steps away from its rural, agrarian past toward its industrial future, assuming its place among world powers. This course examines that movement, covering such topics as business-labor relations, political corruption, immigration, imperialism, the New South, and segregation and racism.

Credit: 2-3

**HIST 607 - AMERICA DURING THE COLD WAR**

*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.

Credit: 2

**HIST 608 - CIVIL WAR AND RECONSTRUCTION**

*Prerequisite:*

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

Credit: 2-3

**HIST 609 - WORLD WAR II**

*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.

Credit: 2-3

**HIST 610 - AMERICAN FOREIGN POLICY**

*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.

Credit: 2-3

**HIST 611 - THE AMERICAN WAY OF WAR**

*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.

Credit: 2

**HIST 613 - POSTWAR AMERICA, 1945 TO 1973**

*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.

Credit: 2-3

**HIST 614 - CONTEMPORARY AMERICA, 1974 TO PRESENT**

*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.

Credit: 2

**HIST 620 - THE REFORM TRADITION IN AMERICA**

*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.

Credit: 2

**HIST 621 - RACE AND EQUALITY IN AMERICA**

*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.

Credit: 2

**HIST 622 - RELIGION IN AMERICAN HISTORY AND POLITICS**

*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.

Credit: 2-3

**HIST 623 - WOMEN IN AMERICAN HISTORY AND POLITICS**

*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 United States history and politics.

Credit: 2-3

**HIST 624 - AMERICAN CULTURE AND SOCIETY**

*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.

Credit: 2

**HIST 630 - AMERICAN STATESMEN**

*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.

Credit: 2

**HIST 631 - AMERICAN POLITICAL RHETORIC**

*Prerequisite:*

This course examines the principles and practice of American political rhetoric through the careful reading of the speeches of its leading statesmen.

Credit: 2

**HIST 632 - THE AMERICAN PRESIDENCY I, WASHINGTON TO LINCOLN**

*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.

Credit: 2-3

**HIST 633 - THE AMERICAN PRESIDENCY II, JOHNSON TO THE PRESENT**

*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.

Credit: 2-3

**HIST 640 - SPECIAL TOPICS**

*Prerequisite:*

Individual or group studies of coursework in history. Graduate standing, permission of the professor of record and the approval of the director of graduate studies in education.

Credit: 1

**HIST 641 - THE SUPREME COURT**

*Prerequisite:*

The course is an intensive study of the highest court in the federal judiciary, focusing on the place of the Supreme Court in the American constitutional order. Areas of study may include the relationship between the Court and the other branches of the federal government as well as the states; the Court's power of judicial review; and judicial politics and statesmanship. We will examine these kinds of issues by investigating how the Court has interpreted the Constitution in some of its most historic decisions.

Credit: 2

**HIST 642 - POLITICAL PARTIES**

*Prerequisite:*

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

Credit: 2-3

**HIST 643 - CONSTITUTIONAL RIGHTS AND POWERS**

*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.

Credit: 2-3

**HIST 644 - THE CONGRESS**

*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.

Credit: 2-3

**HIST 660 - TOPICS IN AMERICAN HISTORY AND GOVERNMENT**

*Prerequisite:*

Topics courses allow faculty to meet the needs of small groups of students by offering a course specifically designed to examine an important contemporary or historical topic in significant depth and detail. Course may be repeated with permission of the program Chair.

Credit: 2-3

**HIST 670 - DIRECTED STUDY**

*Prerequisite: Permission of Chair*

Students wishing to develop expertise requiring study beyond what is offered in other courses may arrange with a professor to work individually on a topic.

Credit: 2

**HIST 680 - SEMINAR IN HISTORY, GOVERNMENT, AND CIVICS**

*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.

Credit: 1-4

**HIST 691 - THESIS**

*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.

Credit: 4

**HIST 692 - CAPSTONE PROJECT**

*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.

Credit: 4

**HIST 693 - QUALIFYING EXAMINATION**

*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.

Credit: 0

**HIST 6XX - EFFECTIVE WRITING FOR MAHG AND MASTAHG**

*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.

Credit: 0

# HON Honors Program

**HONORS PROGRAM (HON)**

**HON 101 - FIRST YEAR HONORS SEMINAR**

*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.

Credit: 1

**HON 201 - HONORS COMMUNITY ENGAGEMENT PROJECT**

*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.

Credit: 0

**HON 310 - HONORS CAPSTONE PREPARATION**

*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.

Credit: 1

**HON 390 - HONORS INTERDISCIPLINARY SEMINAR**

*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.

Credit: 3

# HS Health Sciences

**HEALTH SCIENCES (HS)**

**HS 104 - FITNESS WALKING**

*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.

Credit: 1

**HS 116 - CONSUMER HEALTH**

*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.

Credit: 3

**HS 117 - SELF DEFENSE/MARTIAL ARTS**

*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.

Credit: 1

**HS 138 - PHYSICAL FITNESS**

*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.

Credit: 1

**HS 153 - WEIGHT TRAINING**

*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.

Credit: 1

**HS 166 - CPR/AED FOR THE PROFESSIONAL RESCUER**

*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.

Credit: 1

**HS 180 - LIFETIME WELLNESS**

*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.

Credit: 3

**HS 201 - IMPACT OF CHRONIC ILLNESS**

*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.

Credit: 3

**HS 202 - GLOBAL CHALLENGES IN PUBLIC HEALTH**

*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.

Credit: 3

**HS 221 - FOOD AND CULTURE**

*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.

Credit: 3

**HS 320 - EDUCATIONAL STRATEGIES FOR HEALTHCARE PROVIDERS**

*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.

Credit: 2-4

**HS 322 - PHYSICAL AGING**

*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.)

Credit: 3

**HS 360 - RESEARCH IN HEALTH SCIENCES**

*Prerequisite: MATH 108; 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.

Credit: 3

**HS 380 - NAVAJO RESERVATION CULTURAL IMMERSION**

*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 Tséhootsooí Medical Center and the surrounding community. Meets CCI credit when completing the course with the study away component and the corresponding CCI narrative.

Credit: 3

**HS 425 - TRENDS & ISSUES IN GLOBAL HEALTH**

*Prerequisite: PUBH 330, 345, 355, HS360 and HS320 for HS Students.*

See NUR 425 for course description.

Credit: 3

# HSEC Emergency Management & Homeland Security

**EMERGENCY MANAGEMENT & HOMELAND SECURITY (HSEC)**

**HSEC 180 - INTRODUCTION TO EMERGENCY MANAGEMENT AND HOMELAND SECURITY**

*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.

Credit: 3

**HSEC 200 - POLICING IN AN ERA OF HOMELAND SECURITY**

*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.

Credit: 3

**HSEC 210 - BORDER AND TRANSPORTATION SECURITY**

*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.

Credit: 3

**HSEC 220 - INFRASTRUCTURE AND ENVIRONMENTAL SECURITY**

*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.

Credit: 3

**HSEC 250 - COMMAND AND CONTROL SYSTEMS**

*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).

Credit: 3

**HSEC 332 - TERRORISM**

*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.

Credit: 3

**HSEC 355 -EMERGENCY MANAGEMENT AND HOMELAND SECURITY PLANNING**

*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.

Credit: 3

**HSEC 403 - FIELD EXPERIENCES IN EMERGENCY MANAGEMENT AND HOMELAND SECURITY**

*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.

Credit: 3

**HSEC 410 - INTELLIGENCE OPERATIONS**

*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.

Credit: 3

**HSEC 432 - EMERGENCY MANAGEMENT**

*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.

Credit: 3

# HSM Hospitality Management

**HOSPITALITY MANAGEMENT (HSM)**

**HSM 135 - INTRODUCTION TO THE HOSPITALITY INDUSTRY**

*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.

Credit: 3

**HSM 234 - HOTEL OPERATIONS**

*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.

Credit: 3

**HSM 235 - HOSPITALITY COST CONTROL**

*Prerequisite: MATH 108*

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.

Credit: 3

**HSM 250 - FOOD & BEVERAGE OPERATIONS MANAGEMENT**

*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.

Credit: 3

**HSM 334 - MANAGEMENT OF INSTITUTIONAL EMPLOYEES**

*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.

Credit: 3

**HSM 335 - ENVIRONMENTAL MANAGEMENT**

*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.

Credit: 3

**HSM 336 - FOOD PREPARATION I**

*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.

Credit: 3

**HSM 337 - FOOD PREPARATION II**

*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.

Credit: 3

**HSM 410 - GAMING & CASINO MANAGEMENT**

*Prerequisite: HSM 135, MATH 108*

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.

Credit: 3

**HSM 430 - BEVERAGE MANAGEMENT**

*Prerequisite: Senior Status*

This course looks at principles and practices regarding the production, selection, purchasing, storage, and service of beverages in the hospitality industry.

Credit: 3

**HSM 433 - HOSPITALITY MARKETING**

*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.

Credit: 3

**HSM 434 - STRATEGIES IN THE HOSPITALITY INDUSTRY**

*Prerequisite: MGT 401, HSM 234 or HSM 250*

A presentation of the many responsibilities which the law imposes upon institutional management and ownership.

Credit: 3

**HSM 435 - QUANTITY FOOD PRODUCTION**

*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.

Credit: 3

**HSM 437 - EVENT PLANNING**

*Prerequisite: SMG 161*

This course prepares the student with the management techniques and strategies required for planning, promoting, implementing and evaluation of special events.

Credit: 3

**HSM 480 - HOSPITALITY SPECIAL TOPICS**

*Prerequisite: HSM Major*

A course devoted to various topics related to issues in hospitality repeated once for different topics with approval of the chair.

Credit: 3

# IE Industrial and Systems Engineering

**INDUSTRIAL AND SYSTEMS ENGINEERING (IE)**

**IE 201 ENGINEERING MANAGEMENT**

*Prerequisite: None*

This course focuses on management theory which may be applied to engineering and technical organizations. Specific topics include: management process and management functions (planning, organizing, leading, and controlling); project management; managing technical people; engineering ethics, globalization, engineering career management, and/or other contemporary management concepts.

Credit: 3

**IE 202 ENGINEERING ECONOMIC ANALYSIS**

*Prerequisite: MATH 205, ECON 232*

This course considers the broad question of how to make good decisions in an engineering context. Money is used as a representation for any set of resources that may come into play in engineering a system. The course will consider engineering decision making from an economic point of view, learn a number of terms and common formulae, and practice several types of calculations used in engineering economic analysis.

Credit: 3

**IE 203 PRINCIPLES OF ENGINEERING**

*Prerequisite: None*

This course will provide an introduction to industrial engineering, design, and entrepreneurship. In addition, teamwork and professional integrity, both important aspects of engineering will be addressed. This is a team-based, hands-on course, in which most of our class time will be spent working in teams to solve problems and participate in discussions, using what we learn in the course.

Credit:3

**IE 205 INTRODUCTION TO INFORMATION SYSTEMS ENGINEERING**

*Prerequisite: None*

This course is intended to provide a broad introductory understanding of information systems for Industrial Engineering students. The objectives of this course are for students to learn how to apply, analyze, and manage enterprise information systems to support fundamental business processes and operations, enhance business decision making, and enable critical strategies for a company to gain competitive advantages in the highly competitive business environment.

Credit: 3

**IE 303 PRODUCTIVITY ANALYSIS**

*Prerequisite: IE 205, MATH 317*

This course introduces students to industrial engineering concepts and thought process mapping, operations analysis, and design, 6s, lean systems, root cause analysis, methods engineering, standards development, predetermined time systems, computerized work measurement, motivation and incentives.

Credit: 3

**IE 304 FACILITY LAYOUT AND MATERIAL HANDLING**

*Prerequisite: MATH 317, MFG 201*

This course introduces students to facility layout and location topics, including activity relationships, space and personnel requirements, layout and location methodologies. The course will also cover, material handling methods and equipment including conveyors, lift trucks, carousels, automated guided vehicles, and automated storage and retrieval systems.

Credit: 3

**IE 305 HUMAN FACTORS ENGINEERING**

*Prerequisite: IE 201, MATH 317*

This course applies Industrial Engineering techniques in the study of human abilities, characteristics, behavior, and motivation in the design, development and operation of components and systems designed for human use.

Credit: 3

**IE 401 STATISTICAL TESTING AND REGRESSION**

*Prerequisite: IE 202, MATH 317*

This course applies hypotheses testing, multiple regression, empirical model building, analysis of variance and design of experiments, goodness-of-fit tests, contingency tables, and statistical quality control to problems encountered by Industrial Engineers.

Credit: 3

**IE 402 DESIGN OF EXPERIMENTS AND QUALITY ASSURANCE**

*Prerequisite: IE 303, 401*

This course will discuss the statistical methods useful in quality control and improvement and their future development. The theory and methods of quality monitoring and including process capability, control charts, acceptance sampling, quality engineering, and quality design.

Credit: 3

**IE 403 STATICS AND DYNAMICS**

*Prerequisite: IE 304*

This course provides students with an overview of supply chain management with an emphasis on operations and strong quantitative orientation. The course will also focus in supply chain strategies, sourcing decisions, demand forecasting, aggregate planning, managing supply and demand. Students will analyze production and inventory control systems, including MRP and JIT.

Credit: 3

**IE 405 STOCHASTIC METHODS**

*Prerequisite: IE 401*

This course will cover Stochastic decision modeling techniques, including discrete-time, Markov chains, continuous time Markov chains, and queuing theory.

Credit: 3

**IE 406 SIMULATION MODELING**

*Prerequisite: IE 401*

This course will challenge students to utilize industrial engineering tools including, random number generation, distribution functions, random variates, and game of chance. Students will also learn applications of discrete event simulation methods of queuing, inventory control, and production planning.

Credit: 3

**IE 407 SENIOR PROJECT**

*Prerequisite: Senior Status*

This course prepares students to use analytical investigation techniques for total project problems in technical organizations. Students will solve a client problem by utilizing industrial engineering capabilities acquired by students during the program of study. Provides students with project team experience, report writing and seminar presentation of team results.

Credit: 3

# IDS Interdisciplinary Studies

**INTERDISCIPLINARY STUDIES (IDS)**

**IDS 110 - PHILOSOPHY OF HUMAN NATURE**

*Prerequisite: See PHIL 110 for course information*

Credit: 3

**IDS 215 - ETHICS**

*Prerequisite: See PHIL 215 for course information*

Credit: 3

**IDS 220 - PRACTICAL THINKING**

*Prerequisite: See PHIL 220 for course information*

Credit: 3

**IDS 280 - APPLIED ETHICS**

*Prerequisite: See PHIL 280 for course information*

Credit: 1-3

**IDS 320 - SYMBOLIC LOGIC**

*Prerequisite: IDS/PHIL 220 recommended, see PHIL 320 for course information*

Credit: 3

**IDS 490 - INTERDISCIPLINARY STUDIES CAPSTONE**

*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.

Credit: 1

# JDM Journalism/Digital Media

**JOURNALISM AND DIGITAL MEDIA (JDM)**

**JDM 103 - INTRODUCTION TO JOURNALISM AND MASS COMMUNICATION**

*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.

Credit: 3

**JDM 133 - VIDEO AESTHETICS I**

*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.

Credit: 3

**JDM 203 - WRITING FOR THE MEDIA**

*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.

Credit: 3

**JDM 211 - PROFESSIONAL PRACTICE: NEWS PRODUCTION**

*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.

Credit: 1

**JDM 212 - PROFESSIONAL PRACTICE: RADIO PRODUCTION**

*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.

Credit: 1

**JDM 213 - PROFESSIONAL PRACTICE: TELEVISION PRODUCTION**

*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.

Credit: 1

**JDM 214 - PROFESSIONAL PRACTICE: SPECIAL TOPICS**

*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.

Credit: 1

**JDM 224 - SPECIAL TOPICS IN DIGITAL MEDIA**

*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.

Credit: 3

**JDM 232 - VIDEO AESTHETICS II**

*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.

Credit: 3

**JDM 234 - STUDIO PRODUCTION**

*Prerequisite: JDM 133*

Course covers the practices, procedures, and techniques associated with the production of studio television programs.

Credit: 3

**JDM 237 - BASIC AUDIO PRODUCTION**

*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.

Credit: 3

**JDM 243 - SPORTS BROADCASTING & PRODUCTION**

*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.

Credit: 3

**JDM 245 - FUNDAMENTALS OF RESEARCH AND REPORTING**

*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.

Credit: 3

**JDM 246 - MULTIMEDIA REPORTING**

*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.

Credit: 3

**JDM 303 - MEDIA LAW AND ETHICS**

*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.

Credit: 3

**JDM 307 - ADVANCED REPORTING AND EDITING**

*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.

Credit: 3

**JDM 311 - SCRIPT WRITING AND DIRECTING**

*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.

Credit: 3

**JDM 320 - FEATURE WRITING**

*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.

Credit: 3

**JDM 330 - ORGANIZATION AND CORPORTATE VIDEO**

*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.

Credit: 3

**JDM 331 - DIGITAL MEDIA MANAGEMENT**

*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.

Credit: 3

**JDM 332 - RADIO PRODUCTION AND PROGRAMMING**

*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.

Credit: 3

**JDM 333 - DIGITAL MEDIA TECHNOLOGIES**

*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.

Credit: 3

**JDM 335 - BROADCAST ANNOUNCING**

*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.

Credit: 3

**JDM 336 - BROADCAST REPORTING AND WRITING**

*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.

Credit: 3

**JDM 337 - ADVANCED AUDIO PRODUCTION**

*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.

Credit: 3

**JDM 342 - SPORTS JOURNALISM**

*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.

Credit: 3

**JDM 403 - MASS MEDIA EFFECTS**

*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.

Credit: 3

**JDM 405 - THE GLOBAL IMPACT OF SOCIAL MEDIA**

*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.

Credit: 3

**JDM 407 - NARRATIVE JOURNALISM**

*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.

Credit: 3

**JDM 412 - ADVANCED POST PRODUCTION AND EDITING**

*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.

Credit: 3

**JDM 436 - INTERNSHIP IN DIGITAL MEDIA**

*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.

Credit: 3

**JDM 437 - MULTIPLATFORM AUDIO PRODUCTION**

*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.

Credit: 3

# LTN Latin

**LATIN (LTN)**

**LTN 110 - ELEMENTARY LATIN I**

*Prerequisite: None*

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

Credit: 3

**LTN 210 - ELEMENTARY LATIN II**

*Prerequisite: LTN 110*

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

Credit: 3

**LTN 310 - INTERMEDIATE LATIN I**

*Prerequisite: LTN 210*

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

Credit: 3

# MATH Mathematics

**MATHEMATICS (MATH)**

**MATH 100 - DEVELOPMENTAL MATHEMATICS**

*Prerequisite: None*

Developmental Mathematics is designed to prepare students for courses which have basic algebra and geometry prerequisites. The course reviews arithmetic, basic algebraic operations, and basic geometry and provides the mathematical experience necessary for success in courses such as Math 110, Math 108 and Math 217. The course does not satisfy any mathematics or science requirement for graduation and is not open to students who have received a grade of C or higher in any other mathematics course at Ashland University. The course is graded S/U and, if a student earns a U, they must repeat the course.

Credit: 3

**MATH 107 - ALGEBRA CO-REQUISITE FOR INTRODUCTORY STATISTICS**

*Prerequisite: None, Must be taken concurrently with MATH 108*

The purpose of Algebra Co-Requisite for Introductory Statistics is to improve students' basic arithmetic and algebra skills as they are needed while the student is enrolled in Math 108: Introductory Statistics. The course does not satisfy any mathematics or science requirement for graduation. Students who wish to take Math 108 without having otherwise met the prerequisites must register for this course concurrently. A student who drops or withdraws from Math 107 will also be required to drop or withdraw from Math 108. Students who have otherwise met the prerequisites for Math 108 may not register for this course. The course is graded S/U.

Credit: 1

**MATH 108 - INTRODUCTORY STATISTICS**

*Prerequisite: MATH 100, math ACT score of 18, math SAT score of 480 , Accuplacer Next-Generation Quantitative Reasoning, Algebra and Statistics score of 263, or MATH 107 may be taken concurrently.*

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.

Credit: 3

**MATH 110 - FINITE MATHEMATICS**

*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.

Credit: 3

**MATH 111 - PRECALCULUS**

*Prerequisite: Two years of high school algebra*

A study of functions, functional notation, trigonometric functions, logarithmic and exponential functions. Preparation for calculus.

Credit: 3

**MATH 150 - READING EUCLID**

*Prerequisite: High school geometry*

In this course students will read and understand a significant portion of Euclid's *Elements* with an eye to understanding the process of deducing results from a set of axioms through rigorous proof. They will also explore compass and straightedge constructions. The study of Euclid's geometry and algebra will be placed in its historical context as well as considering its legacy. Meets Core Math/Logic requirement.

Credit: 3

**MATH 201 - APPLIED CALCULUS I**

*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.

Credit: 3

**MATH 202 - APPLIED CALCULUS II**

*Prerequisite: MATH 201*

A continuation of Math 201. Techniques of integration and multivariate calculus with applications to natural, social and management sciences are studied.

Credit: 3

**MATH 205 - CALCULUS I**

*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.

Credit: 5

**MATH 206 - CALCULUS II**

*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.

Credit: 5

**MATH 217 - THEORY OF ARITHMETIC AND GEOMETRY**

*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.

Credit: 3

**MATH 218 - GEOMETRY FOR MIDDLE GRADES TEACHERS**

*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.

Credit: 3

**MATH 223 - DISCRETE MATHEMATICS I**

*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.

Credit: 3

**MATH 224 - DISCRETE MATHEMATICS II**

*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.

Credit: 3

**MATH 230 - MATHEMATICAL MODELING**

*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.

Credit: 3

**MATH 250 - MATHEMATICAL PROOF**

*Prerequisite: MATH 223*

An introduction to the elements of mathematical proofs. Various forms and techniques of writing mathematical proofs are covered.

Credit: 1

**MATH 305 - CALCULUS III**

*Prerequisite: MATH 206*

A study of infinite series, power series, solid analytical geometry, and multivariate calculus.

Credit: 4

**MATH 307 - LINEAR ALGEBRA**

*Prerequisite: MATH 202, MATH 206 or MATH 224*

A study of vector spaces, linear transformations, determinants, and matrices.

Credit: 3

**MATH 308 - OPERATIONS RESEARCH**

*Prerequisite: MATH 224, MATH 230, MATH 305, or MATH 307*

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.

Credit: 3

**MATH 309 - HISTORY OF MATHEMATICS**

*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.

Credit: 3

**MATH 311 - MODERN GEOMETRY**

*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.

Credit: 3

**MATH 313 - DIFFERENTIAL EQUATIONS**

*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.

Credit: 3

**MATH 317 - PROBABILITY**

*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.

Credit: 3

**MATH 318 - MATHEMATICAL STATISTICS**

*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.

Credit: 3

**MATH 319 - NUMBER THEORY**

*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.

Credit: 3

**MATH 320 - FINANCIAL MATHEMATICS**

*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.

Credit: 3

**MATH 341 - APPLIED REGRESSION ANALYSIS**

*Prerequisite: MATH 108 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.

Credit: 3

**MATH 415 - ABSTRACT ALGEBRA**

*Prerequisite: MATH 223, MATH 250, and MATH 307*

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

Credit: 3

**MATH 417 - REAL ANALYSIS**

*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.

Credit: 3

**MATH 450 - SEMINAR**

*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.

Credit: 1

**MATH 470 - SPECIAL TOPICS IN MATHEMATICS**

*Prerequisite: MATH 305 or MATH 307*

A course devoted to various topics of mathematical interest. May be repeated for credit as topics change.

