

M.B.A. & M.ED. CATALOG



▶ GRADUATE ADMISSIONS
page 4



▶ MASTER OF BUSINESS ADMINISTRATION
page 16



▶ MASTER OF EDUCATION
page 17



ACCREDITATION AND MEMBERSHIPS

Lake Erie College is accredited by the Ohio Board of Regents, the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (www.ncahlc.org). The College does not discriminate on the basis of race, sex, color, creed, national origin or disability in admissions or access to its programs and activities.

Graduate and undergraduate academic programs provided through Lake Erie College's Department of Business are accredited by the International Assembly for Collegiate Business Education (IACBE).

All programs in the M.Ed. degree program are authorized by the Ohio Board of Regents. The Ohio Department of Education recognizes all coursework for the master of education degree.

This Catalog reflects the curriculum, policies, personnel, and expenses at Lake Erie College at the time of printing. It is intended for the guidance of current and prospective students and the College's faculty and staff. The catalog is not intended and should not be regarded as a contract between the College and any student currently enrolled or applying for admission, or any other person. The College reserves the right to depart without notice from the terms of this Catalog. To the extent possible, a student who has been continuously enrolled fulltime and who has continuously made satisfactory progress towards a degree will be allowed to graduate according to policies and requirements in effect during the first semester in which the student is enrolled at Lake Erie College.

INSTITUTIONAL OVERVIEW

Lake Erie College is an independent, coeducational institution located 30 miles east of Cleveland, Ohio, offering instruction at the baccalaureate and master's degree levels. Programs of study are founded in the liberal arts and are offered through the departments of Business, Education, Arts and Sciences (Social Sciences, Fine Arts, Mathematics, Humanities and Sciences) and Equine Studies. The College seeks to accommodate traditional and nontraditional-aged students on both a full-time and part-time basis.

The College is located in Painesville, seat of Lake County, in the heart of the Western Reserve. The small-town setting and historic homes surrounding the campus provide a traditional academic environment, while the proximity to Cleveland offers the cultural advantages of a major metropolitan area. The campus consists of 15 buildings of both traditional and contemporary styles. Five miles south of the campus is Morley Farm with 90 acres, home to the George M. Humphrey Equestrian Center and Victor House, residence of the College president and site of a variety of College and community activities.



HISTORY

Lake Erie College was founded in 1856 as the Lake Erie Female Seminary by graduates of Mount Holyoke College. The first class graduated in 1859. In 1898 it became Lake Erie College and Seminary and in 1908 its charter was amended to identify it as Lake Erie College. The College from its inception was a private, non-denominational Christian institution. It was first accredited by the North Central Association of Colleges and Secondary Schools in 1913 and is a founding member of the Ohio College Association.

MISSION STATEMENT

In the context of a long liberal arts tradition, Lake Erie College provides distinctive undergraduate and graduate programs that prepare students to meet career and life challenges as educated and responsible citizens of local, national and international communities.

(Approved by the board of directors April 19, 2007)

INSTITUTIONAL CORE VALUES

The Mission of the College is expressed in the following core values:

- Academic Excellence
- Academic Dynamism
- Internationalism
- Commitment to Diversity
- Beneficial Interpersonal Relationships
- Caring and Student-Centered Attitude

EDUCATIONAL PHILOSOPHY

The philosophy of Lake Erie College is that the well-being and enrichment of society is dependent upon the abilities of individuals to think both creatively and critically, to make reasoned and informed decisions and to assume responsibility for their personal actions and continuing education. Education at Lake Erie College promotes the knowledge and understanding of various cultures and the growth of personal and social responsibility. In addition, the College fosters the development of cognitive abilities associated with the acquisition of knowledge and the mastery of skills.

The liberal arts and career-oriented disciplines the College offers are not mutually exclusive bodies of knowledge, and the best education is one that promotes the integration of both types of disciplines. The process of education is as vital as the subject matter communicated. It is through intercultural awareness, directed practice in discerning relationships among disciplines, and making informed judgments that a person becomes educated and acquires the flexibility necessary to meet the rapidly changing demands of the marketplace and the world.

Teaching is a fundamental priority at Lake Erie College. Excellence in instruction is enhanced by close faculty and student interaction and sound counseling and advising. The faculty of the College, through a collegial style of governance, develops academic programs that reflect the mission and philosophy of the College and encourage academic inquiry and applied learning.

(Approved by the board of directors on September 26, 1987)

VISION STATEMENT FOR ACADEMIC AFFAIRS

Lake Erie College will graduate students who are prepared to engage the most important issues of their local, regional and global communities. This is accomplished through:

- A solid liberal arts foundation in the core curriculum;
- Disciplinary expertise and excellence for each student; and
- Comprehensive attention to personal innovation, active learning experiences and global civic responsibility in academic and co-curricular programs.

DISTINCTIVE CHARACTERISTICS OF A LAKE ERIE COLLEGE EDUCATION

The distinctive characteristics of a Lake Erie College education are evident in the graduates' ability to innovate, activate and collaborate in a worldwide community.

INNOVATE: The application of innovation and creativity is the heart of entrepreneurship and self-directed engagement. Each program and activity will foster an innovative spirit in students providing them with confidence in themselves and their ability to achieve their objectives.

ACTIVATE: Hands-on, project-based learning in every program area enables students to apply theory to practice allowing them to absorb information more effectively and teaching them how to transfer successes from one area to another in their personal and professional lives.

COLLABORATE: Reflection upon the cultural and social interdependence of the emerging global community and collaboration with others to implement innovative solutions are the specific experiences that will provide graduates with an enduring foundation for living in our complex and demanding society.



GRADUATE ADMISSIONS

Admissions/Application Information

Admission to a graduate program is determined on the basis of demonstrated professionalism, intellectual capability for successful completion of the program and potential for leadership.

Students can be admitted to and begin a graduate program during the Spring/January semester, the Summer/May session, or the Fall/August semester. The Office of Admissions processes applications to graduate education programs. To obtain an application package, write or call:

Lake Erie College Admissions
391 W. Washington Street
Painesville, OH 44077
440.375.7050 or 1.800.916.0904
Email: admissions@lec.edu

To be considered for graduate admission, students must complete the following requirements:

- Return the completed Graduate application to the Admissions Office with a \$30 non-refundable application fee or complete online at www.lec.edu.
- A bachelor's degree from an accredited four-year college or university.
- Undergraduate cumulative grade point average of 2.75 on a 4.00 scale.
- Submit official transcripts from the student's undergraduate degree-granting institution and transcripts for all graduate work previously completed. Graduate transfer credit must be requested at the time of admission to Lake Erie College. An official transcript is one that is sent directly to the Office of Admissions from another institution.

Master of Business Administration Specific Admissions Criteria:

- Some managerial or professional experience is recommended, but not required.
- A resume outlining the work experience and education that has prepared the student to begin graduate study in business administration.
- Personal Statement
- Applicants may supplement their undergraduate record with official scores on the GMAT (Graduate Management Admissions Test) or GRE (Graduate Admission Exam) if they choose.

Weekend Accelerated Program Additional Requirements:

- Undergraduate cumulative grade point average of 3.0 on a 4.00 scale.

- Three or more years of professional work experience

Applicants who do not meet the minimum grade point average requirements for admission to the Master of Business Administration program will be reviewed. Exceptions may be made based on the applicant's professional work experience and/or acceptable GMAT/GRE scores. A personal interview may be requested at the discretion of the College.

Master of Education Specific Admissions Criteria:

- A satisfactory score on the Graduate Record Examination is required for all applicants with less than a 2.75 grade point average in their undergraduate work. A verbal score of 440 and quantitative score of 500 is required.
- Hold or be eligible for any teaching certificate or license issued by the Ohio Department of Education.
- A writing sample
- An interview with the Dean of Education or the dean's designee.

Any student failing to meet one or more of the criteria may apply to the Academic Standards Committee for an exemption. The committee, in consultation with the dean, shall determine whether or not the student will be admitted and establish any conditions that apply to the student's admission.

International Students

Prospective students who are not citizens of the United States nor have "Permanent Resident" status are considered to be international students and are not eligible for federal financial aid.

Prior to the submission of application materials, the student must submit an "Affidavit of Financial Support" officially demonstrating that the family or sponsor is able to provide the equivalent of **\$35,000** U.S. for that student. This amount will cover the housing, transportation, maintenance and educational expenses for one year of study at Lake Erie College.

Students whose first language is not English must achieve:

- TOEFL: a paper score of 600, a computer score of 250, or an internet score of 100 is required.
- IELTS: a score of 7.0 is required.
- STEP: passing grades at the first and prefirst levels.

Graduate international student applicants follow the graduate admissions requirements and the international student requirements. All documents, transcripts, letters of recommendation and essays must be accompanied by an official English language translation from WES (World Education Services, Inc.) www.wes.org, ECE (Education Credential Evaluators, Inc.) www.ece.org, or AACRAO



International Education Services www.aacrao.org/international/foreignEdCred.cfm. The application fee for international students is \$50 U.S.

Entry Information

Students apply for acceptance to a graduate program through the Office of Admissions at Lake Erie College. Once a new student has been accepted to a program, he/she must demonstrate intent to enroll by submitting the non-refundable \$150 tuition deposit to the Office of Admissions. The deposit, which is applied to the first semester's tuition bill, allows a student to register for classes. Acceptance to graduate study will remain valid up to one calendar year from the time of the original acceptance. Requests to defer enrollment must be made in writing and sent to the Office of Admissions.

The dean of business or dean of education will meet with each student applying for entrance to the respective programs. The registrar's office will designate an advisor for each graduate student. It is the responsibility of the student to contact the assigned advisor for approval of course selection.

Alternate Entry to the M.Ed. Program

Alternate entry is designed for students who have a degree in some area other than education and wish to work toward licensure and graduate credit. Students may enter the licensure program as a post-baccalaureate student and take coursework to prepare for teacher licensure. However, a student must be either a post-baccalaureate student or a graduate student (not both) during any semester. After a student obtains a license, he/she may apply to enter the graduate program at Lake Erie College.

FINANCIAL AID AND TUITION PLANS

Financial Aid

Students enrolled at least half-time (three credits/semester) may be eligible for Federal Stafford Loans. Contact the Office of Financial Aid at 440.375.7100 for more information.

Tuition and Fee Payment Information

Fees may be calculated by referring to the tuition and fee schedule listed on the website for each semester. Financial refund schedules are published there as well. Be sure to reference this information when making decisions to add or drop classes after the semester begins.

Due to federal regulations, all international students entering the United States on an F-1 Visa are required to prepay their tuition for the entire year before registering for classes. International students are not eligible for time-payment plans. Canadian students are required to pay each semester prior to registering for classes and are not eligible for time-payment plans.

Students who do not meet financial obligations on a timely basis

may be removed from their educational program. Re-entry into the program will require payment of a re-matriculation fee equal to the current late registration fee in addition to the regular tuition and fee charges assessed.

The College reserves the right to withdraw a student from his or her academic program, including academic programs abroad, to withhold grades and transcripts, and to deny participation in graduation exercises if tuition and fees are not paid on a timely basis. The student may apply for re-admission to the program for following semesters; re-admission will be dependent on proof of financial stability.

Late fees will be charged on all accounts 30 days past due. Charges that remain unpaid will be sent to a third party collection service. At that time, the collection fees, interest charges and legal fees will be added to the balance on the student's account and these accounts will also be reported to the credit bureau.