Credit: 1-3

**MATH 493 - INTERNSHIP**

*Prerequisite: Approved Learning Contract*

Credit will be granted for field experience in mathematics or actuarial science relevant to the student's educational development and career goals. Examples include mathematical modeling, statistical analysis, quantitative analysis and actuarial analysis. An oral presentation and/or written report is required, to be determined in consultation with the faculty internship advisor. Prior approval of a math faculty member is required. Does not count toward science electives. Internships range from 1 to 3 credits. The number of credits that may be earned directly correlates to the number of hours on site (1 credit per 40 hours with a minimum of 1 credit and a maximum of 3 credits).

Credit: 1-3

# MBA Master of Business Administration

**MASTER OF BUSINESS ADMINISTRATION (MBA)**

**MBA 501 - MANAGING ORGANIZATIONAL CHANGE**

*Prerequisite:*

This course explores the theories managers can apply, with or without an external consultant, to drive effective change management in their departments or organizations at the systems level using tactics to plan, enact, and monitor change within limited and broad spheres of influence.

Credit: 3

**MBA 502 - MANAGERIAL ECONOMICS**

*Prerequisite:*

Managerial economics instructs managers on the economic approach to management. This course stresses three areas of management decision making: allocative, controlling behavior, and profit analysis. Central to any organization's functioning is the allocation of resources to competing ends for the purpose of accomplishing a final goal. Managerial economics teaches the logic of this process using the classical optimization vocabulary of resource, constraint, competing ends, accounting prices, economic prices, final goal, and choice. Humans, being a highly social species with a high-level consciousness, want to describe, explain, control, and predict behavior. Any human organization, if it is to be successful, requires behavioral technologies to deal with its own members and outsiders. Managerial economics teaches the rational actor's approach to describing, explaining, controlling, and predicting behavior. Finally, the sine qua non of a capitalistic business is profit. Yet few managers appreciate the constellation of variables that determines it. Managerial economics employs a profit model that allows managers to see the connections among demand, resource prices, technology, quantities of fixed input, a product's price, a firm's capacity utilization rate, and profit. Emphasized throughout this course are reasoning and problem solving skills as opposed to memorization.

Credit: 3

**MBA 503 - OPERATIONS MANAGEMENT**

*Prerequisite:*

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.

Credit: 3

**MBA 504 - BUSINESS STATISTICS**

*Prerequisite: MBA 500H Quantitative and Statistical Methods or undergraduate statistics course*

Included in this course are the topics of descriptive statistics, sampling procedures, hypotheses testing, statistical quality control charting, confidence limits, analysis of variance, chi-square tests, and simple and multiple regression. These concepts are related to business decisions and form the basis for data analysis and model building encountered in other MBA courses.

Credit: 3

**MBA 505 - FINANCIAL MANAGEMENT**

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

Financial planning and control for the financial and the nonfinancial executive, including decisions of investment, growth and expansion strategies, dividend policy, and capital structure. Analysis of principles leading to decisions in management of current assets, fixed assets, debt, equity and capital. Emphasis is on decision making based on quantitative analysis.

Credit: 3

**MBA 506 - BUSINESS AND SOCIETY**

*Prerequisite:*

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

Credit: 3

**MBA 507 - MARKETING MANAGEMENT**

*Prerequisite: MBA 500E Marketing or equivalent*

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

Credit: 3

**MBA 509 - INTERNATIONAL BUSINESS MANAGEMENT**

*Prerequisite:*

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

Credit: 3

**MBA 510 - ORGANIZATIONAL BEHAVIOR**

*Prerequisite: MBA 500A Business Organization or equivalent*

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

Credit: 3

**MBA 511 - MANAGERIAL ACCOUNTING**

*Prerequisite: MBA 500B Accounting or equivalent*

The study and evaluation of accounting information relevant to internal management decisions. Topics include cost behavior concepts, product costing, cost-volume-profit analysis, budgeting, variance analysis, and performance measurement.

Credit: 3

**MBA 513 - MANAGEMENT INFORMATION SYSTEMS**

*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.

Credit: 3

**MBA 514 - SPECIAL TOPICS IN BUSINESS**

*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.

Credit: 3

**MBA 516 - MBA SEMINARS**

*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.

Credit: 1

**MBA 517 - STRATEGIC PLANNING AND POLICY**

*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.

Credit: 3

**MBA 525 - DIGITAL MARKETING**

*Prerequisite: MBA 507*

This course is an examination of the rapidly growing and dynamic space of digital marketing that is often underutilized from a strategic marketing perspective. This course explores the Internet and digital domain in the context of business issues that concern marketers, with an emphasis on understanding digital marketing strategies and current trends.

Credit: 3

**MBA 526 - SOCIAL MEDIA MARKETING**

*Prerequisite: MBA 525*

This course is an examination of social media strategies and it effect on the dynamic business industry. The course merges current theory with practical applications as it investigates the role of social media in strategic planning and execution of both marketing and organizational messaging goals.

Credit: 3

**MBA 527 - MOBILE MARKETING**

*Prerequisite: MBA 525*

This course is an examination of mobile marketing in a changing environment. This course explores mobile strategies and tactics that shape the marketing of products and services using online and offline marketing.

Credit: 3

**MBA 530 - FOUNDATIONS OF PROJECT MANAGEMENT**

*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.

Credit: 3

**MBA 531 - ADAPTIVE/AGILE PRACTICES IN PROJECT MANAGEMENT**

*Prerequisite: MBA 530*

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.

Credit: 3

**MBA 533 - ADVANCED TOPICS: PATHWAY TO A PROJECT MANAGER**

*Prerequisite: MBA 531*

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.

Credit: 3

**MBA 535 - SYSTEMS ANALYSIS AND DESIGN**

*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.

Credit: 3

**MBA 540 - ENTREPRENEURSHIP AND INTRAPRENEURSHIP**

*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.

Credit: 3

**MBA 541 - BUSINESS INFORMATION SYSTEMS FOR THE SMALL BUSINESS**

*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.

Credit: 3

**MBA 542 - BUSINESS TAX PLANNING**

*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.

Credit: 3

**MBA 543 - ENTREPRENEURIAL LAW**

*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.

Credit: 3

**MBA 544 - SMALL BUSINESS MANAGEMENT**

*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.

Credit: 3

**MBA 545 - BUSINESS INTELLIGENCE AND DATA ANALYTICS**

*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.

Credit: 3

**MBA 546 - BUSINESS ANALYTICS I**

*Prerequisite:*

Statistical analysis of data applied to business scenarios. Reviews college-level introductory statistics, and extends to the analysis of categorical data, and linear and logistic regression models. Emphasis is on analyzing data with statistical software, and interpreting, evaluating, and presenting results for a business audience.

Credit: 3

**MBA 547 - BUSINESS ANALYTICS II**

*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.

Credit: 3

**MBA 548 - ANALYTICAL MODELING FOR DECISION MAKING**

*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.

Credit: 3

**MBA 550 - FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT**

*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.

Credit: 3

**MBA 551 - LABOR RELATIONS AND COLLECTIVE BARGAINING**

*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.

Credit: 3

**MBA 552 - TRAINING AND DEVELOPMENT**

*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.

Credit: 3

**MBA 553 - COMPENSATION AND BENEFITS**

*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.

Credit: 3

**MBA 560 - INVESTMENTS**

*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.

Credit: 3

**MBA 561 - EMERGING FINANCIAL MARKETS**

*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.

Credit: 3

**MBA 562 - GLOBAL FINANCE**

*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.

Credit: 3

**MBA 564 - FINANCIAL MARKETS TOUR (CHICAGO OR NEW YORK CITY)**

*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.

Credit: 3

**MBA 567 - MULTINATIONAL MANAGEMENT**

*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.

Credit: 3

**MBA 568 - INTERNATIONAL BUSINESS STUDY TOUR**

*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.

Credit: 3

**MBA 570 - SUPPLY CHAIN MANAGEMENT**

*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.

Credit: 3

**MBA 571 - LOGISTICS AND PROCUREMENT**

*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.

Credit: 3

**MBA 572 - SUPPLY CHAIN STRATEGY**

*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.

Credit: 3

**MBA 575 - THE HEALTH CARE ORGANIZATION**

*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.

Credit: 3

**MBA 576 -SIX SIGMA**

*Prerequisite: None*

This course will present students with the body of knowledge designed to complete a Six Sigma project. It will develop the strategic role of Six Sigma within an organization, the cultural shifts that may occur, and the five phases of a Six Sigma project. The student will create artifacts that coincide with the phases of a Six Sigma project including procedures, plans, data, analyses, and metrics that support the conclusion of the project. Upon successful completion of the course, the student will be provided the opportunity to test for the Green Belt certification.

Credit: 3

**MBA 577 - MANAGING THE HEALTH CARE ORGANIZATION-THE FINANCIAL PERSPECTIVE**

*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.

Credit: 3

**MBA 579 - IMPROVING THE HEALTH CARE ORGANIZATION**

*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.

Credit: 3

**MBA 601 - INDEPENDENT RESEARCH PROJECT**

*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.

Credit: 3

**MBA 602 - INDEPENDENT RESEARCH PROJECT**

*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.

Credit: 3

# MBAF Master of Business Administration Foundations

**MASTER OF BUSINESS ADMINISTRATION FOUNDATIONS (MBAF)**

**MBAF 500A - BUSINESS ORGANIZATION**

*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.

Credit: 3

**MBAF 500B - ACCOUNTING**

*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.

Credit: 3

**MBAF 500C - ECONOMICS**

*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.

Credit: 3

**MBAF 500E - MARKETING**

*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.

Credit: 3

**MBAF 500F - FINANCE**

*Prerequisite:*

This course introduces the student to finance terminology, types of financial instruments, and the role of financial planning in the corporate setting.

Credit: 3

**MBAF 500G - INFORMATION TECHNOLOGY**

*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.

Credit: 3

**MBAF 500H - QUANTITATIVE AND STATISTICAL METHODS**

*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.

Credit: 3

**MBAF 500I - PROFESSIONAL INTERNSHIP**

*Prerequisite:*

The course helps the MBA student meet elective credit for internship within the MBA degree. A minimum of 75 hours worked is required for 1-credit, 150 hours worked is required for 2-credits, 225 hours worked is required for 3-credits. Authorization for employment from U.S.C.I.S. must be obtained through the International Student Services office before beginning any employment off campus. Additionally, the student will need to complete all the appropriate paperwork required by the Internship Coordinator, including the Learning Contract. The student may repeat 500I up to three times for no more than three hours of credit.

Credit: 1-3

# MDS Multidisciplinary Studies

**MULTIDISCIPLINARY STUDIES (MDS)**

**MDS 490 - MULTIDISCIPLINARY CAPSTONE EXPERIENCE**

*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.

Credit: 1

# MFG Manufacturing Management

**MANUFACTURING MANAGEMENT (MFG)**

**MFG 201 - MANUFACTURING PROCESSES**

*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.

Credit: 3

**MFG 202 - APPLIED MECHANICS & HYDRAULICS**

*Prerequisite: MATH 108 or 205*

This course is the study of fluids and air pressure, their properties, behaviors and applications.

Credit: 3

**MFG 306 - OCCUPATIONAL SAFETY & HEALTH**

*Prerequisite: MFG 201*

This course is the study of safety and health care practices used in industry.

Credit: 3

**MFG 310 - ELECTRICAL CIRCUITS & DEVICES**

*Prerequisite: MATH 108 or 205*

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.

Credit: 3

**MFG 405 - FOUNDATIONS OF PROJECT MANAGEMENT**

*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.

Credit: 3

# MGT Management

**MANAGEMENT (MGT)**

**MGT 100 - CONTEMPORARY BUSINESS**

*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.

Credit: 3

**MGT 240 - INTRODUCTION TO MANAGEMENT**

*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.

Credit: 3

**MGT 307 - ORGANIZATIONAL THEORY & DESIGN**

*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.

Credit: 3

**MGT 318 - ORGANIZATIONAL BEHAVIOR**

*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.

Credit: 3

**MGT 319 - OPERATIONS MANAGEMENT**

*Prerequisite: MGT 240 and MATH 108*

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.

Credit: 3

**MGT 323 - BUSINESS COMMUNICATION**

*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.

Credit: 3

**MGT 324 - HUMAN RESOURCE MANAGEMENT**

*Prerequisite: Sophomore Status*

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.

Credit: 3

**MGT 325 - INTERPERSONAL COMMUNICATION FOR BUSINESS**

*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.

Credit: 3

**MGT 340 - MANAGEMENT SCIENCE**

*Prerequisite: MIS 221, MATH 108*

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.

Credit: 3

**MGT 343 - SOCIAL RESPONSIBILITY AND BUSINESS ETHICS**

*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.

Credit: 3

**MGT 401 - BUSINESS LAW I**

*Prerequisite: Junior status*

Introduces the business student to the legal principles involved with contract law, real property, personal property, bailment law and agency law.

Credit: 3

**MGT 402 - BUSINESS LAW II**

*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.

Credit: 3

**MGT 423 - COMPENSATION AND BENEFITS**

*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.

Credit: 3

**MGT 424 - TRAINING & DEVELOPMENT**

*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.

Credit: 3

**MGT 425 - EMPLOYMENT LAW & LABOR RELATIONS***

*Prerequisite: MGT 240*

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.

Credit: 3

**MGT 434 - ADVANCED HUMAN RESOURCE MANAGEMENT**

*Prerequisite: MGT 324*

This course prepares the student with the management techniques and strategies required for talent acquisition, learning and development, compensation and benefits, employee relations, and compliance and risk management.

Credit: 3

**MGT 450 - SPECIAL TOPICS FOR MANAGEMENT**

*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.

Credit: 1-3

**MGT 480 - GLOBAL MANAGMENT**

*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.

Credit: 3

**MGT 489 - SENIOR SEMINAR-BUSINESS CAPSTONE**

*Prerequisite: COBE major and senior status*

Unlike other business courses which have a narrow focus (accounting, finance, marketing, supply chain, HR, MIS), strategic management is a "big picture" course. This course explores these ideas: good strategic management leads to good business performance, basic concepts and tools are critical for strategic analysis, there are proven methods of crafting and executing strategy.

Credit: 3

**MGT 499 - SENIOR ASSESSMENT**

*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.

Credit: 1

# MIS Management Information Systems

**MANAGEMENT INFORMATION SYSTEMS (MIS)**

**MIS 221 - INFORMATION TECHNOLOGY**

*Prerequisite: None*

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

Credit: 3

**MIS 272 - BUSINESS INTELLIGENCE, ANALYTICS, AND DATA VISUALIZATION**

*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.

Credit: 3

**MIS 346 - E-COMMERCE**

*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.

Credit: 3

**MIS 370 - PROGRAMMING FOR BUSINESS I**

*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.

Credit: 3

**MIS 371 - PROGRAMMING FOR BUSINESS II**

*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.

Credit: 3

**MIS 372 - SYSTEMS ANALYSIS AND DESIGN**

*Prerequisite: MIS 221 or CS 121*

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.

Credit: 3

**MIS 452 - SPECIAL TOPICS IN INFORMATION SYSTEMS**

*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.

Credit: 1-3

**MIS 470 - DATABASE MANAGEMENT**

*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.

Credit: 3

**MIS 473 - ADVANCED SYSTEMS DEVELOPMENT**

*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.

Credit: 3

**MIS 475 - NETWORK FUNDAMENTALS AND INFORMATION SECURITY**

*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.

Credit: 3

**MIS 479 - MANAGEMENT OF INFORMATION SYSTEMS**

*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.

Credit: 3

# MKT Marketing

**MARKETING (MKT)**

**MKT 233 - PRINCIPLES OF MARKETING**

*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.

Credit: 3

**MKT 310 - INTERNATIONAL BUSINESS/CULTURE**

*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.

Credit: 3

**MKT 311 - MARKET ANALYSIS AND RESEARCH**

*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.

Credit: 3

**MKT 313 - SALESMANSHIP**

*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.

Credit: 3

**MKT 314 - ADVERTISING PRINCIPLES**

*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.

Credit: 3

**MKT 315 - RETAIL MERCHANDISING**

*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.

Credit: 3

**MKT 317 - INTERNATIONAL MARKETING**

*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.

Credit: 3

**MKT 326 - CONSUMER BEHAVIOR**

*Prerequisite: MKT 233*

See PSYC 306 for course description.

Credit: 3

**MKT 333 - SERVICES MARKETING**

*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.

Credit: 3

**MKT 402 - SOCIAL MEDIA MARKETING**

*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.

Credit: 3

**MKT 403 - DIGITAL MARKETING**

*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.

Credit: 3

**MKT 411 - MARKETING MANAGEMENT**

*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.

Credit: 3

**MKT 451 - SPECIAL TOPICS IN MARKETING**

*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.

Credit: 3

# MUSIC Music

**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**

*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.

Credit: 1

**MUSIC 010B-C - UNIVERSITY BAND-SYMPHONIC**

*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.

Credit: .5-1

**MUSIC 011 - BRASS ENSEMBLE**

*Prerequisite: Audition*

Students will study, practice, and perform brass chamber music. Up to 3 hrs. combined for Core Aesthetics Requirement.

Credit: .5

**MUSIC 012 - WOODWIND ENSEMBLE**

*Prerequisite: Audition*

Students will study, practice, and perform woodwind chamber music. Up to 3 hrs. combined for Core Aesthetics Requirement.

Credit: .5

**MUSIC 013 - PERCUSSION ENSEMBLE**

*Prerequisite: Audition*

Students will study, practice, and perform percussion ensemble music. Up to 3 hrs. combined for Core Aesthetics Requirement.

Credit: .5

**MUSIC 014 - JAZZ ENSEMBLE**

*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.

Credit: 1

**MUSIC 015 - JAZZ COMBO**

*Prerequisite: Audition*

Students will study, practice, and perform jazz music with emphasis on improvisation. Up to 3 hrs. combined for Core Aesthetics Requirement.

Credit: .5

**MUSIC 017 - STRING ENSEMBLE**

*Prerequisite: Audition*

Students will study, practice and perform ensemble music for orchestral string instruments. Core Aesthetics course.

Credit: .5

**MUSIC 020 - WOMEN'S CHORUS**

*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.

Credit: .5

**MUSIC 022 - UNIVERSITY CHOIR**

*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.

Credit: 1

**MUSIC 030 - CHAMBER SINGERS**

*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.

Credit: .5

**MUSIC 031 - OPERA WORKSHOP**

*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.

Credit: .5

**MUSIC 040 - ORCHESTRA**

*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.

Credit: .5

**MUSIC 050 - SPECIAL ENSEMBLE**

*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.

Credit: .5

**MUSIC 051 - ASHLAND AREA COMMUNITY CONCERT BAND**

*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.

Credit: .5

**MUSIC 052 - ASHLAND AREA CHORUS**

*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.

Credit: .5

**MUSIC 102 - RECITAL ATTENDANCE**

*Prerequisite: None*

A course in which music majors document their attendance at music performances both on and off campus.

Credit: 0

**MUSIC 130 - BASIC GUITAR MUSICIANSHIP**

*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.

Credit: 3

**MUSIC 150 - PRINCIPLES OF MUSIC MAKING**

*Prerequisite: None*

An introduction to musical skills and concepts including notation, piano, treble recorder, and singing. Meets Core credit for aesthetics.

Credit: 3

**MUSIC 204 - GENERAL MUSIC METHODS**

*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.

Credit: 3

**MUSIC 209 - BRASS TECHNIQUES**

*Prerequisite: Music major*

Playing skills and pedagogical principles and techniques of common brass instruments.

Credit: 1

**MUSIC 211 - CLASS PIANO I**

*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.

Credit: 1

**MUSIC 212 - CLASS PIANO II**

*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.

Credit: 1

**MUSIC 213 - STRING TECHNIQUES**

*Prerequisite: Music major*

Playing skills and pedagogical principles and techniques of orchestral string instruments.

Credit: 1

**MUSIC 216 - VOCAL DICTION I**

*Prerequisite: MUSIC 120, 140, 240, 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.

Credit: 1

**MUSIC 217 - VOCAL DICTION II**

*Prerequisite: MUSIC 216 and music major*

A continuation of 216, with emphasis on French and German.

Credit: 2

**MUSIC 218 - WOODWIND TECHNIQUES**

*Prerequisite: Music major*

Playing skills and pedagogical principles and techniques of common woodwind instruments.

Credit: 1

**MUSIC 220 - PERCUSSION TECHNIQUES**

*Prerequisite: Music major*

Playing skills and pedagogical principles and techniques of common percussion instruments and accessories.

Credit: 1

**MUSIC 225 - MUSICAL STYLE**

*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.

Credit: 3

**MUSIC 226 - MUSIC IN WORLD CULTURES**

*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.

Credit: 3

**MUSIC 227 - AURAL SKILLS I**

*Prerequisite: Diagnostic exam*

Beginning training in aural skills for musicians, including sight singing, prepared singing, dictation, and aural identification of musical items.

Credit: 1

**MUSIC 228 - AURAL SKILLS II**

*Prerequisite: MUSIC 227*

Continued training in aural skills for musicians, including sight singing, prepared singing, dictation, and aural identification of musical items.

Credit: 1

**MUSIC 237 - FUNDAMENTALS OF CONDUCTING**

*Prerequisite: MUSIC 259 and MUSIC 260*

An introduction to basic baton technique, terminology, score reading, and communication.

Credit: 2

**MUSIC 250 - TOPICS IN MUSIC APPRECIATION**

*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.

Credit: 3

**MUSIC 251 - LOVE SONGS**

*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.

Credit: 3

**MUSIC 252 - MUSIC AND DRAMA ACROSS CULTURES**

*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.

Credit: 3

**MUSIC 253 - LISTENING TO JAZZ**

*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.

Credit: 3

**MUSIC 259 - MUSIC THEORY I**

*Prerequisite: Diagnostic Exam*

Introductory materials in music theory, focusing on music fundamentals.

Credit: 3

**MUSIC 260 - MUSIC THEORY II**

*Prerequisite: MUSIC 259*

A continued study of materials in music theory, including part-writing of diatonic and chromatic music.

Credit: 3

**MUSIC 265 - MUSIC TECHNOLOGY**

*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.

Credit: 3

**MUSIC 290 - MUSIC COMPOSITION**

*Prerequisite: MUSIC 260*

The study of traditional, contemporary compositional techniques through score analysis and the composition of original works.

Credit: 2

**MUSIC 303 - JUNIOR RECITAL**

*Prerequisite: Concurrent with MUSIC 44-*

Performance of the Junior Recital as required for music majors.

Credit: 0

**MUSIC 311 - CLASS PIANO III**

*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.

Credit: 1

**MUSIC 312 - CLASS PIANO IV**

*Prerequisite: MUSIC 311*

**T**his 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.

Credit: 1

**MUSIC 320 - MUSIC HISTORY I**

*Prerequisite: MUSIC 150 or MUSIC 259 or MUSIC 260*

This course explores Western classical music from antiquity through the end of the Baroque era (1750). Students will gain an 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.

Credit: 3

**MUSIC 321 - MUSIC HISTORY II**

*Prerequisite: MUSIC 150 or MUSIC 259 or MUSIC 260*

This course explores Western classical music from the end of the Baroque era to current day practice (1750-now). Students will gain a broad 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.

Credit: 3

**MUSIC 327 - AURAL SKILLS III**

*Prerequisite: MUSIC 228*

Continued training in aural skills for musicians, including sight singing, prepared singing, dictation, and aural identification of musical items.

Credit: 1

**MUSIC 328 - AURAL SKILLS IV**

*Prerequisite: MUSIC 327*

Continued training in aural skills for musicians, including sight singing, prepared singing, dictation, and aural identification of musical items.

Credit: 1

**MUSIC 359 - MUSIC THEORY III**

*Prerequisite: MUSIC 260*

A continued study of materials in music theory, including part-writing of diatonic and chromatic music and analysis of form.

Credit: 3

**MUSIC 360 - MUSIC THEORY IV**

*Prerequisite: MUSIC 359*

A continued study of materials in music theory, including chromaticism, analysis of form, and the analysis of 20th century music.

Credit: 3

**MUSIC 365 - DIGITAL MUSIC APPLICATIONS**

*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.

Credit: 3

**MUSIC 381 - MUSIC HISTORY SEMINAR**

*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.

Credit: 3

**MUSIC 382 - ADVANCED CONDUCTING**

*Prerequisite: MUSIC 237*

Conducting techniques and rehearsal materials designed to prepare choral and instrumental conductors.

Credit: 3

**MUSIC 385 - THE BUSINESS OF MUSIC**

*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.

Credit: 3

**MUSIC 390 - SONGWRITING IN POPULAR MUSIC**

*Prerequisite: MUSIC 260*

A practical and critical approach to the composition of songs, focusing on techniques found in commercial songwriting.

Credit: 2

**MUSIC 393 - MUSIC INTERNSHIP**

*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.

Credit: 3

**MUSIC 395 - CURRICULUM AND METHODS OF TEACHING INSTRUMENTAL MUSIC**

*Prerequisite: MUSIC 259, EDCI 230PK*

To provide the instrumental music education student with a foundation for the teaching and administration of the instrumental music program in elementary schools, secondary schools, pre-band/orchestra programs, and adult community ensembles. Includes methodology for effective teaching of performance based classes and non-performance courses as well as licensure issues.

Credit: 3

**MUSIC 396 - CURRICULUM AND METHODS OF TEACHING CHORAL MUSIC**

*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.

Credit: 3

**MUSIC 403 - SENIOR RECITAL**

*Prerequisite: Concurrent with MUSIC 44- or MUSIC 45-*

Performance of the Senior Recital as required for music majors.

Credit: 0

**MUSIC 466 - ARRANGING FOR POPULAR MUSIC**

*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.

Credit: 3

**MUSIC 479 - SEMINAR IN PEDAGOGY AND LITERATURE**

*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.

Credit: 2

**MUSIC 480 - ARRANGING**

*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.

Credit: 2

**MUSIC 490 - FILM & MULTIMEDIA COMPOSITION**

*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.

Credit: 2

**MUSIC 493 - MUSIC INTERNSHIP**

*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.

Credit: 3

**MUSIC 497 - SENIOR PROJECT**

*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.

Credit: 2

**MUSIC 499 - MUSIC SKILLS EXAMS**

*Prerequisite: Music major*

Exams in keyboard skills and classroom music skills as required by program. Exams are offered at least once per semester.

Credit: 0

**MUSIC 540 - APPLIED MUSIC-SECONDARY INSTRUMENT**

*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.

Credit: 1

**MUSIC 640 - APPLIED MUSIC-PRIMARY INSTRUMENT**

*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.

Credit: 2

## 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.
- 44x level: music major (upper level-jr./sr.) on principal applied, 60 min. lesson
- 34x level: music major (lower level-fr./soph.) on principal applied, 60 min. lesson
- 24x level: music major on secondary instrument, 30 min. lesson
- 14x level: music minors, 30 min. lesson
- 12x 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 |
|---|---|---|---|---|---|
| **CREDITS** | 1 | 1 | 1 | 1 | 2 |
| Voice | 120 | 140 | 240 | 340 | 440 |
| Piano | 121 | 141 | 241 | 341 | 441 |
| Organ | 122a | 142a | 242a | 342a | 442a |
| Harpsichord | 122b | 142b | 242b | 342b | 442b |
| Flute | 123a | 143a | 243a | 343a | 443a |
| Oboe | 124a | 143b | 243b | 343b | 443b |
| Clarinet | 123c | 143c | 243c | 343c | 443c |
| Bassoon | 123d | 143d | 243d | 343d | 443d |
| Saxophone | 123e | 143e | 243e | 343e | 443e |
| Jazz improv. | 123j | 143j | 243j | n/a | n/a |
| Trumpet | 124a | 144a | 244a | 344a | 444a |
| Horn | 124b | 144b | 244b | 344b | 444b |
| Trombone | 124c | 144c | 244c | 344c | 444c |
| Baritone | 124d | 144d | 244d | 344d | 444d |
| Tuba | 124e | 144e | 244e | 344e | 444e |
| Jazz improv. | 124j | 144j | 244j | n/a | n/a |
| Violin | 125a | 145a | 245a | 345a | 445a |
| Viola | 125b | 145b | 245b | 345b | 445b |
| Cello | 125c | 145c | 245c | 345c | 445c |
| Bass | 125d | 145d | 245d | 345d | 445d |
| Guitar | 126 | 146 | 246 | 346 | 446 |
| Percussion | 127 | 147 | 247 | 347 | 447 |

# NUHS Nursing and Health Sciences

**NURSING AND HEALTH SCIENCES (NUHS)**

**NUHS 509 - QUANTITATIVE DATA ANALYSIS**

*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.

Credit: 3

**NUHS 510 - ETHICS AND PROFESSIONAL RESPONSIBILITY**

*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.

Credit: 3

**NUHS 558 - RESEARCH FOUNDATIONS AND METHODS OF HEALTH SCIENCES**

*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.

Credit: 3

**NUHS 598 - INDEPENDENT STUDY**

*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.

Credit: 1-3

**NUHS 747 - INTERNSHIP**

*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.

Credit: 3

**NUHS 778 - PRACTICUM**

*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.

Credit: 3

**NUHS 781 - THESIS**

*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.

Credit: 6

# NUR Nursing

**NURSING (NUR)**

**NUR 105 - NURSING CONCEPTS AND VALUES**

*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.

Credit: 1

**NUR 110 - INTRODUCTION TO PROFESSIONAL NURSING PRACTICE**

*Prerequisite: None*

This course assists learners in the identification of core concepts and values of professional nursing. Learners will be introduced to essential competencies required for nursing practice. Additionally, learners will begin to assess and document their ongoing development and achievement of competencies.

Credit: 1

**NUR 210 - HEALTH ASSESSMENT IN NURSING**

*Prerequisite: BIO 222*

This course assists learners in developing holistic health assessment skills for nursing practice across the life span. Learners will perform and document comprehensive health histories and assessments utilizing effective communication. Learners will incorporate scientific evidence from nursing and other disciplines to promote self-care management. Learners will continue to assess and document their ongoing development and achievement of competencies.

Credit: 4

**NUR 225 - PATHOPHYSIOLOGY/PHARMACOLOGY I**

*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.

Credit: 3

**NUR 226 - PATHOPHYSIOLOGY/PHARMACOLOGY II**

*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.

Credit: 3

**NUR 227 - PATHOPHYSIOLOGY IN NURSING**

*Prerequisite: BIO 223, CHEM 253, NUR 210*

This course assists learners in acquiring foundational pathophysiological understanding of disease processes at the cellular level. The learner will identify risk factors, clinical manifestations, diagnostic testing, laboratory values, and nursing interventions for pathophysiological health alterations across the lifespan. The learner will utilize evidence-based information to identify educational priorities to promote health and prevent illness. Learners will continue to assess and document their ongoing development and achievement of competencies.

Credit: 3

**NUR 228 - PHARMACOLOGY IN NURSING**

*Prerequisite: BIO 240, NUR 227*

This course assists learners in acquiring a foundational understanding of pharmacodynamics, pharmacokinetics, pharmacotherapeutics and pharmacogenetics. The learner will identify safe medication administration practices and indicators of medication effectiveness. The learner will utilize evidence-based information to identify educational priorities to promote health and prevent illness. Learners will continue to assess and document their ongoing development and achievement of competencies.

Credit: 3

**NUR 260 - FOUNDATIONS OF NURSING PRACTICE I**

*Prerequisite: BIO 223, CHEM 253, NUR 110, NUR 210, PSYC 101*

This foundational course builds on the core concepts and values of professional nursing. Learners will demonstrate competencies that support basic human care needs in the laboratory and clinical settings. Learners will continue to assess and document their ongoing development and achievement of competencies.

Credit: 6

**NUR 265 - FOUNDATIONS OF NURSING PRACTICE II**

*Prerequisite: BIO 240, MATH 108, NUR 227, NUR 260*

This foundational course continues to build on the core concepts and values of professional nursing. Competencies that support basic human care are refined. Additional skills are introduced in the laboratory for delivering safe, quality nursing care in the clinical setting. Learners continue to assess and document their ongoing development and achievement of competencies.

Credit: 6

**NUR 301 - HEALTH ASSESSMENT**

*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.

Credit: 3

**NUR 302 - THEORETICAL BASES**

*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.

Credit: 3

**NUR 303 - INDIVIDUAL HEALTH**

*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.

Credit: 3

**NUR 304 - HEALTH FOUNDATIONS I**

*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.

Credit: 3

**NUR 306 - HEALTH FOUNDATIONS II**

*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.

Credit: 5

**NUR 309 - INTERNATIONAL AND TRANSCULTURAL PERSPECTIVES**

*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.

Credit: 3

**NUR 310 - PSYCHIATRIC/MENTAL HEALTH**

*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.

Credit: 4

**NUR 311 - ADULT HEALTH CONCEPTS: REGULATION AND TRANSPORT**

*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.

Credit: 5

**NUR 312 - ADULT HEALTH CONCEPTS: PROTECTION, SENSATION, AND MOBILITY**

*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.

Credit: 5

**NUR 315 - MENTAL HEALTH AND ILLNESS**

*Prerequisite: NUR 228, NUR 265*

This course assists learners to care for diverse populations with mental health alterations. Learners explore theories, concepts and clinical manifestations of mental illness with therapeutic interventions. Additional skills are introduced in the laboratory setting. Simulations are incorporated to enhance safe, quality nursing care in the clinical environment. Learners continue to assess and document their ongoing development and achievement of competencies.

Credit: 4

**NUR 316 - NURSING CARE OF ADULTS I**

*Prerequisite: DIET 320, NUR 228, NUR 265*

This course advances the learner to care for diverse adult patients with acute and chronic health alterations. Additional skills are introduced in the laboratory setting. Simulations are incorporated to enhance safe, quality nursing care in the clinical environment. Learners continue to assess and document their ongoing development and achievement of competencies.

Credit: 6

**NUR 317 - NURSING CARE OF ADULTS II**

*Prerequisite: NUR 316*

This course advances the learner to care for diverse adult patients with acute and chronic health alterations. Additional skills are introduced in the laboratory setting. Simulations are incorporated to enhance safe, quality nursing care in the clinical environment. Learners continue to assess and document their ongoing development and achievement of competencies.

Credit: 6

**NUR 321 - OVERVIEW OF DISASTER RESPONSE NURSING**

*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.

Credit: 3

**NUR 325 - INTRODUCTION TO INFORMATICS IN HEALTHCARE**

*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.

Credit: 3

**NUR 336 - GENETICS IN NURSING AND HEALTH CARE**

*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.

Credit: 3

**NUR 339 - FAMILY-CENTERED NURSING CARE**

*Prerequisite: NUR 228, NUR 265*

This course assists learners to provide optimal care for families. Theories of growth and development are used to provide person-centered care. Additional skills are introduced in the laboratory setting. Simulations are incorporated to enhance safe, quality nursing care in clinical environments. Learners continue to assess and document their ongoing development and achievement of competencies.

Credit: 6

**NUR 362 - NURSING RESEARCH AND EVIDENCE-BASED PRACTICE**

*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.

Credit: 3

**NUR 405 - HEALTH CARE SYSTEMS**

*Prerequisite: MATH 108; 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.

Credit: 3

**NUR 408 - LEGAL, ETHICAL AND POLITICAL PERSPECTIVES**

*Prerequisite: MATH 108; 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.

Credit: 3

**NUR 410 - COMPLEX HEALTH ALTERATIONS**

*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.

Credit: 5

**NUR 414 - COMMUNITY AND PUBLIC HEALTH**

*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.

Credit: 3

**NUR 415 - COMPLEX HEALTH ALTERATIONS**

*Prerequisite: NUR 315, NUR 316, NUR 317, NUR 339*

This course advances the learner to care for diverse patients with complex health alterations. Simulations are incorporated to enhance safe, quality nursing care in the clinical environment. Learners continue to assess and document their ongoing development and achievement of competencies.

Credit: 6

**NUR 420 - COMMUNITY AND GLOBAL HEALTH**

*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.

Credit: 4

**NUR 425 - TRENDS & ISSUES IN GLOBAL HEALTH**

*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.

Credit: 3

**NUR 426 - POPULATION HEALTH**

*Prerequisite: NUR 315, NUR 316, NUR 317, NUR 339*

This course continues the learner's development of concepts of population health utilizing an epidemiological approach. The learner examines the influence of social determinates of health, the environment and systems to promote population-based health and wellness. Theoretical concepts provide the basis for culturally congruent care strategies to enhance communication and health promotion skills. Simulations are incorporated to enhance safe, quality nursing care in the clinical environment. Learners continue to assess and document their ongoing development and achievement of competencies.

Credit: 4

**NUR 428 - LEADERSHIP MANAGEMENT OF HEALTH ORGANIZATIONS**

*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.

Credit: 3

**NUR 429 - COMPETENCIES FOR PROFESSIONAL NURSING PRACTICE**

*Prerequisite: NUR 415, NUR 426*

This course prepares learners for the transition to nursing practice. Learners will relate core concepts, values, and essential competencies to nursing practice. Learners will evaluate development and achievement of competencies.

Credit: 6

**NUR 430 - ADVANCED SIMULATION**

*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.

Credit: 1

**NUR 435 - CAPSTONE PRECEPTORSHIP**

*Prerequisite: NUR 310, NUR 410, NUR 438, NUR 440, NUR 460*

The capstone experience provides students with concentrated precepted clinical opportunities in various health care settings, providing opportunities to refine development of nursing management of clients and groups of clients. Students synthesize knowledge from all previous courses to provide safe holistic care as they transition to the nursing profession. In addition to clinical experience, students will engage in assignments designed to prepare graduates to be successful on the NCLEX-RN.

Credit: 2

**NUR 436 - TRANSITION TO PROFESSIONAL NURSING PRACTICE**

*Prerequisite: NUR 415, NUR 426*

This culminating course provides learners with an immersive precepted clinical experience and comprehensive program review. Learners synthesize knowledge from all previous courses to demonstrate core competencies for professional nursing practice.

Credit: 6

**NUR 438 - MATERNAL NEWBORN HEALTH**

*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.

Credit: 4

**NUR 440 - PEDIATRIC HEALTH**

*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.

Credit: 4

**NUR 448 - BIO-MEDICAL ISSUES FOR CHILDHOOD PROFESSIONALS**

*Prerequisite: See EDEC 448 for course information.*

Credit: 3

**NUR 460 - THEORETICAL FOUNDATIONS IN HEALTH RESEARCH**

*Prerequisite: NUR 311, NUR 312, MATH 108*

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.

Credit: 3

**NUR 530 - NURSE EDUCATOR ROLE**

*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.

Credit: 3

**NUR 531 - NURSING CURRICULUM DEVELOPMENT AND DESIGN**

*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.

Credit: 3

**NUR 532 - FACILITATING THE TEACHING AND LEARNING PROCESS**

*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.

Credit: 3

**NUR 533 - PRINCIPLES AND PRACTICES OF ASSESSMENT AND EVALUATION**

*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.

Credit: 3

**NUR 9110 - DNP ROLE & INTERPROFESSIONALISM**

*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.

Credit: 3

**NUR 9210 - ADVANDCED PATHOPHYSIOLOGY I**

*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.

Credit: 3

**NUR 9211 - ADVANDCED PATHOPHYSIOLOGY II**

*Prerequisite: 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.

Credit: 3

**NUR 9220 - ADVANCED PHARMACOLOGY**

*Prerequisite: NUR 9211*

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.

Credit: 3

**NUR 9221 - ADVANCED PHARMACOLOGY II**

*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.

Credit: 3

**NUR 9230 - ADVANCED HEALTH ASSESSMENT & PROMOTION I**

*Prerequisite: NUR 9221*

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.

Credit: 3

**NUR 9231 - ADVANCED HEALTH ASSESSMENT & PROMOTION II**

*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.

Credit: 3

**NUR 9240 - SCIENTIFIC BASIS FOR ADVANCED NURSING PRACTICE**

*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.

Credit: 3

**NUR 9310 - PRIMARY CARE I**

*Prerequisite: NUR 9231*

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.

Credit: 5

**NUR 9321 - PRIMARY CARE II**

*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.

Credit: 5

**NUR 9322 - PRIMARY CARE IN WOMEN'S HEALTH**

*Prerequisite: NUR 9310*

This seminar and practicum focus 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 apply knowledge learned in the classroom and in onsite laboratory experiences to a clinical setting with an appropriate provider of care for a 60 hour clinical experience.

Credit: 2

**NUR 9323 - PRIMARY CARE OF PEDIATRICS**

*Prerequisite: NUR 9310*

This seminar and practicum focuses on evidence-based approaches to care of children from birth through young adult including well-child care and prevention/management of common pediatric acute illnesses and chronic conditions. Students will apply knowledge learned in the classroom and in onsite laboratory experiences to a clinical setting with an appropriate provider of care for 60 hour clinical experience.

Credit: 3

**NUR 9330 - PRIMARY CARE III**

*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.

Credit: 6

**NUR 9341 - PRIMARY CARE IV**

*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.

Credit: 6

**NUR 9520 - EPIDEMIOLOGY & BIOSTATISTICS**

*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.

Credit: 3

**NUR 9530 - RESEARCH METHODS & EVIDENCE -BASED PRACTICE**

*Prerequisite: NUR 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.

Credit: 3

**NUR 9540 - HEALTHCARE INFORMATICS**

*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.

Credit: 3

**NUR 9550 - HEALTHCARE DELIVERY, QUALITY, AND SAFETY**

*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.

Credit: 3

**NUR 9560 - HEALTH POLICY & ADVOCACY**

*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.

Credit: 3

**NUR 9570 - PRINCIPLES OF PRACTICE MANAGEMENT**

*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.

Credit: 2

**NUR 9575 - THE HEALTH CARE ORGANIZATION**

*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.

Credit: 3

**NUR 9576 - THE HEALTH CARE ORGANIZATION - CLINICAL**

*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.

Credit: 3

**NUR 9577 - MANAGING THE HEALTH CARE ORGANIZATION – THE FINANCIAL PERSPECTIVE**

*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.

Credit: 3

**NUR 9578 - MANAGING THE HEALTH CARE ORGANIZATION – THE FINANCIAL PERSPECTIVE - CLINICAL**

*Prerequisite: NUR 9575*

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.

Credit: 2

**NUR 9579 - IMPROVING THE HEALTH CARE ORGANIZATION**

*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.

Credit: 3

**NUR 9580 - INTERPROFESSIONAL SEMINAR**

*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.

Credit: 2

**NUR 9581 - HEALTHCARE ORGANIZATION: LEADERSHIP, MANAGEMENT, AND COMMUNICATION**

*Prerequisite: NUR 9575, NUR 9576, NUR 9577, NUR 9578, NUR 9579, NUR 9582*

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.

Credit: 5

**NUR 9582 - IMPROVING THE HEALTH CARE ORGANIZATION - CLINICAL**

*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.

Credit: 3

**NUR 9810 - SCHOLARLY PROJECT I**

*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.

Credit: 1-2

**NUR 9820 - SCHOLARLY PROJECT II**

*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.

Credit: 1-2

**NUR 9830 - RESIDENCY I**

*Prerequisite: NUR 9110 previously or concurrent*

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.

Credit: 1-4

**NUR 9831 - MSN-DNP RESIDENCY**

*Prerequisite: NUR 9110 previously or concurrent*

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.

Credit: 1-4

**NUR 9840 - RESIDENCY II**

*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.

Credit: 1-4

# ORGLD Organizational Leadership and Development

**ORGANIZATIONAL LEADERSHIP AND DEVELOPMENT (ORGLD)**

### ORGLD 101 - INTRODUCTION TO LEADERSHIP FOR THE ADULT LEARNER

*Prerequisite: None*

As an introductory course specific to non-traditional undergraduate students who are currently in the workforce and looking to take the next step in their careers, this course focuses on the nature and characteristics of leadership across a range of professions and contexts. Students will use personal work and life experiences as examples to analyze various information on leadership to determine effective practices. The course will include classic and contemporary leadership theories and encourage students to develop their own leadership philosophy based on those theories and their personal work and life experiences.

Credit: 3

### ORGLD 301 - METHODS OF TEACHING ADULTS

*Prerequisite: None*

This course is intended to provide students with the opportunity to discover methods, presentation techniques, and digital resources that may be used to develop and facilitate different types of adult learning experiences. Exploring, discussing, and reflecting on the benefits and limitations of bias-free instructional techniques designed for the adult learner in different modalities will be emphasized. Students will adopt a philosophical position and design and implement effective learning opportunities that reflect adult learning theoretical foundations.

Credit: 3

### ORGLD 305 - MULTICULTURAL PERSPECTIVES ON ADULTHOOD

*Prerequisite: None*

This course is intended to introduce and familiarize students with the concept of multicultural psychology. The course will address issues of human diversity theory and research that are emphasized by the American Psychological Association, including age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and SES. The course will also encompass issues related to identity, oppression, bias, acculturation, and workplace diversity, as well as research methodologies utilized to promote greater understanding.

Credit: 3

### ORGLD 307 - PROGRAM PLANNING FOR ADULT SERVICE AGENCIES

*Prerequisite: ORGLD 305*

This course presents methods for the identification of service-learning needs in the adult population in the students' local community. Program planning strategies will be explored and applied by students to a service-learning project. A focus on service learning will equip students with the skills needed to work with a support agency community adult learning needs.

Credit: 3

### ORGLD 403- ASSESSMENT OF WORKFORCE DEVELOPMENT

*Prerequisite: Junior/Senior Status*

This course focuses on assessment strategies applicable to workforce development programs in various fields and contexts. Non-traditional students will analyze theories, practices, techniques, and tools to determine effective practices. The course will include classic and contemporary theories, and encourage students to develop their own skills and resources using these theories and their own previous work and life experiences.

Credit: 3

### ORGLD 405 - DESIGNING ADULT LEARNING

*Prerequisite: MIS 221*

This course separately investigates the principles of various Instructional Design theories and practices as well as Adult Learning Theory and Behavior. The course then examines how each comes together to create courses, training, and professional development opportunities in the adult learning environment. Instructional Design Theories and Practices and Adult Learning Theory and Behavior are then applied so the non-traditional learner can create a course or training module utilizing understanding, skills, and best practices from each.

Credit: 3

### ORGLD 406 - SYSTEMS THEORY AND HUMAN CAPABILITY

*Prerequisite: Junior/Senior Status*

Learning to see organizations as complex and dynamic systems is fundamental for professionals who aspire to lead those organizations. This course will provide an overview of select theories of systems as these pertain to complex social organizations (cybernetics, organic, cognitive/computational, social resource allocation) and an understanding of the basic building blocks of systems (feedback loops, stock, flow, delays, and dynamics). Applying these theories and building blocks, the learner will analyze case examples of typical problems which emerge in diverse, social organizations and identify pathways for critical examination of these problems to propose solutions within the dominant systems theories using the basic building blocks.