Methods of Payment

Three options are available for paying education expenses:

1. Pay each semester's expenses in full. The amount, less financial aid and loans, is due on May 1–summer, August 1–fall, December 1–spring.
2. Apply for private student loans and/or parent PLUS loans, using the Lake Erie College Financial Aid website. Proof of loan funds approval and disbursement date information is due on the semester due dates as indicated in option one.
3. Enroll in the Time-Payment Plan, pay the enrollment fee and begin making the monthly payments prior to the semester due date as indicated in option one. This plan is interest free.

Note: All of the above options may be combined to make a financial plan that is suitable for budgeting needs, making sure they are in place on or before the semester due dates as indicated above.

Veterans Benefits

Lake Erie College is approved by the State Approving Agency for Veterans training. Veterans who are eligible for educational benefits should contact either the Associate Registrar at Lake Erie College. Veterans benefits received (as determined by the information reported on the Free Application for Student Aid) will be considered a resource in the determination of a student's financial need in accordance with federal regulations governing the delivery of Title IV Student Financial Assistance. Veterans receive the educational benefits from the Veteran Administration (VA) and eligibility and amounts are determined by the VA.

Tuition Reimbursement

Students eligible for employer reimbursement have two options:

1. For an employer who reimburses 100% of tuition and fees, students will supply a letter each semester verifying their employment and their eligibility for reimbursement of tuition and fees. Tuition will be deferred up to four weeks after the semester ends.
2. For an employer who reimburses less than 100% or requires certain grade achievement, students will pay 50% of tuition and fees by the semester due date, and the remaining 50% may be deferred up to four weeks after the semester ends.

There is a fee of \$30 per semester for either of these plans. Plans are available for graduate level studies only. Tuition payment due dates are: Summer sessions, May 1; fall semester, Aug. 1 and spring semester, Dec. 1.

For more information, please contact:

Lake Erie College Bursar
440.375.7022 or 1.800.533.4996
email: bursar@lec.edu

Refund Policies

If registration is canceled prior to the start of classes, a full refund will be made with the exception of the admissions deposit. The student's account will be credited only after the proper withdrawal forms have been filed with the registrar and the exit interview is completed. Students must contact the Registrar's Office to officially withdraw from the school.

Refund dates are found on the website www.lec.edu, college info/student accounts, each semester. Refer to this information for the financial impact of dropping/withdrawing from classes.

Students who discontinue class attendance without officially completing the withdrawal procedure will be responsible for the full amount of applicable tuition and fees. A student receiving Title IV financial aid, who does not officially complete the withdrawal procedure, will be required to return 50% of the Title IV funds. Refunds for withdrawals after the official dates will not be made in cases of inability to attend classes due to changes in business or personal affairs. If extraordinary circumstances require a student to withdraw from classes after the refund period, an appeal may be filed. Forms are available in the Registrar's Office.

Refunds due to overpayment of tuition and fees will take approximately two weeks to process. Overpayments of tuition and fees resulting from financial aid credits and student loans will be processed in compliance with federal guidelines.

Students completely withdrawing from all their semester classes, having been granted Title IV aid and loans, may receive funds that will have to be returned to the Title IV program because of its "drop date." Students receiving Title IV aid and loans should check with the Financial Aid Office before starting the withdrawal process.

Satisfactory Academic Progress Policy

To be eligible to receive financial aid from federal, state and institutional sources at Lake Erie College, students must make satisfactory academic progress in their degree or certificate programs. Satisfactory Academic Progress (S.A.P.) is reviewed at the end of each spring semester. Students placed on S.A.P. probation will be reviewed at the end of each term. All periods of attendance count in the determination of progress, even periods in which the student did not receive financial aid.

The S.A.P. criteria are as follows:

- No student may receive financial aid for a time period that exceeds 150% of the program length. The time frame is determined by the number of hours attempted. Graduates may not receive aid for a period exceeding six full-time semesters.
- Students not meeting satisfactory academic progress standards as stated above will be deemed ineligible to receive financial aid and notified in writing. Students may appeal this action if circumstances beyond their control prohibit them from maintaining S.A.P. by submitting a letter in writing to the Office of Financial Aid no later than 30 days from the date of notification.

TRANSFER CREDITS

Transfer Credits M.B.A.

At the time of application as a degree-seeking student to the M.B.A. program, a student may request approval to transfer up to six (6) semester credits or the equivalent of two courses of graduate study from an accredited institution of higher education.

- A. Consideration for transfer credit to meet core requirements will be based upon work in equivalent courses to those required. Elective transfer credit may be accepted when approved by the dean of business.
- B. Only credits that have been earned within seven (7) years of completion will be considered for transfer.
- C. Only credits in which a grade of "B" or better has been earned will be considered for transfer.
- D. Only recognized catalog coursework will be accepted from other institutions.

Transfer Credits M.Ed.

At the time of application as a degree-seeking student to the M.Ed. program, a student may request approval to transfer up to nine (9) credits of graduate study from an accredited institution of higher education.

- A. Consideration for transfer credit to meet core requirements will be based upon work in equivalent courses to those required. Elective transfer credit may be accepted when



- approved by the dean of education.
- B. Credits will be accepted that allow the student to complete the program in 7 (seven) years from the first class taken.
 - C. Only credits in which a grade of "B" or better has been earned will be considered for transfer.
 - D. A maximum of three (3) semester hours of credit from Lake Erie College's Professional Development Seminars for which a student has received a letter grade may be transferred into the graduate program. The three semester hours of Lake Erie College's Professional Development Seminar work are considered part of the nine semester hours permitted for transfer to the program.
 - E. Only recognized comparable catalog coursework will be accepted from other institutions.

Non-Degree Seeking Graduate Status

Below are the criteria for students wishing to enroll in graduate courses for professional development only and who are not interested in a degree program of study:

- A. Applicant must have earned a bachelor's degree from an accredited institution of higher education.
- B. Student enrollment in each term will be limited only to those courses which have been authorized by the dean of business or dean of education.