Credit: 3

**ORGLD 412 - ORGANIZATIONAL DEVELOPMENT AND CHANGE**

*Prerequisite: ORGLD 101*

This course provides students with applied experience in the design and delivery of leadership and organization effectiveness interventions. The focus of the course is on designing, implementing, and evaluating an intervention with a real client organization. Students will draw upon prior work and life experiences and course work to develop foundational knowledge on designing and evaluating empirically supported interventions in a new or existing organizational setting.

Credit: 3

**ORGLD 415 - SOCIAL SCIENCE RESEARCH SKILLS FOR ORGANIZATIONAL LEADERS**

*Prerequisite: MATH 108*

This course introduces the methods of scientific research utilized by social, behavioral, and business researchers. Nontraditional students will learn the essential role of research methodology for understanding, objectively processing, and predicting human behavior, social affairs, and business applications. The course explores how research questions and hypotheses are formed and tested and acquaints nontraditional students with the established ethical limitations associated with conducting research. Particular attention will focus on the complexities of correlational research, observational research, experimental research, and secondary data analysis. This course is the research skills course for the Adult Education and Professional Studies department and students will choose an area of focus for this course that aligns with the student's program of study.

Credit: 3

**ORGLD 418 - ETHICAL LEADERSHIP IN WORKPLACE TRAINING**

*Prerequisite: ORGLD 101*

Social and professional organizations and systems for adult participants have emerged in Western Civilization around a shared moral and ethical framework for interpersonal and group relationships. Laws, rules, policies, behavioral norms, standards, and expectations are guided by historic Judeo-Christian principles which normalize and acculturate behavior across many different work settings. This course will explore a diverse variety of philosophical backgrounds for understanding common ethical teaching and practices in multicultural settings.

Credit: 3

**ORGLD 430 - CAPSTONE IN ORGANIZATIONAL LEADERSHIP AND DEVELOPMENT**

*Prerequisite: This capstone course is designed specifically for graduating seniors that have fulfilled a minimum of 42 hours of the program requirements*

The inquiry seminar is a capstone experience. The course is intended to generate critical thought, reflection, and application of organizational leadership. It will require students to develop the practice of personal reflection, especially with regard to beliefs about leadership and the integration of leadership in business and nonprofit organizations. Throughout the semester, students will draw upon their collegiate experience for ways to make meaning of how leadership is defined and how it changes over the course of time. This course will serve as the capstone that will draw upon personal leadership and collegiate context that will help students see how they can make meaningful connections with their overall academic experience and their professional future.

Credit: 3

# PAS Physician Assistant Studies

**PHYSICIAN ASSISTANT STUDIES (PAS)**

**PAS 500 - ANATOMY**

*Prerequisite: Admission into the Physician Assistant Program*

This course provides in-depth instruction to students in order to build a comprehensive knowledge base of human gross anatomy. Emphasis is placed on normal and abnormal variants of anatomical structures; spatial relationships among structures; anatomical changes across the lifespan; and correlation to clinical practice. The course format includes classroom lectures and cadaver laboratory sessions. The knowledge gained in this course will be the foundation for the information presented throughout the duration of the didactic and clinical curriculum.

Credit: 4

**PAS 505 - BASIC SCIENCES I**

*Prerequisite: Admission into the Physician Assistant Program*

This is the first of a three-course series designed to run concurrently and complement the systems-based approach used in Clinical Medicine I and Pharmacology & Therapeutics I. The student will gain knowledge of the physiology and pathophysiology of diseases and conditions common to each organ system. A focus is also placed on clinical microbiology and the underlying genetic and molecular principles of health and disease throughout the human lifespan. This specific course will cover the dermatologic system; hematologic system; eyes, ears, nose and throat; pulmonary system; and endocrine system.

Credit: 3

**PAS 510 - BASIC SCIENCES II**

*Prerequisite: PAS 505 & Successful completion of Year 1 Didactic Fall Semester (see Curriculum Guide)*

This is the second of a three-course series designed to run concurrently and complement the systems-based approach used in Clinical Medicine II and Pharmacology & Therapeutics II. The student will gain knowledge of the physiology and pathophysiology of diseases and conditions common to each organ system. A focus is also placed on clinical microbiology and the underlying genetic and molecular principles of health and disease throughout the human lifespan. This specific course will cover the cardiovascular system; renal system; gastrointestinal system/nutrition; musculoskeletal system; and neurologic system.

Credit: 3

**PAS 515 - BASIC SCIENCES III**

*Prerequisite: PAS 510 & Successful completion of Year 1 Didactic Spring Semester (see Curriculum Guide)*

This is the third of a three-course series designed to run concurrently and complement the systems-based approach used in Clinical Medicine III and Pharmacology & Therapeutics III. The student will gain knowledge of the physiology and pathophysiology of diseases and conditions common to each organ system. A focus is also placed on clinical microbiology and the underlying genetic and molecular principles of health and disease throughout the human lifespan. This specific course will cover the genitourinary system; reproductive system; microbiology; and clinical genetics.

Credit: 3

**PAS 520 - CLINICAL MEDICINE I**

*Prerequisite: Admission into the Physician Assistant Program*

This is the first of a three-course series that provides an intensive study of human disease and disorders across the lifespan in a systems-based approach. This course will provide in-depth instruction on human diseases and conditions, including their etiology, epidemiology, clinical presentation, diagnostic evaluation, differential diagnosis, therapeutic management, prevention, and prognosis. Students will be expected to build upon knowledge obtained from Anatomy, Basic Science I, Pharmacology I, and Clinical Skills I in order to construct a problem-focused evaluation, diagnosis, and patient-centered management plan pertinent to the disease process. The course will address clinical medical care across diverse patient populations (i.e. prenatal, infants, children, adolescents, adults and the elderly) and care settings (i.e. acute, chronic, emergent, preventative, rehabilitative, palliative and end-of-life). This specific course will cover the dermatologic system; hematologic system; eyes, ears, nose and throat; pulmonary system; and endocrine system.

Credit: 6

**PAS 525 - CLINICAL MEDICINE II**

*Prerequisite: PAS 520 & Successful completion of Year 1 Didactic Fall Semester (see Curriculum Guide)*

This is the second of a three-course series that provides an intensive study of human disease and disorders across the lifespan in a systems-based approach. This course will provide in-depth instruction on human diseases and conditions, including their etiology, epidemiology, clinical presentation, diagnostic evaluation, differential diagnosis, therapeutic management, prevention, and prognosis. Students will be expected to continue to integrate knowledge obtained in Anatomy, Basic Science II, Pharmacology II, and Clinical Skills II in order to construct a problem-focused evaluation, diagnosis, and patient-centered management plan pertinent to the disease process. The course will address clinical medical care across diverse patient populations (i.e. prenatal, infants, children, adolescents, adults, and the elderly) and care settings (i.e. acute, chronic, emergent, preventative, rehabilitative, palliative, and end-of-life). This specific course will cover the cardiovascular system, renal system, gastrointestinal system/nutrition, musculoskeletal system, neurologic system, and psychiatry/behavioral science.

Credit: 6

**PAS 530 - CLINICAL MEDICINE III**

*Prerequisite: PAS 525 & Successful completion of Year 1 Didactic Spring Semester (see Curriculum Guide)*

This is the final course of a three-course series that provides an intensive study of human disease and disorders across the lifespan in a systems-based approach. This course will provide in-depth instruction on human diseases and conditions, including their etiology, epidemiology, clinical presentation, diagnostic evaluation, differential diagnosis, therapeutic management, prevention, and prognosis. Students will be expected to synthesize knowledge obtained in Anatomy, Basic Science III, Pharmacology III, and Clinical Skills III in order to construct a problem-focused evaluation, diagnosis, and patient-centered management plan pertinent to the disease process. The course will address clinical medical care across diverse patient populations (i.e. prenatal, infants, children, adolescents, adults, and the elderly) and care settings (i.e. acute, chronic, emergent, preventative, rehabilitative, palliative, and end-of-life). This specific course will cover the genitourinary system, reproductive system, infectious diseases, pediatrics, geriatrics, surgery, and emergency medicine.

Credit: 6

**PAS 535 - PATIENT ASSESSMENT I**

*Prerequisite: Admission into the Physician Assistant Program*

This is the first of a three-course series designed to run concurrently with Clinical Medicine I to develop the clinical and technical skills required to assess patients across the lifespan. The course includes instruction on eliciting a complete medical history, performing a comprehensive physical exam, and presenting physical exam findings through both written and oral formats. A focus is also placed on acquiring the interpersonal skills, sensitivity, and professionalism necessary to communicate with a diverse patient population effectively. Physical exam knowledge and skills will be developed through lectures and laboratory exercises, while simulated case-based scenarios will be used to develop problem-solving and medical decision-making skills. This specific course will cover physical exams associated with the dermatologic system; eyes, ears, nose and throat; pulmonary system; and endocrine system.

Credit: 3

**PAS 540 - PATIENT ASSESSMENT II**

*Prerequisite: PAS 535 & Successful completion of Year 1 Didactic Fall Semester (see Curriculum Guide)*

This is the second of a three-course series designed to run concurrently with Clinical Medicine II to develop the clinical and technical skills required to assess patients across the lifespan. The course includes instruction on eliciting a complete medical history, performing a comprehensive physical exam, and presenting physical exam findings through both written and oral formats. A focus is also placed on enhancing the interpersonal skills, sensitivity, and professionalism necessary to communicate with a diverse patient population effectively. Physical exam knowledge and skills will be developed through lectures and laboratory exercises, while simulated case-based scenarios will be used to develop problem-solving and medical decision-making skills. This specific course will cover physical exams associated with the cardiovascular system, lymphatic system, gastrointestinal system/nutrition, musculoskeletal system, and neurologic system.

Credit: 3

**PAS 545 - PATIENT ASSESSMENT III**

*Prerequisite: PAS 540 & Successful completion of Year 1 Didactic Spring Semester (see Curriculum Guide)*

This is the third of a three-course series designed to develop the clinical and technical skills required to assess patients across the lifespan. The course includes instruction on eliciting a complete medical history, performing a comprehensive physical exam, and presenting physical exam findings through both written and oral formats. A focus is also placed on solidifying the interpersonal skills, sensitivity, and professionalism necessary to communicate with a diverse patient population effectively. Physical exam knowledge and skills will be developed through lectures and laboratory exercises, while simulated case-based scenarios will be used to develop problem-solving and medical decision-making skills. This specific course will cover physical exams associated with the genitourinary system, reproductive system, pediatric practice, and geriatric practice.

Credit: 3

**PAS 550 - CLINICAL SKILLS I**

*Prerequisite: Admission into the Physician Assistant Program*

This is the first of a three-course series designed to integrate the knowledge attained in Anatomy, Clinical Medicine I, and Patient Assessment I in order to evaluate and manage a patient using diagnostic studies and clinical procedures. The course will provide in-depth instruction on the indications, contraindications, and associated risk of various diagnostic tests (i.e. laboratory tests, imaging) and clinical procedures. Students will develop the ability to order and interpret laboratory tests and diagnostic studies, as well as efficiently relay the results to patients and their families in a professional manner. Through laboratory sessions, students will have hands-on instruction and practice in order to gain the clinical and technical skills required to perform various clinical procedures proficiently. A focus is also placed on informed consent, OSHA training, the practice of standard precautions, and sterile technique in order to prepare students for clinical rotations. This specific course will cover the dermatologic system; hematologic system; eyes, ears, nose and throat; pulmonary system; and endocrine system in alignment with Clinical Medicine I.

Credit: 2

**PAS 555 - CLINICAL SKILLS II**

*Prerequisite: PAS 550 & Successful completion of Year 1 Didactic Fall Semester (see Curriculum Guide)*

This is the second of a three-course series designed to integrate the knowledge attained in Anatomy, Clinical Medicine II, and Patient Assessment II in order to evaluate and manage a patient using diagnostic studies and clinical procedures. The course will provide in-depth instruction on the indications, contraindications, and associated risk of various diagnostic tests (i.e. laboratory tests, imaging) and clinical procedures. Students will develop the ability to order and interpret laboratory tests and diagnostic studies, as well as efficiently relay the results to patients and their families in a professional manner. Through laboratory sessions, students will have hands-on instruction and practice in order to gain the clinical and technical skills required to perform various clinical procedures proficiently. Instruction on quality improvement and prevention of medical errors will further prepare students for clinical rotations. This specific course will cover the cardiovascular system (including EKG), renal system, gastrointestinal system/ nutrition, musculoskeletal system, and neurologic system in alignment with Clinical Medicine II.

Credit: 3

**PAS 560 - CLINICAL SKILLS III**

*Prerequisite: PAS 555 & Successful completion of Year 1 Didactic Spring Semester (see Curriculum Guide)*

This is the final course in a three-course series designed to integrate the knowledge attained in Anatomy, Clinical Medicine III, and Patient Assessment III in order to evaluate and manage a patient using diagnostic studies and clinical procedures. The course will provide in-depth instruction on the indications, contraindications, and associated risk of various diagnostic tests (i.e. laboratory tests, imaging) and clinical procedures. Students will develop the ability to order and interpret laboratory tests and diagnostic studies, as well as efficiently relay the results to patients and their families in a professional manner. Through laboratory sessions, students will have hands-on instruction and practice in order to gain the clinical and technical skills required to perform various clinical procedures proficiently. The course also includes Basic Life Support (BLS), Advanced Cardiovascular Life Support (ACLS), and Pediatric Advanced Life Support (PALS), training to prepare students to provide emergent care during clinical rotations and in clinical practice. This specific course will cover the genitourinary system, reproductive system, infectious diseases, pediatrics, geriatrics, surgery, and emergency medicine in alignment with Clinical Medicine III.

Credit: 3

**PAS 565 - PHARMACOLOGY I**

*Prerequisite: Admission into the Physician Assistant Program*

This is the first of a three-course series designed to run concurrently and complement the systems-based approach used in Basic Science I and Clinical Medicine I. This course discusses the concepts of pharmacokinetics and pharmacodynamics in order to develop the fundamental pharmacological knowledge required to treat patients across the lifespan. The course will also examine pharmacotherapeutic agents in extensive detail, including their mechanisms of action, indications, contraindications, adverse effects, toxicities, drug interactions, and cost of treatment. This specific course will cover the major drug classes for prescription and nonprescription medications associated with the dermatologic system; hematologic system; eyes, ears, nose and throat; pulmonary system; and endocrine system.

Credit: 2

**PAS 570 - PHARMACOLOGY & THERAPEUTICS II**

*Prerequisite: PAS 565 & Successful completion of Year 1 Didactic Fall Semester (see Curriculum Guide)*

This is the second of a three-course series designed to run concurrently and complement the systems-based approach used in Basic Science II and Clinical Medicine II. This course continues to discuss the concepts of pharmacokinetics and pharmacodynamics in order to develop the enhanced pharmacological knowledge required to treat patients across the lifespan. The course will also examine pharmacotherapeutic agents in extensive detail, including their mechanisms of action, indications, contraindications, adverse effects, toxicities, drug interactions, and cost of treatment. This specific course will cover the major drug classes for prescription and nonprescription medications associated with the cardiovascular system, renal system, gastrointestinal system/nutrition, musculoskeletal system, neurologic system, and psychiatry/behavioral science.

Credit: 3

**PAS 575 - PHARMACOLOGY & THERAPEUTICS III**

*Prerequisite: PAS 570 & Successful completion of Year 1 Didactic Spring Semester (see Curriculum Guide)*

This is the third of a three-course series designed to run concurrently and complement the systems-based approach used in Basic Science III and Clinical Medicine III. This course further discusses the concepts of pharmacokinetics and pharmacodynamics in order to develop the advanced pharmacological knowledge required to treat patients across the lifespan. This course will also examine pharmacotherapeutic agents in extensive detail, including their mechanisms of action, indications, contraindications, adverse effects, toxicities, drug interactions, and cost of treatment. This specific course will cover the major drug classes for prescription and nonprescription medications associated with the genitourinary system, reproductive system, infectious diseases, pediatrics, geriatrics, surgery, and emergency medicine.

Credit: 3

**PAS 580 - PA PRACTICE & PROFESSIONALISM I**

*Prerequisite: Admission into the Physician Assistant Program*

This is the first of a six-course series that extends throughout the didactic and clinical curriculum to cultivate a practice-ready physician assistant through the exploration of physician assistant practice, policies, and professionalism. In this course, the student will gain knowledge of the PA profession's history; academic and professional conduct; PA professional organizations; and strategies for the education and counseling of patients from diverse backgrounds. Students will also have an introduction to interprofessional teams and their role, which will be applied to case-based experiences in the second and third series of this course.

Credit: 1

**PAS 581 - PA PRACTICE & PROFESSIONALISM II**

*Prerequisite: PAS 580 & Successful completion of Year 1 Didactic Fall Semester (see Curriculum Guide)*

This is the second of a six-course series that extends throughout the didactic and clinical curriculum to cultivate a practice-ready physician assistant through the exploration of physician assistant practices, policies, and professionalism. In this course, the student will develop a fundamental knowledge of medical ethics and its implications on the healthcare professional's decision making. Students will also be introduced to important social topics, including abuse related to children, domestic, and substances; human sexuality; human responses to illness, injury, and stress; and end-of-life care. Interprofessional case-based learning experiences will also be integrated within the course based on AHRQ TeamSTEPPS™.

Credit: 1

**PAS 582 - PA PRACTICE & PROFESSIONALISM III**

*Prerequisite: PAS 581 & Successful completion of Year 1 Didactic Summer Semester (see Curriculum Guide)*

This is the third of a six-course series that extends throughout the didactic and clinical curriculum to cultivate a practice-ready physician assistant through the exploration of physician assistant practices, policies, and professionalism. This course will introduce students to public health topics of disease surveillance, reporting, and intervention. It will provide the foundations of evidence-based medicine and the contribution of theory and research into professional practice. In order to prepare students for the clinical phase of the program, a focus will also be placed on medical billing, coding, and reimbursement, as well as further interprofessional case-based learning experiences.

Credit: 2

**PAS 583 - PA PRACTICE & PROFESSIONALISM IV**

*Prerequisite: PAS 582 & Successful completion of Year 1 Didactic Summer Semester (see Curriculum Guide)*

This is the fourth of a six-course series that extends throughout the didactic and clinical curriculum to cultivate a practice-ready physician assistant through the exploration of physician assistant practices, policies, and professionalism. This course will prepare students for transition into clinical practice through the development of a curriculum vitae, interview preparation, and introduction to the PA licensure and credentialing process. The course also places a focus on the current laws, regulations, and political issues affecting PA professional practice.

Credit: 1

**PAS 584 - PA PRACTICE & PROFESSIONALISM V**

*Prerequisite: PAS 583*

This is the fifth of a six-course series that extends throughout the didactic and clinical curriculum to cultivate a practice-ready physician assistant through the exploration of physician assistant practices, policies, and professionalism. This course further prepares students for transition into clinical practice by providing instruction through the discovery model of learning that focuses on professionalism, resiliency, healing relationships, and community. This experiential course promotes personal commitment to service as life's work through the cultivation of humanism in medicine. This course will be presented through didactic and experiential components.

Credit: 2

**PAS 585 - PA PRACTICE & PROFESSIONALISM VI**

*Prerequisite: PAS 584*

This is the final course in a six-course series that extends throughout the didactic and clinical curriculum to cultivate a practice-ready physician assistant through the exploration of physician assistant practices, policies, and professionalism. In preparation for graduation and clinical practice, the student's medical knowledge and clinical skills will be evaluated through a series of comprehensive assessments. Students are expected to pass a written summative exam, final clinical skills exam, and a comprehensive objective structured clinical examination (OSCE) in order to demonstrate the proficiency of a practice-ready physician assistant.

Credit: 1

---

**PAS 601-609 - CLINICAL ROTATION I-IX**

*Prerequisite: Successful completion of Year 1 Didactic Summer Semester (see Curriculum Guide)*

A-FAMILY MEDICINE

This course will provide students with a 4-week supervised clinical practice experience in the specialty of Family Medicine. The student will gain hands-on experience in the outpatient evaluation of preventative medicine, acute and chronic illness in the care of adolescent, adult, and elderly patients. Students will demonstrate the integration of medical knowledge, interpersonal skills, therapeutic management, professionalism, and program competencies required for practice-ready Physician Assistants.

B-INTERNAL MEDICINE

This course will provide students with a 4-week supervised clinical practice experience in the specialty of Internal Medicine. The student will gain hands-on experience in eliciting a medical history, performing a complete and focused physical exam, generating differential diagnoses ordering and interpreting studies and developing a treatment plan for a variety of medical problems within the inpatient and outpatient evaluation of patients. Students will demonstrate the integration of medical knowledge, interpersonal skills, therapeutic management, professionalism, and program competencies required for practice-ready Physician Assistants.

C-SURGERY

This course will provide students with a 4-week supervised clinical practice experience in the specialty of Surgery. The student will gain hands-on experience in the pre-operative, intra-operative, and post-operative care of surgical patients. Students will demonstrate the integration of medical knowledge, interpersonal skills, therapeutic management, professionalism, and program competencies required for practice-ready Physician Assistants.

D-PEDIATRIC MEDICINE

This course will provide students with a 4-week supervised clinical practice experience in the specialty of Pediatric Medicine. The student will gain hands-on experience in outpatient and/or inpatient management of infants, children, and adolescents to perform well-child exams, problem-focused exams, and assessment of common pediatric illnesses. Students will demonstrate the integration of medical knowledge, interpersonal skills, therapeutic management, professionalism, and program competencies required for practice-ready Physician Assistants.

E-WOMEN'S HEALTH

This course will provide students with a 4-week supervised clinical practice experience in the specialty of Women's Health Medicine. The student will gain hands-on experience in the outpatient evaluation of gynecologic disorders in women as well as obstetric experiences in prenatal care and postpartum care. Students will demonstrate the integration of medical knowledge, interpersonal skills, therapeutic management, professionalism, and program competencies required for practice-ready Physician Assistant.

F-BEHAVIORAL MEDICINE

This course will provide students with a 4-week supervised clinical practice experience in the specialty of Behavioral Medicine. The student will gain hands-on experience in the outpatient, and or inpatient setting in the evaluation of psychiatric and behavioral health disorders. Students will demonstrate the integration of medical knowledge, interpersonal skills, therapeutic management, professionalism, and program competencies required for practice-ready Physician Assistants.

G-EMERGENCY MEDICINE

This course will provide students with a 4-week supervised clinical practice experience in the specialty of Emergency Medicine. The student will gain hands-on experience in the appropriate triage, stabilization, diagnosis, and management of patients with traumatic injuries and acute illness as well as management of less life-threatening presentations across the lifespan. Students will demonstrate the integration of medical knowledge, interpersonal skills, therapeutic management, professionalism, and program competencies required for practice-ready Physician Assistants.

H-ELECTIVE I

This course will provide students with a 4-week supervised clinical practice experience in the specialty of Medicine of their choice. Students choose from a wide range of medical and surgical subspecialties from and already-established specialty rotation or through working with the Programs Director of Clinical Education to develop a specific area of interest in which they will gain hands on experience. Students will demonstrate the integration of medical knowledge, interpersonal skills, therapeutic management, professionalism, and program competencies required for practice-ready Physician Assistants.

I-ELECTIVE II

This course will provide students with a 4-week supervised clinical practice experience in the specialty of Medicine of their choice. Students choose from a wide range of medical and surgical subspecialties from and already-established specialty rotation or through working with the Programs Director of Clinical Education to develop a specific area of interest in which they will gain hands-on experience. Students will demonstrate the integration of medical knowledge, interpersonal skills, therapeutic management, professionalism, and program competencies required for practice-ready Physician Assistants.