Non-degree seeking students who want to be considered for regular degree-seeking graduate status must submit an application and be approved for admission to the desired graduate program of study. Course work taken prior to the application to the program will be considered for credit on a course-by-course basis.

PROCEDURES, POLICIES AND PRACTICES

APA (American Psychological Association) Format

All papers for classes are to be written in the APA writing style. Papers should be fit for publication, using formal language and correct grammar, punctuation and spelling. Students are encouraged to invest in an APA manual during their first course of study and to examine the acceptable options for conducting research and conveying information. All written assignments must be professional works supported by rational thinking and research.

Directory Information

Lake Erie College may release directory information in accordance with the provisions of the law as defined in Title IX. Directory information is defined as the following relating to a student: name, telephone number, date and place of birth, academic major, dates of attendance, degree earned, honors, awards, scholarships, honor societies and Dean's Lists, officially recognized activities or sports and height and weight of members of athletic teams.

Students have the right to request Lake Erie College to withhold any or all information designated as directory information. Written request to withhold specific information must be submitted to the registrar within two weeks after the first day of class of the first semester as a student. Requests will be honored for one year. Authorization to withhold information for successive years must be filed annually with the registrar.

Educational Records and FERPA

Educational records at Lake Erie College are those student records that are kept in the offices of the Registrar, Student Life, Admissions, Financial Aid, Advising, Dean of the College and in the offices housing records of individual academic programs and advisors.

The Family Educational Rights and Privacy Act (FERPA) of 1974 provides access for students to their educational records; permits them to challenge the accuracy of information in those records and limits the release of such information without their explicit consent. Lake Erie College makes available to students those records that students are entitled to review. The College affirms the importance of the confidentiality of student educational records.

Without written consent from the student, no unauthorized persons will have access to nor will the College disclose information from any student's educational records other than that, which is classified as directory information. The exception to this would be persons or organizations providing student financial aid, accrediting agencies carrying out their accreditation duties, governmental representatives, persons acting in compliance with a judicial order and persons in an emergency acting to protect the health or safety of a student. The aforementioned exceptions are permitted under the law.

Within Lake Erie College, only College personnel acting in the students' educational interest and within the limitation of their "need to know" are allowed access to students' educational records.

Educational records do not include: records of instructional, administrative and educational personnel that are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute; student health and personal counseling records; health records may be reviewed by physicians of the student's choosing; student employment records and alumnae records.

Students may not inspect financial information submitted by their parents or confidential letters and recommendations associated with admissions, employment or honors. The College will permit access only to that part of the record that pertains to the student requesting access. Lake Erie College does not permit access to confidential letters and recommendations placed in a student file

prior to January 1, 1975.

Consent to Release Education Records forms are available in the Registrar's Office.

Student Notification of Rights

Educational records containing personally identifiable information are confidential and will not be released to third persons, except as authorized by law. Students and parents, if dependent for Internal Revenue purposes, have a right (with certain exceptions) to inspect educational records as defined by the applicable statute. Application to inspect educational records should be made to the Affirmative Action Officer. If students believe their educational records are inaccurate, they have a right to a hearing on the merits to correct the records. Should the outcome of the hearing also deny the request; students have the right to file a letter of rebuttal that will be maintained as a permanent part of the educational record. Students have the right to file complaints concerning failure by Lake Erie College to comply with the Acts Office, U.S. Department of Health, Education and Welfare, 200 Independence Avenue, SW, Room 526-E, Washington, DC 20201. For further details concerning rights under the law, students should consult the Affirmative Action Officer.

CAMPUS SUPPORT AND STUDENT SERVICES

Graduate students are invited to take full advantage of their membership in the Lake Erie College community. We extend an invitation to you to become involved in campus groups and organizations in which you may have an interest. These include activities such as the Lake Erie College Community Choir, theatre productions for which there is always an open casting call; and other groups organized around student interests.

Family and friends are welcome to all the intercollegiate athletic contests. Lake Erie College is an NCAA Division II institution fielding teams in men's and women's basketball, track and field, cross country, golf and soccer; softball and volleyball for women and baseball and football for men. The College is currently in a provisional year for Division II status.

The College does not offer a placement service, but we do post employment opportunities on our website in the section for the Career Resource Center. A counselor from the Career Resource Center can assist students in putting their resume on the Ohio Department of Education website and targeting geographical and job areas appropriate to the student. The Career Resource Center (440.375.7505) offers workshops on resume writing and interviewing skills. A yearly etiquette dinner is sponsored by the Center. A nationally known speaker provides business and dining etiquette tips.

Lake Erie College can serve your professional and personal interests. We invite your involvement on the campus.

Bookstore

Required textbooks and school supplies are available in the college bookstore, which is located in the lower level of the Arthur S. Holden Center.

Computer Labs

Computer facilities are available for graduate students. These computer laboratories are located in the Lincoln Library, Austin Hall of Science and in the Arthur S. Holden Center. Students must obtain a student computer account before using these facilities. Accounts are available by calling computer services at 440.375.7580.

Dining

Students may purchase meals at the campus cafeteria located in the Arthur S. Holden Center. Snacks are available from vending machines in College Hall, Austin Hall of Science, the lower level of the Holden Center and the Storm Café in the Holden Center.

Library Resources

Students are responsible for acquainting themselves with the resources available at the Lincoln Library and to schedule individual or small group meetings with the research librarian for instruction on conducting computerized ERIC searches, Internet and Infotrac.

The Lincoln Library is affiliated with interlibrary loan programs and can obtain resource material for your graduate work, providing the reference librarian is given sufficient notice.

Students must obtain a college ID for library usage. Curriculum materials for classroom instruction are available to all Lake Erie College students in the Curriculum/Media Center located in the Lincoln Library.

Media

The Lincoln Library maintains a curriculum center for Education Students. Education media is available along with appropriate audio-visual equipment in the Lincoln Library for both graduate and undergraduate student use. Laminating and dry mount machines are available for student use. A variety of videotapes are available for educational purposes.

Parking

All students must register vehicles with campus Security and obtain a registration decal. The parking registration decal must be displayed on the vehicle at all times in the exact location instructed by Security. When registering a vehicle, students will complete a form that requires the license plate number and the make, model and color of the vehicle. There is no charge for the decal; however, there is a \$50 charge for lost decals.

Security

Although Lake Erie College is a safe campus, students who are



on campus in the evening and need an escort to their cars may contact security at 440.375.7575. When using campus phones, call extension 7575. On campus, the Security Office is located in #107 in the Arthur S. Holden Center. The officers carry a phone with them when they are not in the office.

Student ID

ID cards are obtained from the Student Life Office at various times during the school year. ID pictures are taken during the first two weeks of each semester. All students, faculty and staff should have a Lake Erie College ID that is updated each year. ID cards are free for the first card; replacements are \$5 each. The updated ID card is needed to use the computers in the Computer Center and to check out books in the library.

Student Success Center

The Lake Erie College Student Success Center is available to any registered Lake Erie College student who may be in need, disability counseling services or academic support during the course of the semester. The Center also holds academic success workshops, on a multitude of learning topics. For more information, you may contact Dr. John Spiesman, Director of Student Success Center (jspiesman@lec.edu, 440.375.7426).

Any student with a disability that may affect his/her performance in class must notify the Student Success Center within two weeks of the first class meeting and provide documentation. The Center will review the documentation of the disability and contact the instructor. Based on recommendations from the Student Success Center, accommodations will be made for such a student in accordance with Section 504 and ADA regulations. No accommodations will be made; however, if these procedures are not followed.

Lake Erie College Center for Entrepreneurship

Lake Erie College has undertaken significant steps toward making entrepreneurship a common and accessible experience for all of our students. We have branded this vision as Put Your Passion to Work. Many measures are used to demonstrate the progress, continuous improvement and success of the Center in six key areas - student engagement, faculty engagement, faculty development, experiential engagement, community involvement and value creation and commercialization. The development of the entrepreneurship curriculum has already capitalized on the initiative of faculty from all disciplines. The College has developed an undergraduate entrepreneurial studies major and minor, an equine entrepreneurship degree program and several additional entrepreneurial courses. A Visiting Professor of Entrepreneurship has also been added. Lake Erie College's Center for Entrepreneurship opened in College Hall in April 2007 as part of the Northeast Ohio Collegiate Entrepreneurship Program (NEOCEP) with funds provided by the Burton D. Morgan Foundation and the Ewing Marion Kauffman Foundation.

ACADEMIC REGULATIONS

Academic Calendar and Course Scheduling

The calendar for the academic year is divided into two semesters, each 15 weeks long, and a summer session. Courses normally meet in regularly scheduled sessions, once per week throughout the semester. Exceptions occur when justified by educational objectives or special methods of instruction. Seminar, research and independent study courses are scheduled in order to provide the kind of experience called for by the nature of the work.

Registration Dates

Dates of registration are published in the academic calendar as established by the vice president of academic affairs. Registration for currently enrolled students takes place during the preceding semester. Students are expected to have the approval of their faculty advisor. Transfer students entering Lake Erie College for the first time, select courses in consultation with an assigned advisor. Students may register for courses at any time after obtaining advisor approval.

Lake Erie Online (LEO)

LAKE ERIE ONLINE (LEO) is a secure online registration/information system available to all Lake Erie College students. Using this system, students can register for classes; view their schedules, grades, and academic transcripts; check financial aid information; make payment arrangements; download course materials, and more.

Registration Changes

The dates by which adding, dropping and withdrawing may take place are listed in the published academic calendar. The calendar is available from the Registrar's Office or on the Lake Erie College website at:

http://www.lec.edu/academics/academic_calendar.php.

Changes in enrollment or registration after the formal registration period has ended will be permitted only by exception through the Registrar's Office by a Late Action Petition. This applies to courses dropped or added. No courses may be added or dropped after the first calendar week of classes (weekday or weekend). The change or withdrawal process will not be considered complete until the Schedule Change Form is received in the Registrar's Office.

Student Course Load

Six credit hours per semester is considered a full-time load for a graduate students at Lake Erie College.

Withdrawal from a Course

1. A student withdrawing from a course at any time after the full refund period and through the fifth week of classes will have a letter "W" recorded on the transcript.
2. A student withdrawing from a course between the beginning

of the sixth week and the end of the ninth week will have recorded a grade of “WP” or “WF” to reflect academic status at the time of withdrawal. While these grades are recorded on the student’s transcript, neither is considered in computing the grade point average.

- No withdrawal will be permitted from a course after the end of the ninth week. Under certain circumstances, an “Incomplete” grade may be appropriate. See information about this grade under “Grading.” A student who withdraws from a course without following the formal procedures will automatically receive the grade of “F.”

Tuition fees paid by a student authorized to withdraw are returnable only as indicated under “Refund Policies” in this catalog.

Involuntary Medical Withdrawal

When, in the judgment of the College, an individual’s behavior is disruptive to the educational and living environment which the College seeks to maintain, that student may be required to undergo psychological evaluation or and/or an investigation by a College Medical Withdrawal Panel for mandatory withdrawal from the College. The Medical Withdrawal Panel will consist of the Director of the Student Success Center (or designee); Director of Academic Advising (or designee); and Dean of Students (or designee) who will chair the panel.

Mandatory psychological evaluation and withdrawal will be considered in cases where there is a threat of danger to self, others or property, or disruption of the educational process and mission of the College. If a student engages in suicidal behavior, the College will respond in accordance with the Suicide Gesture Response Policy. The College will make every effort to work with the student involved, but reserves the right to contact the student’s parents/legal guardians or spouse.