Credit: 4

---

**PAS 680 - CAPSTONE EXPERIENCE I**

*Prerequisite: Successful completion of Year 1 Didactic Summer Semester (see Curriculum Guide)*

This is the first of a three-course series designed to guide students through the conception, development, and production of a paper of publishable quality. This course will build upon the basic concepts of evidence-based medicine learned in PA Practice and Professionalism III and help students to obtain the essential skills required to publish peer-reviewed, evidence-based medicine articles. Projects are individualized according to the student's areas of interest, specialty, or expertise and should demonstrate assimilation of knowledge at a master's level. Through direct faculty mentorship, students select a clinically relevant topic, develop efficient strategies to search medical literature, and perform an appraisal of the evidence.

Credit: 1

**PAS 685 - CAPSTONE EXPERIENCE II**

*Prerequisite: PAS 680*

This is the second of a three-course series designed to guide students through the conception, development, and production of a paper of publishable quality. This course will build upon the information from Capstone Experience I and help students to obtain the essential skills required to publish peer-reviewed, evidence-based medicine articles. Projects are individualized according to the student's areas of interest, specialty, or expertise and should demonstrate assimilation of knowledge at a master's level. Through direct faculty mentorship, students will solidify a clinically relevant topic; collect and appraise medical literature; review and select the appropriate audience and journal for the manuscript; and produce information in a concise written format.

Credit: 1

**PAS 690 - CAPSTONE EXPERIENCE III**

*Prerequisite: PAS 685*

This is the final course in a three-course series designed to guide students through the conception, development, and production of a paper of publishable quality. This course will build upon the information from Capstone Experience II and help students to obtain the essential skills required to publish peer-reviewed, evidence-based medicine articles. Projects are individualized according to the student's areas of interest, specialty, or expertise and should demonstrate assimilation of knowledge at a master's level. Through direct faculty mentorship, students will solidify a paper of publishable quality and conduct a concise and effective peer review.

Credit: 1

# PHIL Philosophy

**PHILOSOPHY (PHIL)**

**PHIL 104 - INTRODUCTION TO PHILOSOPHY**

*Prerequisite: None*

This course is designed to introduce students to the discipline of philosophy, particularly as it has been developed in the western tradition from the ancient through contemporary period. Students will consider how the philosophical arguments from various time periods serve as foundational for understanding the value of human achievement and our place in the world. This course satisfies a portion of the AU Core Requirement for the Humanities.

Credit: 3

**PHIL 110 - PHILOSOPHY OF HUMAN NATURE**

*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. This course satisfies a portion of the AU Core Requirement for the Humanities.

Credit: 3

**PHIL 117 - THOUGHT AND BELIEF**

*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. This course satisfies a portion of the AU Core Requirement for the Humanities.

Credit: 3

**PHIL 215 - INTRODUCTION TO ETHICS**

*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. This course satisfies a portion of the AU Core Requirement for the Humanities.

Credit: 3

**PHIL 220 - PRACTICAL THINKING**

*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 used against him daily. Meets Core credit for math/logic.

Credit: 3

**PHIL 280 - APPLIED ETHICS**

*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. This course satisfies a portion of the AU Core Requirement for the Humanities.

Credit: 1-3

A-SPORTS AND ETHICS

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.

Credit: 1-3

B-ENVIRONMENTAL ETHICS

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.

Credit: 1-3

D-BIOETHICS

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.

Credit: 1-3

H-APPLIED ETHICS: WORKPLACE ETHICS

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.

Credit: 1-3

**PHIL 309 - SOCIAL AND POLITICAL PHILOSOPHY**

*Prerequisite: PHIL 104, 110, 117, or 215 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.

Credit: 3

**PHIL 311 - HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY**

*Prerequisite: PHIL 104, 110, 117, or 215 recommended*

An historical overview of the Greek, Roman and medieval philosophers, with special emphasis upon Plato, Aristotle, Augustine and Aquinas.

Credit: 3

**PHIL 312 - HISTORY OF MODERN PHILOSOPHY**

*Prerequisite: PHIL 104, 205, 208, 210, 215, or 217 recommended*

This course is a study of influential Western philosophers from the Renaissance to 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. Offered on a two-year cycle.

Credit: 3

**PHIL 313 - HISTORY OF CONTEMPORARY PHILOSOPHY**

*Prerequisite: PHIL 104, 110, 117, or 215 recommended*

A study of recent Western philosophy, including but not limited to, phenomenology, existentialism, pragmatism, analytic, and post-modern philosophy.

Credit: 3

**PHIL 314 - HISTORY OF 19th CENTURY PHILOSOPHY**

*Prerequisite: PHIL 104, 110, 117, or 215 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.

Credit: 3

**PHIL 317 - PHILOSOPHY OF RELIGION**

*Prerequisite: PHIL 104, 110, 117, or 215 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. This course satisfies a portion of the AU Core Requirement for the Humanities.

Credit: 3

**PHIL 318 - PHILOSOPHY OF ART**

*Prerequisite: PHIL 104, 110, 117, or 215 recommended*

This course is a study of the basic philosophical problems, issues, and questions with respect to the understanding, interpretation, and evaluation of art and beauty. Topics of discussion include the nature and definition of art; the possibility of aesthetic judgment; the nature of expression and representation in the arts; the connections between art and ethics and politics; and the nature of aesthetic value. This course satisfies a portion of the AU Core Requirement for the Humanities.

Credit: 3

**PHIL 320 - SYMBOLIC LOGIC**

*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.

Credit: 3

**PHIL 330 - PHILOSOPHICAL READINGS**

*Prerequisite: PHIL 104, 110, 117, or 215 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. This course satisfies a portion of the AU Core Requirement for the Humanities. May be repeated for credit as topics change.

Credit: 3

**PHIL 350 - SCIENCE AS A CULTURAL FORCE**

*Prerequisite: See CHEM 350 for course information*

Credit: 3

**PHIL 450 - GREAT PHILOSOPHERS**

*Prerequisite: PHIL 104, 110, 117, or 215 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. This course satisfies a portion of the AU Core Requirement for the Humanities. May be repeated for credit as topics change.

Credit: 3

# PHYS Physics

**PHYSICS (PHYS)**

**PHYS 107 - THE HIDDEN LIFE OF THE STARS**

*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.

Credit: 3

**PHYS 201-202 - GENERAL PHYSICS**

*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.

Credit: 4-4

**PHYS 205 - UNIVERSITY PHYSICS 1**

*Prerequisite: MATH 206*

This is a calculus-based course/lab designed to impart a working knowledge of the fundamental principles, practical applications and techniques of classical physics: displacement and time relationships, Newtonian mechanics, energy, thermodynamics, and an introduction to waves & sound.

Credit: 4

**PHYS 206 - UNIVERSITY PHYSICS 2**

*Prerequisite: MATH 206; PHYS 205*

This is a calculus-based course/lab designed to impart a working knowledge of the fundamental principles, practical applications and techniques of classical physics: energy, waves and sound, electricity and magnetism, and an introduction to optics.

Credit: 4

**PHYS 320 - ORIGINS OF THE UNIVERSE**

*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.

Credit: 3

**PHYS 350 - SCIENCE AS A CULTURAL FORCE**

*Prerequisite: See CHEM 350 for course information*

Credit: 3

# POLEC Political Economy

**POLITICAL ECONOMY (POLEC)**

**POLEC 200 - FOUNDATIONS OF POLITICAL ECONOMY**

*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.

Credit: 3

**POLEC 310 - THE POLITICAL ECONOMY OF A FREE SOCIETY**

*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.

Credit: 3

**POLEC 320 - 20TH CENTURY POLITICAL ECONOMY: THE WELFARE STATE AND BEYOND**

*Prerequisite: None*

Examines the most important and influential thinkers on political economy in the 19th and 20th centuries such as Marx, von Mises, Keynes, Hayek, and Friedman.

Credit: 3

**POLEC 410 - AMERICAN POLITICAL ECONOMY I: FOUNDING THROUGH CIVIL WAR**

*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.

Credit: 3

**POLEC 420 - AMERICAN POLITICAL ECONOMY II: RECONSTRUCTION THROUGH THE GREAT SOCIETY**

*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.

Credit: 3

**POLEC 430 - INTERNATIONAL POLITICAL ECONOMY AND GLOBALIZATION**

*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.

Credit: 3

**POLEC 440 - TOPICS IN POLITICAL ECONOMY**

*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.

Credit: 3

# POLSC Political Science

**POLITICAL SCIENCE (POLSC)**

**POLSC 101 - UNDERSTANDING POLITICS**

*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.

Credit: 3

**POLSC 102 - DEMOCRACY IN AMERICA**

*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. Meets core credit for social sciences.

Credit: 3

**POLSC 201 - TOPICS IN CLASSICAL CIVILIZATION**

*Prerequisite: None*

See HIST 201 for course description.

Credit: 3

**POLSC 205 - COMPARATIVE POLITICS**

*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.

Credit: 3

**POLSC 210 - POLITICAL RHETORIC**

*Prerequisite: None*

A seminar on the classical art of rhetoric and its impact on political thought and action through the course of world and U.S. history. We will study important speeches that serve as models of rhetoric in a political context, such as Pericles' Funeral Oration or Abraham Lincoln's Gettysburg Address.

Credit: 3

**POLSC 231 - INTERNATIONAL RELATIONS**

*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.

Credit: 3

**POLSC 236 - AMERICAN FOREIGN POLICY**

*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 role of the United States in today's world. HIST 236/POLSC 236 credit.

Credit: 3

**POLSC 240 - CAMPAIGNS AND ELECTIONS**

*Prerequisite: None*

This course will examine, in theory and in history, how the American political system facilitates and directs campaigns and elections for public office.

Credit: 3

**POLSC 305 - POLITICAL PARTIES AND INTEREST GROUPS**

*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.

Credit: 3

**POLSC 310 - THE PRESIDENCY**

*Prerequisite: None*

A study of the nation's Chief Executive Office.

Credit: 3

**POLSC 312 - CONGRESS**

*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.

Credit: 3

**POLSC 320 - AMERICAN POLITICAL THOUGHT I: REVOLUTION TO THE CIVIL WAR**

*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.

Credit: 3

**POLSC 321 - AMERICAN POLITICAL THOUGHT II: RECONSTRUCTION TO THE PRESENT**

*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.

Credit: 3

**POLSC 336 - CONSTITUTIONAL POWERS**

*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?

Credit: 3

**POLSC 337 - CONSTITUTIONAL RIGHTS**

*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.

Credit: 3

**POLSC 341 - MODERN MIDDLE EAST**

*Prerequisite: See HIST 341 for course description.*

Credit: 3

**POLSC 343 - WESTERN POLITICAL THOUGHT I: ANCIENT POLITICAL THOUGHT**

*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.

Credit: 3

**POLSC 344 - WESTERN POLITICAL THOUGHT II: MEDIEVAL POLITICAL THOUGHT**

*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.

Credit: 3

**POLSC 345 - WESTERN POLITICAL THOUGHT III: EARLY MODERN POLITICAL THOUGHT**

*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.

Credit: 3

**POLSC 346 - WESTERN POLITICAL THOUGHT IV: LATE MODERN POLITICAL THOUGHT**

*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.

Credit: 3

**POLSC 351 - POLITICS AND RELIGION**

*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.

Credit: 3

**POLSC 352 - THE AMERICAN FOUNDING**

*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.

Credit: 3

**POLSC 354 - HISTORY, POLITICS, AND RELIGION IN AMERICA**

*Prerequisite: POLSC 101*

This course is an intensive study of the debates in North America and then the United States focusing on the proper relation between political authority and religious authority, law, or faith in their historical context. Topics may include Christianity in American politics, the role of the political principle of religious toleration in the West and in the United States, or the contemporary relation between religion and liberal democracy.

Credit: 3

**POLSC 355 - INTERNATIONAL ORGANIZATION**

*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.

Credit: 3

**POLSC 356 - HISTORY, POLITICS, AND RELIGION IN THE ANCIENT WORLD**

*Prerequisite: POLSC 101*

This course is an intensive study of the proper relation between political authority and religious authority, law, or faith in the ancient world.

Credit: 3

**POLSC 357 - HISTORY, POLITICS, AND RELIGION IN THE ROMAN WORLD**

*Prerequisite: POLSC 101*

This course is an intensive study of the proper relation between political authority and religious authority, law, or faith during the Roman Empire.

Credit: 3

**POLSC 360 - REGIONAL STUDIES**

*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.

Credit: 3

**POLSC 365 - CONTEMPORARY GERMANY**

*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.

Credit: 3

**POLSC 370 - TOPICS IN AMERICAN POLITICS**

*Prerequisite: None*

Intensive study of a topic in the field of American government and politics. May be repeated for credit as topics change.

Credit: 1-3

**POLSC 375 - LINCOLN**

*Prerequisite: See HIST 375 for course description*

Credit: 3

**POLSC 380 - TOPICS IN POLITICAL THOUGHT**

*Prerequisite: None*

Intensive study of some theme or thinkers in the field of political thought. May be repeated for credit as topics change.

Credit: 1-3

**POLSC 381 - CHURCHILL**

*Prerequisite: None*

A seminar that considers the political thought and actions of Winston S. Churchill. Readings may include a number of his speeches, essays and books. e.g., My Early Life, Savrola and The Gathering Storm. HIST 381/POLSC 381 credit.

Credit: 3

**POLSC 385 - SHAKESPEARE'S POLITICS**

*Prerequisite: None*

An examination of those plays of Shakespeare that shed particular light on essential political issues, such as tyranny, legitimacy, and statesmanship.

Credit: 3

**POLSC 390 - TOPICS IN COMPARATIVE AND INTERNATIONAL POLITICS**

*Prerequisite: None*

Intensive study of a topic in the fields of comparative and international politics. May be repeated for credit as topics change.

Credit: 1-3

**POLSC 430 - INTERNSHIP IN GOVERNMENT AND POLITICS**

*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.

Credit: 3-12

**POLSC 431 - HUMAN BEING AND CITIZEN**

*Prerequisite: Senior status or permission of the instructor*

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

Credit: 3

**POLSC 497 - THESIS SEMINAR**

*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.*

Credit: 3

**POLSC 501 - THE AMERICAN REVOLUTION**

*Prerequisite:*

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

Credit: 2

**POLSC 502 - THE AMERICAN FOUNDING**

*Prerequisite:*

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

Credit: 2-3

**POLSC 503 - SECTIONALISM AND CIVIL WAR**

*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.

Credit: 2-3

**POLSC 505 - THE PROGRESSIVE ERA**

*Prerequisite:*

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

Credit: 2-3

**POLSC 506 - RISE OF MODERN AMERICA 1914-1945**

*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.

Credit: 2-3

**POLSC 507 - LINCOLN**

*Prerequisite:*

This course provides an in-depth study of Abraham Lincoln's political thought and action. Students will study Lincoln's most important speeches, as well as study various aspects of his political leadership, including his role as the leader of the Republican party and as commander in chief. The course will also provide opportunities for students to analyze Lincoln's rhetoric and political argumentation.

Credit: 2-3

**POLSC 510 - GREAT AMERICAN TEXTS**

*Prerequisite:*

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

Credit: 2

**POLSC 601 - SOURCES OF THE AMERICAN REGIME**

*Prerequisite:*

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

Credit: 2

**POLSC 602 - EUROPEAN DISCOVERY AND SETTLEMENT**

*Prerequisite:*

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

Credit: 2

**POLSC 603 - COLONIAL AMERICA**

*Prerequisite:*

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

Credit: 2-3

**POLSC 604 - THE EARLY REPUBLIC**

*Prerequisite:*

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

Credit: 2-3

**POLSC 605 - THE AGE OF ENTERPRISE**

*Prerequisite:*

In the last decades of the 19th century, the United States took decisive steps away from its rural, agrarian past toward its industrial future, assuming its place among world powers. This course examines that movement, covering such topics as business-labor relations, political corruption, immigration, imperialism, the New South, and segregation and racism.

Credit: 2-3

**POLSC 607 - AMERICA DURING THE COLD WAR**

*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.

Credit: 2

**POLSC 608 - CIVIL WAR AND RECONSTRUCTION**

*Prerequisite:*

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

Credit: 2-3

**POLSC 609 - WORLD WAR II**

*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.

Credit: 2-3

**POLSC 610 - AMERICAN FOREIGN POLICY**

*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.

Credit: 2-3

**POLSC 611 - THE AMERICAN WAY OF WAR**

*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.

Credit: 2

**POLSC 613 - POSTWAR AMERICA, 1945 TO 1973**

*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.

Credit: 2-3

**POLSC 614 - CONTEMPORARY AMERICA, 1974 TO PRESENT**

*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.

Credit: 2

**POLSC 620 - THE REFORM TRADITION IN AMERICA**

*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.

Credit: 2

**POLSC 621 - RACE AND EQUALITY IN AMERICA**

*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.

Credit: 2

**POLSC 622 - RELIGION IN AMERICAN HISTORY AND POLITICS**

*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.

Credit: 2-3

**POLSC 623 - WOMEN IN AMERICAN HISTORY AND POLITICS**

*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 United States history and politics.

Credit: 2-3

**POLSC 624 - AMERICAN CULTURE AND SOCIETY**

*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.

Credit: 2

**POLSC 630 - AMERICAN STATESMEN**

*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.

Credit: 2

**POLSC 631 - AMERICAN POLITICAL RHETORIC**

*Prerequisite:*

This course examines the principles and practice of American political rhetoric through the careful reading of the speeches of its leading statesmen.

Credit: 2

**POLSC 632 - THE AMERICAN PRESIDENCY I, WASHINGTON TO LINCOLN**

*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.

Credit: 2-3

**POLSC 633 - THE AMERICAN PRESIDENCY II, JOHNSON TO THE PRESENT**

*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.

Credit: 2-3

**POLSC 640 - SPECIAL TOPICS**

*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.

Credit: 1

**POLSC 641 - THE SUPREME COURT**

*Prerequisite:*

The course is an intensive study of the highest court in the federal judiciary, focusing on the place of the Supreme Court in the American constitutional order. Areas of study may include the relationship between the Court and the other branches of the federal government as well as the states; the Court's power of judicial review; and judicial politics and statesmanship. We will examine these kinds of issues by investigating how the Court has interpreted the Constitution in some of its most historic decisions.

Credit: 2

**POLSC 642 - POLITICAL PARTIES**

*Prerequisite:*

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

Credit: 2-3

**POLSC 643 - CONSTITUTIONAL RIGHTS AND POWERS**

*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.

Credit: 2-3

**POLSC 644 - THE CONGRESS**

*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.

Credit: 2-3

**POLSC 660 - TOPICS IN AMERICAN HISTORY AND GOVERNMENT**

*Prerequisite:*

Topics courses allow faculty to meet the needs of small groups of students by offering a course specifically designed to examine an important contemporary or historical topic in significant depth and detail. Course may be repeated with permission of the program Chair.

Credit: 2-3

**POLSC 670 - DIRECTED STUDY**

*Prerequisite: Permission of Chair*

Students wishing to develop expertise requiring study beyond what is offered in other courses may arrange with a professor to work individually on a topic.

Credit: 2

**POLSC 680 - SEMINAR IN HISTORY, GOVERNMENT, AND CIVICS**

*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.

Credit: 1-4

**POLSC 691 - THESIS**

*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.

Credit: 4

**POLSC 692 - CAPSTONE PROJECT**

*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.

Credit: 4

**POLSC 693 - QUALIFYING EXAMINATION**

*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.

Credit: 0

**POLSC 6XX - EFFECTIVE WRITING FOR MAHG AND MASTAHG**

*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.

Credit: 0

# PORT Portuguese

**PORTUGUESE (PORT)**

**PORT 141 - ELEMENTARY PORTUGUESE I**

*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.

Credit: 3

**PORT 142 - ELEMENTARY PORTUGUESE II**

*Prerequisite: PORT 141*

A continuation of PORT 141 Elementary Portuguese I. Taught in Portuguese. Offered infrequently. Meets Core credit for CCI.

Credit: 3

**PORT 241 - INTERMEDIATE PORTUGUESE I**

*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.

Credit: 3

**PORT 242 - INTERMEDIATE PORTUGUESE II**

*Prerequisite: PORT 241*

A continuation of PORT 241. One-hour per week lab. Taught in Portuguese. Offered infrequently. Meets Core Credit for CCI.

Credit: 3

# PSYC Psychology

**PSYCHOLOGY (PSYC)**

**PSYC 101 - GENERAL PSYCHOLOGY I**

*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.

Credit: 3

**PSYC 102 - GENERAL PSYCHOLOGY II**

*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.

Credit: 3

**PSYC 104 - PSYCHOLOGY OF ADJUSTMENT**

*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.

Credit: 3

**PSYC 209 - DEVELOPMENTAL PSYCHOLOGY**

*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.

Credit: 3

**PSYC 210 - RESEARCH METHODS IN PSYCHOLOGY**

*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.

Credit: 3

**PSYC 218 - PSYCHOLOGY OF ADOLESCENCE**

*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.

Credit: 3

**PSYC 224 - PSYCHOLOGY OF AGING**

*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.

Credit: 3

**PSYC 240 - SENSATION AND PERCEPTION**

*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.

Credit: 3

**PSYC 241 - CROSS CULTURAL PSYCHOLOGY**

*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.

Credit: 3

**PSYC 264 - CHILD DEVELOPMENT**

*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.

Credit: 3

**PSYC 280 - SPORT PSYCHOLOGY**

*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.

Credit: 3

**PSYC 297 - DIRECTED RESEARCH**

*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).

Credit: 1-3

**PSYC 299 - SPECIAL TOPICS**

*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.

Credit: 1-3

**PSYC 301 - MEASUREMENT IN BEHAVIORAL SCIENCE**

*Prerequisite: PSYC 101*

This course prepares students to engage in thoughtful evaluation, selection, administration, and interpretation of tools for measuring psychological variables, with applications to both research and clinical settings.

Credit: 3

**PSYC 305 - SOCIAL PSYCHOLOGY**

*Prerequisite: PSYC 101*

The psychological study of the individual in relation to social groups, social forces, and social problems. PSYC/SOC credit.

Credit: 3

**PSYC 306 - CONSUMER BEHAVIOR**

*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.

Credit: 3

**PSYC 307 - PERSONALITY**

*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.)

Credit: 3

**PSYC 308 - CHILD AND ADOLESCENT PSYCHOPATHOLOGY**

*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.

Credit: 3

**PSYC 310 - ADVANCED RESEARCH IN PSYCHOLOGY**

*Prerequisite: PSYC 210, MATH 108*

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.

Credit: 3

**PSYC 316 - INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**

*Prerequisite: PSYC 101*

This course is an introduction to the field of industrial and organizational psychology, a subspecialty of psychology that is concerned with behavior in work situations. This course will examine human behavior and psychological principles in an industrial/personnel context. It will also focus on how organizational factors contribute to individual behavior and how individuals affect groups and organizational functioning. Topics include recruiting, selecting, and training personnel; evaluating job performance; work motivation; job satisfaction and other attitudes; leadership; and organizational development.

Credit: 3

**PSYC 320 - COGNITIVE PSYCHOLOGY**

*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.

Credit: 3

**PSYC 324 - THEORIES AND PRINCIPLES OF LEARNING**

*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.

Credit: 3

**PSYC 330 - HEALTH PSYCHOLOGY**

*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.

Credit: 3

**PSYC 393/493 - ELECTIVE INTERNSHIP**

*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.

Credit: 1-3

**PSYC 397 - DIRECTED RESEARCH**

*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).

Credit: 1-3

**PSYC 412 - PHYSIOLOGICAL PSYCHOLOGY**

*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.

Credit: 3

**PSYC 414 - NEUROPSYCHOLOGY**

*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.

Credit: 3

**PSYC 417 - ABNORMAL PSYCHOLOGY**

*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.