The College may remove a student from the residence halls or from attending classes or from the campus on a temporary basis pending the outcome of an evaluation and/or hearing for a mandatory withdrawal if the student presents a risk to self, others or property. Locating an alternate place to stay, if removed from campus is the responsibility of the student and/or their parent(s)/ legal guardian(s) or spouse.

Academic Credit

The standard academic unit at Lake Erie College is the semester hour. Courses are assigned semester hour values to reflect the differing amounts of classroom contact and outside preparation they require.

Credit from Other Institutions

Students may register for courses at other institutions. If such courses are to become part of the program through which the student plans to meet the degree requirements of the College or

requirements for certification for teaching, the student must file a transient student form with the Registrar’s Office in advance. Credit hours earned in such courses do not count towards residency hours. Grades earned in such courses are included in the student’s record but are not included in the computation of the grade point average. Such registration cannot be retroactive.

Withdrawal from the College

Inasmuch as all students are held responsible for the observance of the College’s academic and social standards, the College reserves the right to request the withdrawal of any student whose standard of scholarship or social behavior is considered detrimental. Please refer to the Student Handbook for further information. Voluntary withdrawal becomes official only after receipt of a written statement from the student. The student’s record is then closed. Official transcripts will be made available, upon request, when the General Accounting Office verifies that financial obligations have been met. Students who are not registered for classes for two or more consecutive semesters are considered inactive. Reactivating students need to notify the Registrar’s Office. Students who have taken coursework at other institutions during the inactive period must reapply to the Office of Admissions.

Grading

A	Excellent
B	Good
C	Satisfactory
D	Passing
F	Failure
I	Incomplete – Faculty members may award an I grade (Incomplete) only when the examination or coursework has not been completed because of illness or other circumstances beyond the student’s control. Students requesting an Incomplete must initiate the process with the instructor to create a written statement of the work to be completed and the time limits for its completion. The student must sign the form, obtain the instructor’s signature and return the signed form to the Registrar’s Office. The Registrar shall then enter an I grade and furnish the student with a copy. The Registrar has the discretion to accept email documents to replace signatures.

All work must be completed within the stated deadline or by the fourteenth week of the following semester. An extension of this deadline must be approved by the Academic Standards Committee of the Faculty (ASC). The “I” grade will be removed when the instructor submits a final letter grade within the established deadline. No student shall graduate from the college with an Incomplete unless permission is granted by the



ASC. For the purposes of determining Academic Standing, the "I" grade will be treated as an "F" grade in calculating cumulative grade point average. This calculation will not show on the student's official academic record.

Grade point averages are computed under the following point system:

A	4.00 points
A-	3.70 points
B+	3.30 points
B	3.00 points
B-	2.70 points
C+	2.30 points
C	2.00 points
C-	1.70 points
D+	1.30 points
D	1.00 points
D-	0.70 points
F	0.00 points

M.Ed. program does not issue grades of D+, D or D-.

The grade point average (GPA) is determined in the following manner:

1. The total number of points earned is calculated by first multiplying the point-value of each grade by the number of credit hours of that grade earned and then totaling the results of all grades.
2. The total number of points earned is then divided by the total number of credit hours attempted.

The following grades do not affect the GPA: W, WP, WF, P, FR, AU (Audit).

Audit Policy

Degree seeking students may audit one course per semester and must inform the Registrar's Office of their intent at the time of registration. The tuition and fees are the same for an audited course as they are for a graded course. The course will show on the student's transcript as "AU".

Alumni may audit one course per semester at the level of the degree they received from Lake Erie College. The cost is the per-credit hour College Fee.

Senior Citizens may audit one course per semester for a nominal fee. Please contact the Bursar's Office for the exact amount.

Graduation

Candidates for graduation must apply by completing the required forms which are available in the Registrar's Office. The deadline is October 1 for December graduation, March 1 for May

graduation and July 1 for September graduation. Students who are 8 SH of completing all of their graduation requirements are permitted to participate in the commencement ceremony in May.

Graduation Requirements

M.B.A.: Complete 36 semester hours of credit with a cumulative grade point average of 3.0 or higher.

M.Ed.: Complete 32 semester hours of credit with a cumulative grade point average of 3.0 or higher within 7 years.

Transcripts of Academic Records

Transcripts are furnished upon payment of a fee for each transcript issued. A request for the transcript must be made by the student, either on the regular form supplied at the Registrar's Office or by written request to that office. The request should show the student's full name and student ID number and dates of attendance. For pick-up or walk-in service, the request should be filed at the Registrar's Office at least three days before the transcript is needed. No transcript will be supplied for coursework taken at other institutions. The Registrar's Office will not release transcripts unless the student has met all financial obligations to the College, returned all library materials and paid applicable fines. An additional fee for rush request may apply.

Catalog in Force

Requirements for graduation are based on the catalog in effect during the student's first semester at Lake Erie College as a fully matriculated, degree seeking student. Course substitutions may be necessary when courses are deleted or changed which results in significant alteration of course content.

Students who withdraw from Lake Erie College to attend another institution or have not taken courses for four consecutive semesters and subsequently return must complete the requirements of the Catalog in force at the time of re-entry. Students who have attended another institution after leaving Lake Erie College must also reapply for admission to the College.

Repeat Course Policy

A student may retake any course one time. In the case of a repeated course, only the second grade of the two attempts will be used to calculate the cumulative grade point average. Grades from all course attempts will appear on the student's academic record. Credit hours for a repeated course, or its equivalent, will apply only once for the purposes of meeting degree requirements.

Name Change Policy

Current Students:

All currently-enrolled students may change their names on institutional records upon the production of evidence showing that the student's name has officially changed. The following

documents will be accepted as proper evidence of an official name change:

- Certified copy of a marriage license, court order, or dissolution decree reflecting the new name in full;
- Especially for non-U.S. citizens: Current passport or official proof of identity, certified by U.S. embassy abroad or by the appropriate foreign embassy in the U.S.

Former Students:

Institutional records will only be changed if the former student produces evidence of an official name change. No name will be changed on transcripts or diplomas except where there has been a court-ordered change of name. The following documents will be accepted as proper evidence of an official name change:

- Certified copy of a marriage license, court order, or dissolution decree reflecting the new name in full;
- Especially for non-U.S. citizens: Current passport or official proof of identity, certified by U.S. embassy abroad or by the appropriate foreign embassy in the U.S.

N.B.: For facilitation of records, all former names will remain in the official records system to be cross-referenced.

Reissuance/Replacement of Diploma Policy

Upon receipt of the original diploma, Lake Erie College will reissue a diploma for a graduate whose name has been legally changed. The reissuance fee is \$50 U.S. To protect the institution and continuity of records, the new diploma will have the following printed on its face:

Original diploma awarded at Lake Erie College on (date). Upon request of the awardee, this diploma was issued following a legal change of name.

The reprinted diploma will carry the precise date the degree was originally awarded and the date of reissue. For practical purposes the signatures of the officials will be of those currently in office.

Replacing a Lost or Destroyed Diploma Policy

To replace an original that has been lost or destroyed, the reprinted diploma will carry the precise date the degree was originally awarded and the date of reissue. The replacement fee is \$50 U.S. For practical purposes the signatures of the officials will be of those currently in office. To protect the institution and continuity of records, the new diploma will have the following printed on its face:

Diploma awarded at Lake Erie College on (date). Upon request of the awardee, this document was reissued on (date) to replace the original that was lost or destroyed.

Procedures for Obtaining an Apostille

Authentications are often called “legalizations” or “certifications.” An Apostille is a form of authentication appropriate to countries which have signed the 1961 Hague Convention Abolishing the Requirement of Legalization for Foreign Public Documents. They are often needed in adoptions, extraditions, applications for jobs or graduate programs abroad and certain business transactions. The essence of these documents is an official statement that an office-holder held a particular office at a particular time. A more comprehensive description of the Apostille is available at:

[http://www.sos.state.oh.us/\(X\(1\)A\(t2m4mlhTygEkAAAAZDE3MTRhMTItZDcxYi00YzQ0LWE2NjQtMDVlZjgyMjRhN2Yzld9PBCozQZSTPCg1u3rWJFfL5Nw1\)S\(c3ztm045yb5ja55dx03ln55\)\)/Text.aspx?page=1150&AspxAutoDetectCookieSupport=1](http://www.sos.state.oh.us/(X(1)A(t2m4mlhTygEkAAAAZDE3MTRhMTItZDcxYi00YzQ0LWE2NjQtMDVlZjgyMjRhN2Yzld9PBCozQZSTPCg1u3rWJFfL5Nw1)S(c3ztm045yb5ja55dx03ln55))/Text.aspx?page=1150&AspxAutoDetectCookieSupport=1)

http://travel.state.gov/law/info/judicial/judicial_2545.html

the listing of countries who are signatories is at:

http://www.hcch.net/index_en.php?act=states.listing

In order to be able to issue authentications, the Ohio Secretary of State keeps on file the qualification document for the particular official -- the swearing-in paper. Officials covered include notaries public, high level appointees such as Commissioners, members of boards and commissions, dedimus justices, legislators, Constitutional Officers and certain local offices.

The proper heading for this authentication is:

APOSTILLE
(Convention de La Haye du 5 octobre 1961)

A student should write to the Registrar’s Office requesting the Apostille to be attached to a particular document, usually a transcript or statement of certification of graduation, and mention the country to which it is being sent. If a copy of a diploma is being sent, please ensure that it is as large and clear as possible and the official Latin diploma, not the English translation. Because of the labor and charges associated with the preparation of this statement, the processing fee is US \$75. The student should send US \$75 cash, traveler’s check or international money order for each Apostille requested, made payable to Lake Erie College. A personal check drawn on a US bank is also acceptable.

Lake Erie College prepares the document normally except that the signature and embossed seal over the signature are affixed in the presence of a notary public and the local Clerk of Courts. The notarized documents are then sent by Lake Erie College, along with a check for the charges, to the Ohio Secretary of Sate. The package also includes a cover letter explaining the request (including the name of the country in which the Apostille is expected to be used) and a stamped envelope addressed back



to the College. When the Apostille and original document are received back from the Secretary of State, Lake Erie sends the entire package onto the US Department of State (as needed) and then onto the originally requested address. The process usually takes three to four weeks.

Grade Appeal

Under ordinary circumstances, faculty members reserve the right to give the final grade to a student. To change a final grade, there must be compelling and justifiable reasons to implement a grade appeal process.

1. Students must first contact the faculty member issuing the grade in an attempt to resolve the issue. Students must contact that faculty member immediately upon receiving the final grade for the course.
2. If the issue is not resolved to the student's satisfaction, he or she must appeal in writing to the Academic Standards Committee (ASC) within one month of receiving the grade.
3. The student must present compelling specific reasons in writing in order for ASC to initiate further action. Some of the specific reasons include, but are not limited to: clerical error not acknowledged by the faculty member, harassment, change in grading standards during the term and gross incompetence.
4. ASC will contact the faculty member in question in order to provide a platform for him or her to present the rationale for the grade in question.
5. If ASC believes that the "probable cause" warrants further review, then a grade appeal process will follow. A Grade Appeal Committee will be formed.

The Grade Appeal Committee shall be composed of the following:

- a member of ASC
 - a member of the faculty within that discipline or a similar discipline, appointed by ASC
 - a faculty member outside of the discipline, appointed by ASC
 - the president of the Student Government Association or a delegate selected by the President of SGA.
1. The student must provide to ASC all relevant information for determining the final grade, including written assignments, attendance, papers, etc., in advance.
 2. ASC will adopt the recommendation from the Grade Appeal Committee, and inform the Registrar, faculty member, and student of any changes in a timely fashion.
 3. The faculty member may make the grade change at any time in this process, and must notify ASC of doing so.