Credit: 3

**PSYC 455 - PSYCHOLOGY OF INTIMATE RELATIONSHIPS**

*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.

Credit: 3

**PSYC 495 - SENIOR SEMINAR IN PSYCHOLOGY**

*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.

Credit: 3

**PSYC 497 - DIRECTED RESEARCH**

*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).

Credit: 1-3

**PSYC 594 - ADVANCED STUDY OF CHILD DEVELOPMENT**

*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.

Credit: 3

**PSYC 640 - SPECIAL TOPICS**

*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.

Credit: 1

# READ Reading

**READING (READ)**

**READ 210 - FOUNDATIONS OF LITERACY**

*Prerequisite: EDFN 130*

The Foundations of Literacy course provides a scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. The course presents key scientifically based reading research foundations needed to: 1) understand the history or reading research, 2) how reading develops and 3) identify developmentally effective methods and strategies used to teach literacy skills to young children through young adults.

Credit: 3

**READ 220 - PHONOLOGICAL AWARENESS AND PHONICS**

*Prerequisite: READ 210*

This course is designed to teach the fundamental principles and concepts of the structure of language, with a focus on phonological awareness and phonics. Students learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process.

Credit: 3

**READ 330 - METHODS OF READING AND WRITING**

*Prerequisite: READ 210; concurrent with READ 440*

Methods of Reading and Writing Instruction is a comprehensive exploration of the developmental and instructional implications related to fluent reading, vocabulary acquisition, comprehension and writing instruction. Along with these core aspects of reading, major skill domains that contribute to the development of written expression are explored. Principles of explicit and systematic instruction of these core aspects of reading and writing are studied and practiced.

Credit: 3

**READ 350 - CONTENT AREA READING**

*Prerequisite: Teacher Candidacy (Professional Level of the Program)*

This course explores the components of content area reading instruction, focusing on research-based approaches to literacy development across disciplines. Students will examine the interconnected nature of foundational literacy skills, comprehension strategies, vocabulary development, writing instruction, and the role of background knowledge in reading success. The course emphasizes practical application of literacy strategies within content areas while considering diverse student needs and cultural responsiveness.

Credit: 3

**READ 440 - READING ASSESSMENT, INSTRUCTION, AND INTERVENTION**

*Prerequisite: READ 210; concurrent with READ 330*

This course will address the use of formal and informal assessment procedures used to design and evaluate robust reading instruction and intervention for children in preschool through grade 8. The foci of the course include the knowledge and skills needed to choose and give appropriate reading assessments for a variety of purposes, data-based decision making to guide instructional planning and intervention design and understanding struggling readers including those with reading disabilities. Students will be instructed on how to apply both formal and informal assessments to a problem-solving model aimed at the design of robust reading instruction. An emphasis will be placed on creating Multi-Tiered System of Supports (MTSS) to support all students.

Credit: 3

**READ 510 - FOUNDATIONS OF LITERACY**

*Prerequisite: EDFN 586*

The Foundations of Literacy course provides a scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. The course presents key scientifically based reading research foundations needed to: 1) understand the history or reading research, 2) how reading develops and 3) identify developmentally effective methods and strategies used to teach literacy skills to young children through young adults.

Credit: 3

**READ 520 - PHONOLOGICAL AWARENESS AND PHONICS**

*Prerequisite: READ 510*

This course is designed to teach the fundamental principles and concepts of the structure of language, with a focus on phonological awareness and phonics. Students learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process.

Credit: 3

**READ 523 - LITERACY THEORY, CURRICULUM, AND THE SCIENCE OF READING**

*Prerequisite: None*

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 are explored to identify their influence on the purpose, content, organization, and implementation of literacy instruction inclusive of current Science of Reading concepts such as structured literacy and a focus on diverse populations of readers. This course meets the M.Ed. Core requirement for curriculum.

Credit: 3

**READ 530 - METHODS OF READING AND WRITING**

*Prerequisite: READ 510*

Methods of Reading and Writing Instruction is a comprehensive exploration of the developmental and instructional implications related to fluent reading, vocabulary acquisition, comprehension and writing instruction. Along with these core aspects of reading, major skill domains that contribute to the development of written expression are explored. Principles of explicit and systematic instruction of these core aspects of reading and writing are studied and practiced.

Credit: 3

**READ 540 - READING ASSESSMENT, INSTRUCTION, AND INTERVENTION**

*Prerequisite: READ 510, READ 520*

This course will address the use of formal and informal assessment procedures used to design and evaluate robust reading instruction and intervention for children in preschool through grade 8. The foci of the course include the knowledge and skills needed to choose and give appropriate reading assessments for a variety of purposes, data-based decision making to guide instructional planning and intervention design and understanding struggling readers including those with reading disabilities. Students will be instructed on how to apply both formal and informal assessments to a problem-solving model aimed at the design of robust reading instruction. An emphasis will be placed on creating Multi-Tiered System of Supports (MTSS) to support all students.

Credit: 3

**READ 550 - CONTENT AREA READING**

*Prerequisite: None*

This course explores the components of content area reading instruction, focusing on research-based approaches to literacy development across disciplines. Students will examine the interconnected nature of foundational literacy skills, comprehension strategies, vocabulary development, writing instruction, and the role of background knowledge in reading success. The course emphasizes practical application of literacy strategies within content areas while considering diverse student needs and cultural responsiveness.

Credit: 3

**READ 567 - ADVANCED METHODS OF LITERACY AND SYSTEMS OF SUPPORT**

*Prerequisite: None*

This course examines the five pillars of explicit and systematic literacy instruction (phonics, phonemic awareness, fluency, vocabulary, comprehension) across three tiers of reading instruction.

Credit: 3

**READ 610 - THEORETICAL FOUNDATIONS OF LITERACY AND LANGUAGE DEVELOPMENT**

*Prerequisite: None*

This course explores the theoretical and practical foundations of literacy development, assessment, and instruction. Students will examine the complex interplay of linguistic, cognitive, and neurobiological processes that underpin reading and writing proficiency. The curriculum covers language processing requirements, relationships between phonemic awareness, decoding, word recognition, spelling, and vocabulary, as well as typical and atypical reading development, including characteristics of dyslexia and other reading disabilities. Students will study key findings from the National Reading Panel and National Early Literacy Panel, and investigate environmental, cultural, and social factors influencing literacy development. The course emphasizes understanding the needs of diverse learners, including English learners and emergent bilinguals. Students will analyze evolving research in literacy from multiple fields and gain proficiency in foundational models such as the Simple View of Reading, Scarborough's Rope, and the Four-Part Processing Model. By exploring the pillars of reading, students will develop the knowledge and skills necessary to support learners across the language and literacy continuum, fostering literacy-rich and culturally representative learning environments.

Credit: 3

**READ 620 - EXPLICIT AND SYSTEMATIC LITERACY AND WRITING**

*Prerequisite: None*

This course focuses on explicit and systematic literacy and writing instruction aligned with evidence-based practices. Students will explore the key language processes involved in reading and writing, including phonological, orthographic, and morphological skills. The course emphasizes how explicit, systematic instruction can foster reading proficiency and written expression.

Credit: 3

**READ 630 - ASSESSMENT AND DIAGNOSIS OF READING DIFFICULTIES**

*Prerequisites: None*

This course provides students with experiences in administering, scoring, and interpreting a variety of formal and informal reading assessments. The course emphasizes the use of assessment data to identify reading difficulties, plan targeted interventions, and monitor student progress. Students will learn to make data-driven instructional decisions to support the literacy development of struggling readers, with a focus on the five essential areas of the science of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Credit: 3

**READ 640 - READING INSTRUCTION FOR FLUENCY AND COMPREHENSION**

*Prerequisite: None*

This course focuses on the implementation of evidence-based reading instruction and intervention strategies. Emphasis is placed on understanding diverse student needs, including those with dyslexia and other reading disabilities. The course covers literacy assessment, instructional planning, intervention techniques, and collaboration with multidisciplinary teams. Students will develop expertise in evidence-based practices, phonemic awareness, decoding, oral reading fluency, comprehension, and the application of research models like the Simple View of Reading and Scarborough's Rope.

Credit: 3

**READ 650 - GRADUATE LITERACY PRACTICUM**

*Prerequisites: READ 610, READ 620, READ 630 , and READ 640*

This course is the capstone experience in the reading endorsement program. This course provides graduate students with hands-on, field-based experience in literacy instruction and leadership. Students will apply their knowledge by working directly with struggling readers across K-12 settings, conducting comprehensive literacy assessments, and implementing targeted reading interventions. Through progress monitoring and ongoing collaboration with classroom teachers and literacy specialists, students will refine their instructional practices to meet individual learner needs. In addition, students will develop and practice literacy coaching skills, preparing them to lead literacy initiatives and support educators in improving reading outcomes for diverse student populations.

Credit: 3

**READ 663 - LITERACY ASSESSMENT AND INTERVENTION FOR DIVERSE ELEMENTARY LEARNERS**

*Prerequisite: None*

This course provides experiences in using focused and ongoing literacy assessments to develop differentiated instruction and literacy intervention for diverse populations of elementary readers and writers. 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.

Credit: 3

**READ 664 - LITERACY ASSESSMENT AND INTERVENTION FOR DIVERSE SECONDARY LEARNERS**

*Prerequisite: None*

This course provides experiences in using focused and ongoing literacy assessments to develop differentiated instruction and literacy intervention for diverse populations of secondary readers and writers. The 15 hour lab component of this course requires the participant to implement the assessment/instructional process with one secondary school aged child who is identified as a struggling reader, and to effectively document and present literacy progress.

Credit: 3

**READ 715 - GRADUATE LITERACY INTERNSHIP IN EVIDENCE-BASED READING INTERVENTION**

*Prerequisite: READ 630, READ 640*

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 evidence-based 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. This course includes teaching/intervention hours with clinical supervision.

Credit: 3

# REL Religion

**RELIGION (REL)**

**REL 106 - EXPLORING THE BIBLE**

*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.

Credit: 3

**REL 107 - EXPLORING WORLD RELIGIONS**

*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.

Credit: 3

**REL 109 - EXPLORING CHRISTIAN ETHICS**

*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.

Credit: 3

**REL 208 - EXPLORING CHRISTIAN THEOLOGY**

*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.

Credit: 3

**REL 213 - LIFE AND LETTERS OF PAUL**

*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.

Credit: 3

**REL 214 - CHRISTIAN FORMATION & LIFE CALLING**

*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 and life calling; identifies and analyzes specific practices and connections between Christian formation and other areas of the Christian life such as worship, service, and mission.

Credit: 3

**REL 220 - TAKING HUMAN LIFE**

*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.

Credit: 3

**REL 231 - HISTORY OF CHRISTIANITY TO THE REFORMATION**

*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.

Credit: 3

**REL 232 - HISTORY OF MODERN CHRISTIANITY**

*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.

Credit: 3

**REL 233 - HISTORY OF RELIGIONS IN AMERICA**

*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.

Credit: 3

**REL 234 - HISTORY OF CHRISTIAN WORSHIP**

*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.

Credit: 3

**REL 235 - RELIGION, DISABILITY, AND MENTAL HEALTH**

*Prerequisite: REL 106, 107, or 109*

This course explores the complex relationship between religious texts, teachings, and their impact on disability and mental health. Examining healing miracles, stigmatizing scriptures, and theological reflections, we delve into how religious communities engage with these topics. From historical contexts to contemporary justice movements, students will study themes such as suffering, joy, and divine transformation.

Credit: 3

**REL 240 - JEWISH RELIGIOUS TRADITIONS**

*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.

Credit: 3

**REL 250 - UNDERSTANDING ISLAM**

*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.

Credit: 3

**REL 260 - SHORT TERM MISSIONS**

*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.

Credit: 3

**REL 301 - TOPICS IN RELIGION**

*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.

Credit: 3

**REL 304 - ADVANCED OLD TESTAMENT**

*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. This course satisfies a portion of the AU Core Requirement for the Humanities.

Credit: 3

**REL 305 - ADVANCED NEW TESTAMENT**

*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.

Credit: 3

**REL 307 - WORLD RELIGIOUS TRADITIONS: EAST AND WEST**

*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.

Credit: 3

**REL 308 - POLITICAL THEOLOGY**

*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.

Credit: 3

**REL 311 - YOUTH MINISTRY**

*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.

Credit: 3

**REL 320 - LEGACY OF PETER & PAUL IN ITALY**

*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.

Credit: 3

**REL 340 - RELIGION AND THE CIVIL RIGHTS MOVEMENT IN AMERICA**

*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.

Credit: 3

**REL 341 - WORLD CHRISTIANITY, CULTURE AND MISSION**

*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.

Credit: 3

**REL 375 - UNDERSTANDING ISRAEL**

*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.)

Credit: 3

**REL 400 - SEMINAR IN CHRISTIAN LITERATURE**

*Prerequisite: Core religion course*

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.

Credit: 3

**REL 401 - SEMINAR IN CHRISTIAN ETHICS**

*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.

Credit: 3

**REL 404 - SEMINAR IN CHRISTIAN THEOLOGY**

*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.

Credit: 3

**REL 497 - RELIGION THESIS SEMINAR**

*Prerequisite: Core religion course*

A guided opportunity to research and write a paper on a topic of interest in their area of concentration.

Credit: 3

# SCM Supply Chain Management

**SUPPLY CHAIN MANAGEMENT (SCM)**

**SCM 243 - PROCUREMENT**

*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.

Credit: 3

**SCM 316 - SUPPLY CHAIN MANAGEMENT**

*Prerequisite: None*

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.

Credit: 3

**SCM 350 - LOGISTICS**

*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.

Credit: 3

**SCM 351 - LEAN PRODUCTION AND QUALITY**

*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.

Credit: 3

**SCM 431 - SUPPLY CHAIN STRATEGY**

*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.

Credit: 3

# SEC Cybersecurity

**CYBERSECURITY (SEC)**

**SEC 180 - FOUNDATIONS OF COMPUTER SECURITY**

*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.

Credit: 3

**SEC 185 - CYBER ETHICS**

*Prerequisite: None*

An introduction to basic culture, social, legal, and ethical issues inherent in the discipline of computing.

Credit: 3

**SEC 190 - CYBERSECURITY MANAGEMENT**

*Prerequisites: None*

A broad introduction to the field of cybersecurity management including strategies, policies, plans, and processes for a holistic approach to cybersecurity risks for an organization. Students are introduced to risk and impact analysis, mitigation controls, incident response planning and response team.

Credit: 3

**SEC 280 - WINDOWS SECURITY**

*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.

Credit: 3

**SEC 290 - COMMUNICATION AND NETWORK SECURITY**

*Prerequisite: SEC 180*

A broad introduction to the field of communication and network security. Students are introduced to fundamentals of communication networks, security issues, countermeasures, defense in depth, security and privacy architectures, network security management and administration, IDS, IPS and SIEM.

Credit: 3

**SEC 295 - DIGITAL FORENSICS AND INVESTIGATION**

*Prerequisite: SEC 180*

A broad introduction to the field of digital forensics and investigation. Students are introduced to the fundamentals of system forensics, forensic methods, and computer crime. They will learn to conduct forensics on computer systems running Windows, Linux, and Mac, and explore investigative techniques involving emails, mobile devices, computer networks, and the role of forensics in incident and intrusion response.

Credit: 3

**SEC 380 - LINUX SECURITY**

*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.

Credit: 3

**SEC 381 - HACKER TOOLS AND TECHNIQUES**

*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.

Credit: 3

**SEC 480 - MOBILE SECURITY**

*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.

Credit: 3

**SEC 485 - ADVANCED COMPUTER SECURITY**

*Prerequisite: SEC 180*

A study of security aspects in software development, computer hardware, operating systems, networks, databases, cloud computing, and data.

Credit: 3

**SEC 493 - INTERNSHIP**

*Prerequisite: Approved Learning Contract*

Credit will be granted for field experience in cybersecurity 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 security monitoring, security application development, threat identification, data protection and digital forensics. Alternatively, this work may be done off campus. An oral presentation and/or written report is required, to be determined in consultation with the faculty internship advisor. Prior approval of a CS faculty member is required. Does not count toward science electives. Internships range from 1 to 3 credits. The number of credits that may be earned directly correlates to the number of hours on site (1 credit per 40 hours with a minimum of 1 credit and a maximum of 3 credits).

Credit: 1-3

# SMG Sport Management

**SPORT MANAGEMENT (SMG)**

**SMG 122 - BADMINTON**

*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.

Credit: 1

**SMG 124 - BILLIARDS**

*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.

Credit: 1

**SMG 125 - BOWLING**

*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.

Credit: 1

**SMG 133 - GOLF I**

*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.

Credit: 1

**SMG 147 - TENNIS I**

*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.

Credit: 1

**SMG 151 - VOLLEYBALL**

*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.

Credit: 1

**SMG 161 - INTRODUCTION TO SPORT, RECREATION, AND LEISURE**

*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.

Credit: 3

**SMG 168 - FIELD EXPERIENCE IN SPORT I**

*Prerequisite: None*

Initial experience in various leisure delivery settings at approved sites under qualified personnel. 30-60 clock hours minimum.

Credit: 1

**SMG 238 - FIELD EXPERIENCE IN SPORT II**

*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.

Credit: 2

**SMG 255 - LEADERSHIP: THEORY AND PRACTICE**

*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.

Credit: 3

**SMG 262 - FACILITIES DESIGN/EVENT MANAGEMENT IN SPORT**

*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.

Credit: 3

**SMG 270 - INTRODUCTION TO TOURISM**

*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.

Credit: 3

**SMG 310 - CURRENT TRENDS IN SPORT**

*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.

Credit: 3

**SMG 360 - RESEARCH IN SPORT**

*Prerequisite: MATH 108*

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.

Credit: 3

**SMG 404 - PSYCHOLOGY OF SPORT AND COACHING**

*Prerequisite: CIS 170, 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.

Credit: 3

**SMG 405 - MANAGEMENT OF SPORT**

*Prerequisite: MGT 240*

Analysis of administration philosophy, standards, policies and procedures in the sport industry.

Credit: 3

**SMG 415 - SPORT MARKETING**

*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.

Credit: 3

**SMG 435 - GLOBAL PERSPECTIVES IN SPORT**

*Prerequisite: None*

An interdisciplinary examination of sport as a global phenomenon. Historical, cultural, economic, and governance perspectives will be considered.

Credit: 3

**SMG 440 - PROFESSIONAL SEMINAR IN SPORT MANAGEMENT**

*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.

Credit: 3

**SMG 450 - INTERNSHIP IN SPORT**

*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.

Credit: 6

**SMG 572 - SPORT MANAGEMENT**

*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.

Credit: 3

**SMG 574 - SOCIAL AND ETHICAL ISSUES IN SPORT**

*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.

Credit: 3

**SMG 580 - SPORT MARKETING AND PROMOTION**

*Prerequisite:*

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

Credit: 3

**SMG 581 - LEGAL ASPECTS IN SPORT ORGANIZATIONS**

*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.

Credit: 3

# SNP School Nursing Program

**SCHOOL NURSING PROGRAM (SNP)**

**SNP 518 - HEALTH DETERMINANTS & ACADEMIC INDICATORS**

*Prerequisite: SNP 525 previous or concurrently*

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.

Credit: 3

**SNP 520 - EDUCATIONAL STRATEGIES FOR HEALTHCARE PROVIDERS**

*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.

Credit: 2-3

**SNP 525 - HEALTH CARE OF THE SCHOOL COMMUNITY**

*Prerequisite: Admittance to SNP program, *Credit by Exam*

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.

Credit: 3

**SNP 528 - INTERPROFESSIONAL COLLABORATION: THE SCHOOL NURSE AND SCHOOL SUPPORT SERVICES**

*Prerequisite: SNP 525*

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.

Credit: 3

**SNP 558 - EMERGENCY PREPAREDNESS IN SCHOOL HEALTH**

*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.

Credit: 2

**SNP 680 - SCHOOL NURSE INTERNSHIP**

*Co/Prerequisite: SNP 518, 520, 525, 528, minimum GPA of 3.0, Bachelor's prepared RN and instructor approval, provided currently passing SNP 518 or SNP528*

This internship prepares Bachelor of Science in Nursing prepared registered nurses (RNs) for school nursing practice, including the provision of school health services for children and youth, in alignment with national standards and Ohio requirements. School nurse interns not currently employed in a district must arrange a clinical placement within nearby districts. The internship is a faculty-supervised experience where students demonstrate competencies in school nursing practice and professional performance.

Credit: 2-4

**SNP 681 - SCHOOL NURSE WELLNESS COORDINATOR PRACTICUM**

*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.

Credit: 3

# SOC Sociology

**SOCIOLOGY (SOC)**

**SOC 111 - PRINCIPLES OF SOCIOLOGY**

*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.

Credit: 3

**SOC 150 - INTRODUCTION TO SOCIAL JUSTICE**

*Prerequisite: None*

In this course, students will explore contemporary justice realities in modern society. Students will examine the dynamics of oppression relating competing theories of social justice to systems of power grounded in race, ethnicity, nationality, gender identities, class, age, and disability. Students will also explore strategies for social transformation and change.

Credit: 3

**SOC 202 - DRUGS AND SOCIETY**

*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, structures, and policies towards drug use, defining and understanding substance use disorder, and the impact on addiction on society. ADCT/SOC credits.

Credit: 3

**SOC 223 - SOCIOLOGY OF AGING**

*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.

Credit: 3

**SOC 225 - CONTEMPORARY SOCIAL PROBLEMS**

*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.

Credit: 3

**SOC 242 - CRIMINOLOGY**

*Prerequisite: None*

See CJ 242 for course information.

Credit: 3

**SOC 244 - JUVENILE DELINQUENCY**

*Prerequisite: CJ 130 or SOC 111*

See CJ 244 for course information.

Credit: 3

**SOC 275 - GANGS AND CULTS**

*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.

Credit: 3

**SOC 301 - RACE, ETHNIC AND MINORITY ISSUES**

*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.

Credit: 3

**SOC 305 - SOCIAL PSYCHOLOGY**

*Prerequisite: None*

See PSYC 305 for course information.

Credit: 3

**SOC 307 - VICTIMOLOGY**

*Prerequisite: CJ 130 or SOC 111*

See CJ 307 for course information.

Credit: 3

**SOC 330 - TOPICS IN SOCIOLOGY**

*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.

Credit: 3

**SOC 340 - MARRIAGE AND FAMILY RELATIONSHIPS**

*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.

Credit: 3

**SOC 352 - SOCIAL DEVIANCE**

*Prerequisite: SOC 111*

The systematic and objective study of human behavior and phenomena that conventional society has labeled different, rule-breaking and norm-violating.

Credit: 3

**SOC 355 - HUMAN SEXUALITY**

*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.

Credit: 3

**SOC 360 - RESEARCH METHODS IN SOCIAL SCIENCE**

*Prerequisite: MATH 108, 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.

Credit: 3

**SOC 415 - ADVANCED CRIMINOLOGY AND PROFILING**

*Prerequisite: None*

See CJ 415 for course description.

Credit: 3

**SOC 640 - SPECIAL TOPICS**

*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.

Credit: 1

# SOCWK Social Work

**SOCIAL WORK (SOCWK)**

**SOCWK 101 - INTRODUCTION TO SOCIAL WORK**

*Prerequisite: None*

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.

Credit: 3

**SOCWK 121 - INTRODUCTION TO PREVENTION**

*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.

Credit: 3

**SOCWK 131 - ADDICTIONS COUNSELING I**

*Prerequisite: PSYC 101 previous or concurrently, 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.

Credit: 3

**SOCWK 132 - ADDICTIONS COUNSELING II**

*Prerequisite: SOCWK 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.

Credit: 3

**SOCWK 202 - DRUGS AND SOCIETY**

*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/SOC credits.

Credit: 3

**SOCWK 230 - GLOBAL HUMAN RIGHTS AND SOCIAL JUSTICE**

*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.

Credit: 3

**SOCWK 233 - ADDICTIONS PREVENTION, ASSESSMENT & DIAGNOSIS**

*Prerequisite: SOCWK 131, SOCWK 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.

Credit: 3

**SOCWK 234 - ADDICTIONS TREATMENT PLANNING AND COUNSELING**

*Prerequisite: SOCWK 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.

Credit: 3

**SOCWK 237 - ADDICTIONS PSYCHOPHARMACOLOGY**

*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.

Credit: 3

**SOCWK 250 - FOUNDATIONS OF SOCIAL WELFARE**

*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.

Credit: 3

**SOCWK 265 - PARENT-CHILD RELATIONSHIPS**

*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.

Credit: 3

**SOCWK 293 - ADDICTIONS INTERNSHIP**

*Prerequisite: SOCWK 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.

Credit: 1-3

**SOCWK 304 - HUMAN BEHAVIOR ACROSS THE LIFESPAN**

*Prerequisite: SOCWK 101 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.

Credit: 3

**SOCWK 305 - FAMILY VIOLENCE**

*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.

Credit: 3

**SOCWK 306 - SOCIAL ENVIRONMENT AND HUMAN BEHAVIOR**

*Prerequisite: SOCWK 101*

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.

Credit: 3

**SOCWK 310 - SOCIAL WORK PRACTICE I**

*Prerequisite: SOCWK 101 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.

Credit: 3

**SOCWK 312 - SOCIAL WORK PRACTICE II**

*Prerequisite: SOCWK 101; SOCWK 304 (Prerequisite or Corequisite)*

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.

Credit: 3

**SOCWK 320 - TOPICS IN SOCIAL WORK**

*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.

Credit: 3

**SOCWK 323 - LATER ADULTHOOD IN THE FAMILY CONTEXT**

*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.

Credit: 3

**SOCWK 324 - WORKING WITH OLDER ADULTS**

*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.

Credit: 3

**SOCWK 330 - INTERNATIONAL PERSPECTIVES ON WOMEN**

*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.

Credit: 3

**SOCWK 350 - DEATH AND DYING**

*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.

Credit: 3

**SOCWK 360 - RESEARCH METHODS IN SOCIAL SCIENCE**

*Prerequisite: MATH 108 (Prerequisite or Corequisite)*

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.

Credit: 3

**SOCWK 408 - SOCIAL POLICY DEVELOPMENT AND ANALYSIS**

*Prerequisite: SOCWK 101, 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.

Credit: 3

**SOCWK 412 - SOCIAL WORK COMMUNITY PRACTICE**

*Prerequisite: SOCWK 101*

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.

Credit: 3

**SOCWK 417 - PRE-PRACTICUM SEMINAR**

*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.

Credit: 1

**SOCWK 418 - FIELD INSTRUCTION**

*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 468 hours).

Credit: 12

**SOCWK 419 - FIELD SEMINAR**

*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.

Credit: 3

# SPAN Spanish

**SPANISH (SPAN)**

**SPAN 171 - ELEMENTARY SPANISH I**

*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.

Credit: 3

**SPAN 172 - ELEMENTARY SPANISH II**

*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.

Credit: 3

**SPAN 200 - INTERMEDIATE LEVEL INTENSIVE SPANISH STUDY ABROAD**

*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.

Credit: 3

**SPAN 271 - INTERMEDIATE SPANISH I**

*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.

Credit: 3

**SPAN 272 - INTERMEDIATE SPANISH II**

*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.

Credit: 3

**SPAN 300 - ADVANCED LEVEL INTENSIVE SPANISH STUDY ABROAD**

*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.

Credit: 3

**SPAN 307 - SPANISH PHONETICS**

*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.

Credit: 3

**SPAN 310 - SPANISH GRAMMAR AND COMPOSITION**

*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.

Credit: 3

**SPAN 311 - CIVILIZATION OF SPAIN**

*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.

Credit: 3

**SPAN 312 - CIVILIZATION OF LATIN AMERICA**

*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.

Credit: 3

**SPAN 371 - INTRODUCTION TO SPANISH LITERARY STUDIES**

*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.

Credit: 3

**SPAN 372 - SURVEY OF SPANISH LITERATURE**

*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.

Credit: 3

**SPAN 373 - SURVEY OF LATIN AMERICAN LITERATURE**

*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.

Credit: 3

**SPAN 377 - CONVERSATIONAL SPANISH I**

*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.

Credit: 3

**SPAN 378 - CONVERSATIONAL SPANISH FOR THE PROFESSIONS**

*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.

Credit: 3

**SPAN 381 - PK-8 EDUCATION ABROAD**

*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.

Credit: 2

**SPAN 476 - SEMINAR IN HISPANIC STUDIES**

*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.

Credit: 3

**SPAN 477 - ADVANCED CONVERSATION AND COMPOSITION**

*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.

Credit: 3

**SPAN 671 - SEMINAR IN HISPANIC STUDIES**

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

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

Credit: 3

**SPAN 678 - SPANISH PHONETICS**

*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.

Credit: 3

# TH Theatre

**THEATRE (TH)**

**TH 100 - THEATRE PRACTICUM**

*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.

Credit: 0

**TH 109 - DANCE I: INTRODUCTION TO DANCE**

*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.

Credit: 1

**TH 150 - THEATRE PRODUCTION LABORATORY**

*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 four areas as: a) performers, b) run crew c) technical production assistants and d) managers. May be repeated.

Credit: 1

**TH 203 - THEATRE AESTHETICS**

*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.

Credit: 3

**TH 204 - SCRIPT ANALYSIS**

*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.

Credit: 3

**TH 207 - THE VISUAL ART OF THEATRE**

*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.

Credit: 3

**TH 209 - DANCE II: BALLET**

*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.

Credit: 1

**TH 210 - DANCE III: TAP**

*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.

Credit: 1

**TH 211 - BASIC ACTING TECHNIQUE**

*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.

Credit: 3

**TH 212 - BUILDING ACTING TECHNIQUE**

*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.

Credit: 3

**TH 214 - ACTING FOR NON-MAJORS**

*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.

Credit: 3

**TH 241 - INTRODUCTION TO TECHNICAL THEATRE I**

*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.

Credit: 3

**TH 242 - INTRODUCTION TO TECHNICAL THEATRE II**

*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.

Credit: 3

**TH 303 - AMERICAN MUSICAL THEATRE**

*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.

Credit: 3

**TH 305 - TOPICS IN PERFORMANCE**

*Prerequisite: None*

This course will examine various topics relating to theatre performance. Repeatable with different topics, but only three hours count toward the major.

Credit: 3

**TH 306 - TOPICS IN THEATRE DESIGN/TECHNOLOGY**

*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.

Credit: 3

**TH 308 - VOICE AND MOVEMENT FOR THE PERFORMER**

*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.

Credit: 3

**TH 309 - DANCE IV: JAZZ**

*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.

Credit: 1

**TH 313 - ACTING STYLES**

*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.

Credit: 3

**TH 321 - ARTS MANAGEMENT**

*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.

Credit: 3

**TH 326 - STAGE MANAGEMENT**

*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.

Credit: 3

**TH 341 - PRODUCTION DESIGN I**

*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.

Credit: 3

**TH 342 - PRODUCTION DESIGN II**

*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.

Credit: 3

**TH 404 - MODERN DRAMATIC STYLES**

*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.

Credit: 3

**TH 405 - MUSICAL THEATRE PERFORMANCE**

*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.

Credit: 3

**TH 411 - DIRECTING**

*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.

Credit: 3

**TH 418 - HISTORY OF THEATRE I**

*Prerequisite: TH 204*

A survey of the periods, practices and theories of the theatre. Covers ancient Greeks to Neoclassical France (mid 1600s).

Credit: 3

**TH 419 - HISTORY OF THEATRE II**

*Prerequisite: TH 204*

A survey of the periods, practices and theories of the theatre. Covers the English Restoration (1660) to the present day.

Credit: 3

**TH 499 - SENIOR PROJECT**

*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.

Credit: 3

# Faculty Awards

**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.

# Leadership

**Leadership**

| BOARD OF TRUSTEES | |
|---|---|
| Dr. Jon Peede, President | |
| **OFFICERS OF THE BOARD** | |
| James H. Hess | Chair |
| Joyce Lamb | Vice Chair |
| Kevin Doss | Secretary |
| Tracy McPherson | Vice Secretary |
| **TERM EXPIRING 2025** | |
| Coffee, Daniel, At Large (Church) | Wooster, OH |
| Denman, John, At Large | Williamsburg, VA |
| Doss, Kevin, At Large (Church) | LaGrange, OH |
| Graetz, David, At Large (Church) | Shelbyville, KY |
| Hurd, G. Emery, At Large (Church) | Cheyenne, WY |
| McKnight, Paul, At Large | Powell, OH |
| **TERM EXPIRING 2026** | |
| Alford, Ronald B., At Large | Worthington, OH |
| Armentrout, Rich, At Large (Church) | Penn Laird, VA |
| Camp, Mark E., At Large | Medina, OH |
| Gravatt, Patricia M., At Large (Church) | McGaheysville, VA |
| Minnich, Thomas, At Large | Willington, OH |
| Ness, Dustin J., At Large | Huron, OH |
| Solomon, Timothy, At Large (Church) | Sarasota, FL |
| Ward, Robert G. III, At Large | Ashland, OH |
| **TERM EXPIRING 2027** | |
| Archer, Robert M., At Large | Ashland, OH |
| Bolden, Rickey, At Large (Church) | Bowie, MD |
| Hess, James H., At Large (Church) | Ashland, OH |
| Hofecker, Terry A., At Large (Church) | Irwin, OH |
| Lamb, Joyce, At Large (Church) | Hartsville, OH |
| McPherson, Tracy, At Large (Church) | Huntsville, OH |
| Miller, Fred, At Large (Church) | McGaheysville, VA |
| Taylor, Christine, At Large (Ashbrook) | Wooster, OH |
| Veres, Rich, At Large | Bay Village, OH |
| **TERM EXPIRING 2028** | |
| Boyd, Christopher, At Large (Church) | Ashland, OH |
| Jones, Solomon, At Large | Akron, OH |

| PRESIDENTS OF ASHLAND UNIVERSITY | |
|---|---|
| Elder S. Z. Sharp | 1879-1880 |
| Elder Robert Miller | 1880-1882 |
| ** Rev. J. E. Stubbs | 1882-1883 |
| ** Rev. Elijah Burgess | 1884-1885 |
| * Rev. Frank Hixson | 1884-1885 |
| * Rev. A. E. Winters | 1884-1885 |
| * Rev. W. C. Perry | 1885-1887 |
| * Mr. William Felger | 1887-1888 |
| Rev. J. M. Tombaugh | 1889-1891 |
| Rev. D. C. Christner | 1891-1892 |
| * Mr. C.W. Mykrantz | 1891-1893 |
| ** Rev. J. M. Tombaugh | 1894-1894 |
| Dr. S. S. Garst | 1894-1896 |
| Dr. J. A. Miller | 1897-1898 |
| ** Rev. J. C. Mackey | 1897-1898 |
| Dr. J. A. Miller | 1899-1906 |
| Rev. John L. Gillin | 1907-1911 |
| Dr. W. D. Furry | 1911-1919 |
| Dr. Edwin E. Jacobs | 1919-1935 |
| Dr. C. L. Anspach | 1935-1939 |
| Dr. E. G. Mason | 1939-1945 |
| Dr. Glenn L. Clayton | 1948-1977 |
| 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 | 2015-2024 |
| Dr. Jon Peede | 2024- |
| *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** | | |
|---|---|---|
| PEEDE, JON<br>*President*<br>B.A., Vanderbilt University;<br>M.A., University of Mississippi; D.A., Murray State University | 2024 | |
| MCBRAYER, GREGORY<br>*Interim Provost*<br>B.A., Emory University; M.A., University of Georgia; Ph.D., University of Maryland | 2025 | |
| EWING, PATRICK<br>*Vice President Operations and Planning*<br>B.S., Massachusetts Institute of Technology School of Architecture | 2004 | |
| GLASS, YVONNE<br>*Executive Director of Ashland Theological Seminary*<br>B.A., M.Ed., Ph.D., Kent State University | 2023 | |
| MILLER, JASON<br>*Vice President Institutional Advancement*<br>B.S., Ashland University | 2023 | |
| NEVILLE, MICHELLE<br>*Interim Chief Human Resource Officer*<br>B.S., M.B.A., Ashland University | 2025 | |
| ORR, SHAWN<br>*Senior Advisor to the President for Non-Traditional Learning*<br>B.A., M.A., Bowling Green State University; Ph.D., North Central Theological Seminary | 2025 | |
| PASTERIS, MARC<br>*Vice President and Chief Financial Officer*<br>B.S., Illinois State University; M.B.A., Washington University-St. Louis; CPA | 2018 | |
| POOL, ROBERT<br>*Vice President Student Affairs and Title IX Coordinator (students)*<br>B.A., M.A., Southeast Missouri State University; Ph.D., Indiana State University | 2018 | |
| RAMSDELL, KEITH<br>*Vice President, Enrollment Management and Marketing*<br>B.A., M.Ed., University of Toledo | 2020 | |
| WILLIAMS, CATHERINE<br>*Senior Advisor to the President for Student Success*<br>B.A., Baldwin Wallace College; M.Ed., Kent State University; M.B.A., Ashland University | 2025 | |
| **DEANS** | | |
| BECKNELL-BROWN, CHRISTY<br>*Assistant Dean, Dwight Schar College of Education*<br>B.S., M.S., The University of Akron | 2024 | |
| KALTENBAUGH, LANCE<br>*Interim Dean, Richard E. and Sandra J. Dauch College of Business and Economics*; Associate Professor of Sport Management<br>B.Ed., M.Ed., University of Toledo; Ed.D. University of Akron | 2025 | |
| KEIB, CARRIE N<br>*Dean, Dwight Schar College of Nursing and Health Sciences*<br>B.S.N., Liberty University, M.S., Ph.D., The Ohio State University | 2018 | |
| MCDONALD, DANIEL<br>*Interim Dean, College of Arts and Sciences*<br>B.A., B.F.A., Brigham Young University; M.F.A., Clemson University | 2025 | |
| ORR, SHAWN<br>*Dean, eAshland*<br>B.A., M.A., Bowling Green State University; Ph.D., North Central Theological Seminary | 2016 | |
| SWANSON, CHRISTOPHER N.<br>*Assistant Dean, College of Arts and Sciences;*<br>Professor of Mathematics<br>B.S., Denison University; M.S., Ph.D., University of Michigan | 2025 | |
| VERNON-DOTSON, LISA J.<br>*Dean, Dwight Schar College of Education*<br>B.S. University of Akron; M.S. Hampton University; Ph.D., The College of William & Mary | 2022 | |

# Faculty

**Faculty**

| | |
|---|---|
| **A** | |
| ABREU-ELLIS, CARLA<br>*Professor of Education*<br>B.S., University of Toronto; M.Ed., Ph.D., Bowling Green State University | 2007 |
| ABUSHGRA, ABDULBAST<br>*Assistant Professor of Cybersecurity*<br>B.E., M.U.P., El-Mergib University; M.E.M., University of Tripoli; Ph.D., University of Bridgeport | 2024 |
| ARBOGAST, KAREN L.<br>*Professional Instructor*<br>B.Ed., Florida Southern College; M.Ed., Ashland University | 2025 |
| ARNOLD, AMITY<br>*Clinical Assistant Professor of Physician Assistant Studies*<br>B.S. Mount Union College; B.S. King's College;<br>M.S. Arizona School of Health Sciences | 2022 |
| **B** | |
| BERGOSH, ROBERT<br>*Associate Professor of Chemistry*<br>B.S., Kentucky Wesleyan College; Ph.D., University of Kentucky | 2005 |
| BENSAID, MOHSINE<br>*Assistant Professor of Education*<br>B.A., Ibn Tofail University & B.A., Denison University; M.A., PH.D., Kent State University | 2025 |
| BIRD, MICHAEL<br>*Assistant Professor of Art*<br>A.A., Butler County Community College; B.F.A., Emporia State University; M.F.A., University of Kansas | 2015 |
| BLACKLEY, ROWLAND F.<br>*Chair, Department of Music and Theatre; Director, Choral Activities; Professor of Music*<br>B.S., Concordia College; M.M., Kent State University; D.M.A., University of Colorado | 1997 |
| BONFIGLIO, DIANE B.V.<br>*Professor of Psychology*<br>B.S., Ashland University; M.A., Ph.D., The Ohio State University | 2009 |
| BRAUNER, SOREN<br>*Professor of Biology*<br>B.A., M.A., University of California at Santa Barbara; Ph.D., University of California at Davis | 1986 |
| BROWN, KATHERINE T.<br>*Professor of Art*<br>B.A., Florida State, M.A., Ph.D., Indiana University | 2022 |
| BREAULT, RICK A.<br>*Associate Professor of Education*<br>B.A.,M.A., Concordia University; Ed.D. Northern Illinois University | 2024 |
| BRUBAKER, KENNETH D.<br>*Associate Professor of Sport Management*<br>B.S., Canisius College; M.Ed., Ed.D., Ashland University | 2010 |
| BURKETT, CHRISTOPHER<br>*Director Ashbrook Scholar Program, Associate Professor of Political Science*<br>B.A., Ashland University; M.A., Ph.D., University of Dallas | 2005 |
| BYERS, JESSICA<br>*Faculty Librarian; Curator and Reference Librarian*<br>B.A., Wittenberg University; M.L.I.S., Kent State University | 2019 |
| **C** | |
| CARLISE, CHARLES<br>*Assistant Professor of English*<br>B.A., Wittenberg University; M.A., University of California at Davis; Ph.D., University of Houston | 2022 |
| CARRINGTON, ADAM<br>*Associate Professor of Political Science*<br>B.A., Ashland University; M.A., Ph.D, Baylor University | 2024 |
| CHAPPELL, CATHRYN<br>*Associate Professor of Education*<br>B.A., Psychology; M.Ed., Social & Psychological Foundations of Education; Ed.D. Social & Psychological Foundations of Education, University of Cincinnati | 2004 |

| | |
|---|---|
| CHARTIER, CHRISTOPHER<br>*Chair, Departments of Psychology, Criminal Justice, Social Work;*<br>*Professor of Psychology*<br>B.S., Indiana University, M.A. Miami University, Ph.D., Miami University | 2013 |
| CLAYBURN, PATRICIA<br>*Clinical Assistant Professor of Nursing,*<br>B.S.N., Med Central College of Nursing; M.S., Walden University; DNP Ashland University | 2010 |
| COMINSKY, KELLY<br>*Clinical Assistant Professor of Nursing*<br>B.S.N., Kent State University; M.S.N, Walden University | 2024 |
| CORBIN, PERRY S.<br>*Professor of Chemistry*<br>B.S., Kentucky Wesleyan College; Ph.D., University of Illinois at Urbana-Champaign | 2001 |
| CORBIN, REBECCA W.<br>*Professor of Chemistry*<br>B.S., Alderson-Broaddus College; Ph.D., University of Illinois at Urbana-Champaign | 2001 |
| CRAWFORD, AMY<br>*Associate Professor of Education*<br>B.S. M.Ed. Youngstown State University; Ph.D. Kent State University | 2019 |
| **D** | |
| DELBERT, JEFFREY<br>*Assistant Professor of Communication Studies*<br>B.A., M.A., The College at Brockport, State College of New York; Ph.D. University of Missouri | 2024 |
| DENNEY, STEPHEN<br>*Chair, Department of Teacher Education;*<br>*Associate Professor of Education*<br>B.A., University of Colorado; M.Ed., Ph.D., Kent State University | 2007 |
| DEPP, RANDI<br>*Assistant Professor of Biology*<br>B.S., The University of Findlay; B.S., Cleveland State University; M.S. Mercyhurst University; Ph.D., Kent State University | 2025 |
| DONATINI, HILARY<br>*Professor of English*<br>B.A., College of Wooster; M.A., Ph.D., University of Wisconsin-Madison | 2007 |
| DULL, KEITH A.<br>*Professor of Art*<br>B.F.A., Indiana University- Herron School of Art; M.F.A., University of South Dakota; | 1999 |
| DURBIN-AMES, TERESA<br>*Associate Professor of Theatre; Artistic Director of Theatre*<br>B.S., John Carroll University; M.A., Ph.D., Bowling Green State University | 2000 |
| **E** | |
| ELLIS, JASON<br>*Professor of Education*<br>B.S., University of Toronto; M.Ed., Bowling Green State University; Ph.D., University of Windsor | 2007 |
| ESBENSHADE, MARIA<br>*Clinical Assistant Professor of Physician Assistant Studies*<br>B.S., Bowling Green State University;<br>M.S. University of Mount Union | 2023 |
| **F** | |
| FARRIER, JULIE<br>*Clinical Assistant Professor of Physician*<br>*Assistant Studies*<br>B.S., Wright State University;<br>M.S., Kettering College of Medical Arts | 2025 |
| FOX, DANIEL<br>*Associate Professor of Law*<br>B.A., J.D., Ohio Northern University | 2004 |
| FRANKOWSKI, TRACY<br>*Professional Instructor*<br>B.S., Youngstown State University; M.H.A. University of Phoenix; MLS (ASCP)CM, Medical Laboratory Scientist (American Society of Clinical Pathology) | 2021 |
| **G** | |

| | |
|---|---|
| GARCHAR, MARY<br>*Professional Instructor*<br>B.S., Youngstown State University; MLS (ASCP)CM, Medical Laboratory Scientist (American Society of Clinical Pathology); QLS (ASCP), Qualification in Laboratory Safety (American Society of Clinical Pathology) | 2021 |
| GARLOCK, SCOTT<br>*Professor of Music*<br>B.S.Ed., Kent State University; M.M., University of Akron; D.M.A., University of Iowa | 2003 |
| GEARHART, RANDY<br>*Professor of Health Sciences*<br>B.S., Indiana University of Pennsylvania; M.S., Ph.D., University of Pittsburgh | 2003 |
| GEORGE, CARLY<br>*Field Director, Clinical Assistant Professor of Social Work*<br>B.A., Wittenberg University; M.S.W. The Ohio State University | 2022 |
| GRADY, MAURA<br>*Associate Professor of English; Director of the English Composition Program*<br>B.A., University of Vermont; M.A., Ph.D., University of California Davis | 2011 |
| GRAY, RICHARD II<br>*Chair, Department of English and Foreign Languages; Professor of Foreign Languages*<br>B.A., Eastern Michigan University; M.A., Purdue University; Ph.D., The University of Texas at Austin | 2013 |
| GRIFFITH, JOSEPH<br>*Assistant Professor of Political Science*<br>B.A., Ashland University; M.A., Baylor University; Ph.D., Baylor University | 2023 |
| GROMAN, JENNIFER<br>*Chair, Department of Doctoral Studies and Advanced Programs,*<br>*Associate Professor of Education*<br>B.S. Ed., Bowling Green State University; M.Ed., Ashland University; M.A., Sofia University; Ph.D., University of Akron | 2017 |
| **H** | |
| HALQUIST, CARRIE<br>*Faculty Librarian; Reference and Instruction Librarian*<br>B.A., Grace College; M.L.I.S., Indiana University | 2018 |
| HARRINGTON, SUSAN<br>*Assistant Professor*<br>B.S., The University of Pittsburgh; M.P.H., The Johns Hopkins University; Ph.D., The University of Maryland, Baltimore | 2017 |
| HARTSHORN, DOUGLAS<br>*Lecturer of Management*<br>B.B.A. Ohio University; M.B.A. Capital University; M.O.D., Bowling Green University | 2022 |
| HIGGINBOTHAM, J. KIMBERLY<br>*Director of Graduate Nursing Programs,*<br>*Associate Professor of Nursing*<br>B.S.N., Cedarville University, M.S.N, University of Virginia, D.N.P., Vanderbilt University | 2024 |
| HILLMAN, CORY<br>*Chair, Department of Communication Studies; Assistant Professor of Communication Studies*<br>B.A., Saginaw Valley State University, M.A., Grand Valley State University, Ph.D., Bowling Green State University | 2018 |
| HINKEL, TIMOTHY<br>*Chair, Department of Accounting and Management Information Systems; Associate Professor Accounting*<br>B.S.B.A., Northern Arizona University; M.M.F. University of Arizona; Ph.D., University of Arizona | 2019 |
| HOFFER, RACHEL<br>*DNP-FNP Director,*<br>*Clinical Assistant Professor of Nursing*<br>B.S.N., Ohio University, M.S.N., Walden University, D.N.P. , Ashland University | 2024 |
| HOMAN, HERBERT<br>*Assistant Professor of Criminal Justice*<br>B.S.S., Ohio University; M.S., Bowling Green University; D.ODC, Bowling Green | 2023 |
| HOLMES, PAUL<br>*Associate Professor of Economics*<br>B.S., University of Canterbury, New Zealand; Ph.D., M.S, University of Illinois-Urbana | 2014 |
| HOSTETLER, T. JODY<br>*Associate Professor of Nursing, RN-BSN Program & Online Nurse Educator Certificate Director*<br>B.S.N., Ashland University; M.Ed., Kent State University; D.N.P., Carlow University | 2015 |

| | |
|---|---|
| HOVEY, CRAIG<br>*Professor of Religion; Director Ashland Center for Nonviolence*<br>B.S., University of California, San Diego; M.A., Th.M., Fuller Theological Seminary; Ph.D., University of Cambridge | 2009 |
| HYMAN, PAUL<br>*Chair, Department of Biology & Toxicology; Professor of Biology*<br>B.A., Northwestern University; Ph.D., University of Arizona | 2010 |
| **I** | |
| **J** | |
| JACOBSEN, JENNIFER<br>*Program Director, Associate Professor of Social Work*<br>B.A., M.S.W, The Ohio State University; Ph.D. Northcentral University | 2024 |
| JEWETT, TERRI<br>*Professional Instructor of Education*<br>B.S., The Ohio State University; M.Ed. Ashland University | 2014 |
| JOHNSON, NICHOLAS A.<br>*Director, Core Curriculum; Associate Professor of Chemistry*<br>B.A., Skidmore College; Ph.D., University of Akron | 2015 |
| JONES, LEVI C.<br>*Clinical Assistant Professor of Health Sciences*<br>B.S. Ashland University; M.S. Southern Illinois University | 2024 |
| **K** | |
| KALAMAS, JOAN<br>*Lecturer of Management*<br>B.S., Ashland University; M.A., The Ohio State University | 2009 |
| KALTENBAUGH, LANCE P.<br>*Associate Professor of Sport Management*<br>B.Ed., M. Ed., University of Toledo; Ed.D., University of Akron | 2000 |
| KASKEY, VICTORIA L.<br>*Associate Professor of Accounting*<br>B.S., Baldwin-Wallace College; M.B.A., Cleveland State University; Ph.D., Capella University | 2008 |
| KELLER, EMILY<br>*Clinical Assistant Professor of Physician Assistant Studies*<br>B.S., Youngstown State University; M.S. The Ohio State University; M.P.A.P., Ohio University | 2022 |
| KOLANDAPALAYAM SHANMUGAM, SELVANAYAKI<br>*Associate Professor of Computer Science*<br>B.S., M.C.A., Bharathiar University; M.Phil, Bharathidasan University; Ph.D., Anna University | 2021 |
| KORMOS, ERIK<br>*Associate Professor of Education*<br>B.S., Slippery Rock University; M.Ed. Cleveland State University; Ph.D. Indiana University of Pennsylvania | 2019 |
| KRUGER, LAURA<br>*Chair, Department of Marketing, Fashion Merchandising & Brand Management, and Sport Management; Assistant Professor of Marketing and Sport Management*<br>B.S., Ashland University; M.Ed. Kent State University; Ed.D. University of South Dakota | 2023 |
| **L** | |
| LAMPORT, STEPHANIE<br>*Clinical Assistant Professor of Physician Assistant Studies*<br>B.S. , Alderson Broaddus University;<br>M.S. University of Texas Rio Grande Valley | 2023 |
| LEE, YONG JU<br>*Assistant Professor of Mathematics*<br>B.A., University of California, Berkeley; M.A. , M.S., Ph.D. University of California, Riverside. | 2024 |
| LEWANDOWSKI, MICHAEL<br>*Assistant Professor of Health Sciences*<br>B.S., Ashland University;<br>Ph.D., University of Dayton | 2025 |
| LEWIS, JOSEPH<br>*Lecturer of Music, Director of Bands*<br>B.M.E., B.M., The Ohio State University; M.M.E., Bowling Green State University | 2018 |
| LIFER, J. DAVID<br>*Professor of Management Information Systems*<br>A.A.S., Ph.D., The Ohio State University; B.S., M.B.A., Ashland University | 1983 |

| | |
|---|---|
| LOPATIN, NIKITA<br>*Interim Chair, Department of Management, International Business, Entrepreneurship, Supply Chain Management; Associate Professor of Finance*<br>B.S. University of London; M.A., Ph.D. Indiana University | 2019 |
| **M** | |
| MANCHA, LOUIS<br>*Chair, Department of Philosophy; Associate Professor of Philosophy*<br>B.A., Rice University; M.A., Ph.D., Purdue University | 2003 |
| MATTHES BAXTER, JILL<br>*Associate Professor of Nursing; DNP-HSL Program Director*<br>B.S.N., Kent State University; M.S. Walden University; DNP Case Western Reserve University | 2016 |
| MCBRAYER, GREGORY<br>*Interim Provost; Associate Professor of Political Science*<br>B.A., Emory University; M.A., University of Georgia; Ph.D., University of Maryland | 2017 |
| MCCOY, DAVID<br>*Chair, Department of Journalism and Digital Media; Associate Professor of Journalism and Digital Media*<br>B.A., Kent State University; M.Ed., Ph.D., Kent State University | 2011 |
| MCDONALD, DANIEL<br>*Chair, Department of Art and Design; Associate Professor of Art*<br>B.A., B.F.A., Brigham Young University; M.F.A., Clemson University | 2006 |
| METZGER, MITCHELL<br>*Professor of Psychology*<br>B.S., Bowling Green State University; M.A., Ph.D., Kent State University | 2003 |
| MICHAEL, RODNEY A.<br>*Associate Professor of Physics*<br>B.S., Xavier University; Ph.D., Ohio University | 1997 |
| MOHNEY, BRIAN K.<br>*Chair, Department of Chemistry/Geology/Physics;*<br>*Professor of Chemistry*<br>B.S., Eastern Nazarene College; Ph.D., University of Pittsburgh | 1999 |
| MOHNEY, TRINA M.<br>Chemistry and Biochemistry Laboratory Supervisor<br>B.A., Eastern Nazarene College; M.Ed., University of Pittsburgh | 2011 |
| MONACELL, OLGA<br>*Associate Professor of Communication Studies, Director of Master of Arts in Strategic Communication and Leadership*<br>B.A., State University of Moldova; M.S., University of Louisiana, Lafayette; Ph.D., Syracuse University | 2021 |
| MONDAL, SHARLEEN<br>*Associate Professor of English*<br>B.A., Texas A&M University; M.A., Ph.D., University of Washington | 2011 |
| MOORMAN, TERESA H.<br>*Clinical Assistant Professor of Nursing*<br>B.S.N., Malone University; M.S.N., Western Governors University; Ph.D., Liberty University | 2018 |
| MOSER, JOHN<br>*Chair, Department of History and Political Science, and Master of Arts in American History and Government; Professor of History*<br>B.A., B.S., Ohio University; M.A., Ph.D., University of Illinois at Urbana-Champaign | 2001 |
| MULLEN, B. SUE<br>*Lecturer of Accounting*<br>B.A., Baldwin-Wallace University; M.B.A., Ashland University | 2016 |
| MEYER, KELLY<br>*Professional Instructor of Journalism & Digital Media*<br>B.A., Ashland University; M.A., University of Akron | 2024 |
| **N** | |
| NADLER, MARK A.<br>*A.I. Garber Family Chair in Economics/Finance; Associate Professor of Economics*<br>B.B.A., Bernard M. Baruch College; Ph.D., Iowa State University | 1989 |
| NOLT, DANIEL<br>Clinical Assistant Professor of Nursing<br>B.S. University of Akron; M.S. Western Governor's University | 2023 |
| **O** | |
| **P** | |

| | |
|---|---|
| PADDAGS, RENÉ<br>*Associate Professor of Political Science*<br>B.A., University of North Dakota; M.A., University of Erlangen-Nurnberg; M.A., Johns Hopkins University; Ph.D., University of Maryland, College Park | 2010 |
| PATTON, BETH J.<br>*Associate Professor of Health Sciences*<br>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 | 1998 |
| PERKOVICH, CYNTHIA<br>*Assistant Professor of Biology*<br>B.S., Kent State University; M.S., University of Nebraska-Lincoln; Ph.D., Kent State University | 2022 |
| PETRY, CYNTHIA C.<br>*Assistant Professor of Art/Director of the Don Coburn Gallery*<br>B.A. Morehead State University; M.F.A. Ohio University | 2016 |
| POSNER, MASON<br>*Trustees Distinguished Professor; Professor of Biology*<br>B.A., University of Virginia; M.S., Ph.D., University of Southern California | 1999 |
| **Q** | |
| QUINTERO, MICHAELA<br>*Assistant Professor of Psychology*<br>B.A., M.A., California State University; Ph.D., Texas Tech University | 2023 |
| **R** | |
| RANDALL-GRIFFITHS, DELEASA<br>*Professor of Communication Studies, Director of Online Applied Communication Program*<br>B.A., Indiana University; M.S., Ph.D., Southern Illinois University | 1994 |
| REAMS, DONALD<br>*Faculty Librarian; Correctional Education Librarian*<br>B.M., Heidelberg College; M.L.I.S., Kent State University | 2018 |
| REED, DENISE<br>*Director of Dietetics, Clinical Assistant Professor of Dietetics*<br>B.S. The Ohio State University, M.S., The Ohio State University | 2013 |
| REED, THOMAS T.<br>*Professor of Music*<br>B.Mus., University of Michigan; M.M., University of Akron; D.M.A., The Ohio State University | 1986 |
| REESE KLINE, JUANITA<br>*Chair, Department of Nursing; Associate Professor of Nursing, Traditional , Accelerated and Advanced Entry Nursing Program Director*<br>B.S.N., M.S., The Ohio State University; Ph.D., Kennedy Western University | 2010 |
| REINTHAL, WILLIAM A.<br>*Professional Instructor of Geology*<br>B.A., The College of Wooster; Ph.D., University of Wisconsin-Madison | 2021 |
| RODRIGUES, ANTONIA<br>*Clinical Assistant Professor of Physician*<br>*Assistant Studies*<br>B.S., M.S., Gannon University | 2025 |
| ROSENBERGER, JARED<br>*Assistant Professor of Sociology and Director of Institutional Assessment*<br>B.A., Baldwin-Wallace University; M.A. , Ph.D. University of Akron | 2022 |
| ROSSI, ALISON<br>*Assistant Professor of Fashion Merchandising & Brand Management*<br>B.A., Walsh University; M.A. Kent State University | 2016 |
| RUSSELL, JEFFREY E.<br>*Chair, Department of Economics, Finance, and Business Analytics; Associate Professor of Economics*<br>B.S. University of California at Davis; M.M. Northwestern University; Ph.D., University of Oregon | 2000 |
| **S** | |
| SARGENT, MARIA C.<br>*Professor of Education*<br>B.S., M.Ed., Ph.D., Kent State University | 1995 |
| SAUNDERS, PATRICIA A.<br>*Director, Environmental Science Program; Professor of Biology*<br>B.A., Oberlin College; M.A., Indiana University; Ph.D., University of Georgia | 2002 |
| SCHALLER, WENDY<br>*Associate Professor of Art*<br>B.A., University of Tennessee; M.A., Ph.D., The Ohio State University | 2002 |

| | |
|---|---|
| SCHMELLER, REBECCA<br>*Associate Professor of Management*<br>B.A., Louisiana State University, M.B.A., Pepperdine University; Ph.D. Indiana State University | 2013 |
| SCHRECKER, DIANE L<br>*Faculty Librarian; Curriculum Librarian*<br>B.S.Ed., Clarion University of Pennsylvania; M.L.I.S., University of Pittsburgh | 2000 |
| SIKUT, ROBIN<br>*Lecturer of Biology*<br>B.S., Walsh University; M.S. Education/Microbiology/Biology | 2019 |
| SINDELAR, MARK<br>*Assistant Professor of Industrial Engineering and Supply Chain Management*<br>B.S., University of Akron; M.B.A., John Carroll University; M.S., West Virginia University; M.S., Ph.D., University of Pittsburgh | 2022 |
| SLADE, PETER G.<br>*Chair, Department of Religion, Professor of Religion*<br>B.D., University of St. Andrews; M.A., University of Mississippi; M.A., Ph.D., University of Virginia | 2006 |
| SOLIS, JILL C.<br>*Clinical Assistant Professor of Physician Assistant Studies*<br>B.S. ,Case Western Reserve; M.S., University of Phoenix; M.S., Cedarville University; DNP, Frontier Nursing University | 2024 |
| STEVENS (ROGERS), CARA<br>*Associate Professor of History*<br>B.A., University of Colorado at Colorado Springs; M.A., Rice University; M.A., University of Texas at Dallas; Ph.D., Rice University | 2018 |
| STEVENS, JASON<br>*Assistant Professor of Political Science*<br>B.A., Ashland University; M.A., Ph.D., University of Dallas | 2015 |
| STOLL, ROBERT G.<br>*Associate Professor of Management*<br>B.S., M.B.A., Rochester Institute of Technology, M.S., Case Western University, Ph.D., Cleveland State University | 2012 |
| STROUTH, ANNE<br>*Professional Instructor of Criminal Justice*<br>A.S., North Central State; B.S., Ashland University; M.S., Capella University | 2022 |
| SULLIVAN, DANIEL W.<br>*Associate Professor of Entrepreneurship*<br>B.A., University of Pittsburgh; M.B.A., Indiana University of Pennsylvania; J.D., University of Akron School of Law; Ed.D., Ashland University | 2010 |
| SWAIN, GORDON<br>*Professor of Mathematics*<br>B.S., Eastern Nazarene College; M.S., University of Vermont; Ph.D., University of Massachusetts | 1994 |
| SWANSON, CHRISTOPHER N.<br>*Professor of Mathematics*<br>B.S., Denison University; M.S., Ph.D., University of Michigan | 1999 |
| **T** | |
| TEFS, MICHAEL<br>*Lecturer*<br>B.S.Ed., M.A.Ed., Baldwin-Wallace University; Ed.D., Walden University | 2024 |
| THOMAS, SARAH<br>*Faculty Librarian; Acquisitions and Theological Library*<br>B.A., Ohio Valley University; M.L.I.S, Kent State University | 2002 |
| TRIMBLE, ANDREW J.<br>*Associate Professor of Biology/Toxicology*<br>B.S., Ph.D., Southern Illinois University | 2009 |
| **U** | |
| UGAZ SANCHEZ, WILLY<br>*Visiting Professor of Industrial Engineering and Supply Chain Management*<br>B.S., Piura University; M.B.A., Ashland University; M.S., Ph.D. Carlos III de Madrid University | 2024 |
| **V** | |
| VANATA, DAVID F.<br>*Director of Sport Nutrition Counseling, Associate Professor of Health Sciences*<br>B.S., Richard Stockton College; M.S., Florida State University; Ph.D., University of North Carolina Chapel Hill | 2002 |
| VAUGHAN, WILLIAM<br>*Professor of Philosophy*<br>B.A., M.A., Case Western Reserve University; M.A., Ph.D., University of Illinois | 1995 |

| | |
|---|---|
| VENKATARAMANY, SIVAKUMAR<br>*Professor of International Business; Burton D. Morgan Chair*<br>M.B.A., M.S., Ph.D., University of Miami | 1999 |
| **W** | |
| WEAVER, RUSSELL M.<br>*Professor of English*<br>B.A., Tulane University; M.A., Ph.D., University of Chicago | 1986 |
| WEIDENHAMER, JEFFREY D<br>*Director, Honors Program; Trustees Distinguished Professor; Professor of Chemistry*<br>B.S., Ashland University; M.S., The Ohio State University; M.S., Louisiana State University; Ph.D., The University of South Florida | 1989 |
| WERNICK, ANN MARIE<br>*Assistant Professor of Education*<br>B.A., M.Ed., University of Notre Dame; Ph.D., Southern Methodist University | 2024 |
| WEST, DAVID T.<br>*Associate Professor of History*<br>B.A., M.A., University of Dallas; M.A., Ph.D., Boston University | 2018 |
| WICK, DARREN D.<br>*Chair, Department of Mathematics and Computer Science;*<br>*Professor of Mathematics*<br>B.S., Purdue University; M.S., Utah State University; Ph.D., University of Oregon | 2000 |
| WILLIAMS, DANIEL<br>*Visiting Assistant Professor of History*<br>B.A., Case Western Reserve University; M.A. , Ph.D. Brown University | 2024 |
| WITHERSPOON, DENNIS<br>*Associate Professor of Finance*<br>B.B.A., Saginaw Valley State University; M.B.A. Central Michigan University; Ph.D. Kansas State University | 2019 |
| WOOD, DEREK<br>*Professional Instructor of Journalism & Digital Media*<br>B.A., Ashland University; M.A., Kent State University | 2021 |
| WYLLIE, ROBERT<br>*Assistant Professor of Political Science; Director of Political Economy Program*<br>B.A., M.A., University of Virginia; Ph.D. Notre Dame | 2020 |
| **Z** | |
| ZINGALE, BARBARA<br>*Professional Instructor*<br>B.S., Florida Atlantic University; M.S.IT., Capella University | 2017 |

# Emeriti

**Emeriti**

| | |
|---|---|
| Adams, Bonnie | 2019 |
| Ajwa, Iyad* | 2020 |
| Akers, Eric* | 2008 |
| Allen, Carl* | 2003 |
| Arthur, Matthew | 2017 |
| Billman, Linda | 2019 |
| Bixler, Beverly* | 1983 |
| Brenan, Kathleen | 2017 |
| Broda, Herb* | 2015 |
| Brown, P. Thomas | 1995 |
| Brown, Susan | 2007 |
| Brueggeman, Martha | 2007 |
| Brush, Nigel | 2022 |
| Cadley, Donald | 1999 |
| Caldemeyer, Charles | 2015 |
| Chai, Jae | 1998 |
| Craig, Russell | 2015 |
| Cummins, William | 2020 |
| Dence, Thomas | 2015 |
| Dewey, Stanley* | 1982 |
| Drushal, Mary Ellen | 2006 |
| Drushal, Michael | 2006 |
| Edlefson, Carla | 2015 |
| Edwards, Patricia | 2014 |
| Ferroni, Charles | 2000 |
| Flanagan Hudson, Kathy* | 2013 |
| Fleming-Dufala, Louise | 2015 |
| Ford, Lucille | 1995 |
| Fraas, John | 2010 |
| Froelich, Robert* | 1984 |
| Gerrick, Greg | 2016 |
| Goad, Al* | 2001 |
| Gotthardt, Linda | 2007 |
| Gregersen, Andrew* | 1979 |
| Guiher, Susan | 2016 |
| Harvey, Marvin* | 1977 |
| Heimann, Beverly | 2014 |
| Hudson, Murray | 2006 |
| Hudson, Michael* | 2019 |
| Ickes, Curt | 2022 |
| Jamieson, Merri | 2003 |
| Janusko, Robert | 1999 |
| Knickerbocker, Joan | 2021 |
| Kommer David | 2017 |
| Kriens, Richard* | 1996 |
| Lehman, Dan | 2018 |
| Levine, Gary* | 2019 |
| Lifer, James | 2015 |
| Mackall, Joe | 2020 |
| Margot, Gary | 2017 |
| Martinelli, Fred* | 1999 |
| Mast, William | 1987 |
| McBurney, Margery* | 1994 |

| | |
|---|---|
| McGovern, Robert* | 1999 |
| Meredith, William | 2000 |
| Mertler, Carol* | 2002 |
| Messerly, Donna | 2014 |
| Miller, Mary | 2010 |
| Moore, Alinde | 2015 |
| Moore, Nancy | 2017 |
| Morton, Jacalyn | 2020 |
| Nagy, Alex* | 1992 |
| Nethers, John* | 1992 |
| Newkirk, Maurice* | 1979 |
| Parsons, Kristine | 2017 |
| Pastor, Elizabeth* | 2015 |
| Paugh, Ronald | 2017 |
| Piirto, Jane | 2018 |
| Pinkham, Jeffrey | 2020 |
| Piper, Beverly | 2018 |
| Pool, Steven | 2017 |
| Poorman, Alan | 1996 |
| Rafeld, Fred | 2001 |
| Rawraway , Rene | 2022 |
| Reeder, Vernon* | 1977 |
| Reynolds, James* | 1999 |
| Richmond, Elizabeth* | 1996 |
| Rinehart, Don* | 2008 |
| Rinehart, Janet* | 2016 |
| Rogers, Calvin* | 1984 |
| Rogers, Robert | 2015 |
| Rumker, Terry | 2021 |
| Rycik, James | 2017 |
| Rycik, Mary | 2017 |
| Salvo, Leonard* | 2015 |
| Saslaw, Naomi | 2022 |
| Schenker, Leon* | 1990 |
| Schmidt-Rinehart, Barbara | 2022 |
| Schramm, Peter* | 2019 |
| Schuman, Walter | 2003 |
| Segelken, Warren* | 1992 |
| Shannon, Ella | 1999 |
| Shelly, Ann* | 2014 |
| Shockney, Thomas | 1999 |
| Siders, Stanley | 1989 |
| Sikora, Stephanie | 2020 |
| Sommers, Norm* | 2009 |
| Spink, George | 1996 |
| Stitzlein, Dorothy | 2007 |
| Stoffer, Cathy | 2014 |
| Stoffer, Richard | 2015 |
| Stokes, Robert* | 1999 |
| Straits, David | 2004 |
| Stratton, Dorothy | 2013 |
| Stratton, John* | 2011 |
| Sullivan, Deborah | 2022 |

| | |
|---|---|
| Symons, Richard | 2013 |
| Telego, Gene | 2002 |
| Trainham, W. Emory* | 1992 |
| Udolph, Nancy | 2021 |
| Valentine, John* | 1999 |
| Van Dresar, Vickie | 2017 |
| Van Keuren, James | 2015 |
| Vanosdall, Thomas* | 1981 |
| Wagner, Warren | 2000 |
| Walker, Ron* | 2006 |
| Walley, Carl | 2019 |
| Weidenhamer, Harry* | 1975 |
| Wendling, Robert* | 2000 |
| Wilson, Harold* | 2016 |
| Wilson, Sandy | 2001 |
| Wygant, Lloyd | 2002 |

*deceased