Academic Eligibility

Graduate students at Lake Erie College are expected to maintain high scholarship in all courses. The Academic Standards

Committee of the Faculty (ASC) reviews the academic progress of all students at the end of each semester. A student whose cumulative grade point average falls below the minimum 3.0 cumulative grade point average required for graduation will be placed on academic probation. If the student's cumulative grade point average is still below 3.0 after enrollment in nine additional credits the student will be academically dismissed from the graduate program.

- The student, who is academically dismissed, will receive a certified letter with return receipt requested. It is the responsibility of the student to be aware of his or her academic status.
- The dismissal letter will state that the student has two calendar weeks from the date of the letter to appeal the dismissal.
- The ASC will meet as soon as possible after the appeal deadline but in no case longer than two weeks from the appeal deadline date to make a determination as to whether to revoke the previous dismissal decision.
- A letter notifying the appellant of the decision of the ASC will be sent by the registrar within three working days of the date of the appeal decision. In the event that a student is allowed to return, additional requirements may be placed on the student by order of the ASC.

Statement of Academic Honesty

Liberal education nurtures students in their pursuit of wisdom and truth as active members of our society. Lake Erie College provides a supportive environment to struggle with new ideas and new perspectives to reexamine fundamental values. Coursework introduces students to the beauty of classical thought and the joy of the arts, along with the depth and majesty of the sciences. Instructors engage students to think in ways that they have not thought before, to learn to speak the languages of other people, and to become better, more complete human beings. Students learn by engaging with class issues themselves and using their own voice to express their achievements.

Students who submit academic work that is not their own expression are betraying the academic mission of the College. This constitutes academic dishonesty and is treated as a serious matter at Lake Erie College. A student with three separate incidents of academic dishonesty faces expulsion from the College. Although individual faculty members determine what consequences students will face for academic dishonesty in their classes, the Office of Academic Affairs of the College is authorized to take additional action when warranted.

Procedure:

1. After a faculty member has imposed a penalty for academic dishonesty in his/her class, the faculty member must forward the student's name and supporting materials documenting the case to the Registrar's Office for a confidential file. In order to protect privacy of students, other faculty members

will not have access to the file or information of its contents. The Registrar's Office will inform the Vice President for Academic Affairs (VPAA) who will then send a letter to the student reminding him/her of this policy.

2. In the case of a second offense, the Registrar will inform the VPAA of the student's name and status. The VPAA will inform the student by email and by U.S. Mail that a second offense notice has been received and that a third offense will result in expulsion from the College. A copy of the letter will go to the Academic Standards Committee.
3. In the case of a third offense, the Registrar will inform the VPAA of the student's name and status. The VPAA will then recommend to the Academic Standards Committee recommending that the student be expelled from the College through a formal letter to the Committee Chair. The VPAA will inform the student by email and by U.S. Mail that the student has been recommended for expulsion for academic dishonesty. The Academic Standards Committee will meet to review the file and determine whether to implement the expulsion or take other appropriate action. The Academic Standards Committee will record the outcome of its decision in the student's file with a copy to the VPAA and the Registrar. The Registrar will formally notify the student of the College's decision and include a description of the appeals procedure.
4. Once a student graduates, the Registrar's Office purges and destroys his/her record of academic dishonesty. A student's file remains on record indefinitely due to expulsion from the College.

Appeals Procedure:

1. A student who receives a letter notifying him/her of expulsion from Lake Erie College for academic dishonesty will have fourteen (14) business days from the date of the letter to submit an appeal to the VPAA. To file an appeal, the student must provide evidence demonstrating that he/she was not provided adequate process or that there was some serious injustice in the decision.
2. The VPAA will provide a copy of the student's appeal to the Academic Standards Committee of the appeal. The Committee will provide a written rationale for the expulsion to the VPAA within fourteen (14) days.
3. The VPAA will then render a decision on the student's appeal within fourteen (14) business days of receiving that information from the Academic Standards Committee. The VPAA's decision regarding an expulsion is final.
4. Expulsion is effective immediately upon notification to the student by the Registrar, even when the student appeals. Thus, a student may not attend classes while his/her appeal is under consideration by the VPAA.



OFFICIAL INFORMATION

Campus Emergencies

In the event of a serious incident involving Lake Erie College students, personnel or property call 911 followed by Security (440.375.7575). Security will notify the appropriate College officials.

Students, faculty and staff will receive the College's response to disasters (tornadoes, fires, etc) at the beginning of the academic year. This information will be posted on the main website as well.

Cancellations

If the College is closed due to inclement weather or for other reasons, local radio and television stations will be notified through the Office of Public Relations and Marketing. Daily cancellation information is available on the home page of the website, www.lec.edu, or students may call the class cancellation line at 440.375.7260.

City of Painesville

Lake Erie College is located 30 miles east of Cleveland in the City of Painesville which is one of 23 municipalities in Lake County in Northeast Ohio. Covering 7.903 square miles, Painesville is approximately 2.5 miles south of Lake Erie.

Painesville is a college-friendly community that features a charming town square with access to restaurants and retail shops. Additionally, the 75-acre Kiwanis Recreation Park is within walking distance. The City's Parks and Recreation Department sponsors an extensive year-round schedule of activities for individuals of every age.

With the City's police and fire stations and Lake Hospital two blocks from campus, the College has forged close-working relationships with those agencies. The Police and Fire Departments have even collaborated with the College to conduct emergency drills.

According to the 2000 Census, the City of Painesville is the fourth largest municipality in Lake County (17,503), following the cities of Mentor (50,278 residents), Willoughby (22,621), and Eastlake (20,255). It is also the seat of Lake County government. For more information about the City, visit www.painesville.com.

Logo Use

The Lake Erie College logo and all other College-owned logos (Stormy, College seal, Get In. Stand Out., etc.) are the property of the College and may not be used on printed materials unless approved by the Office of Public Relations and Marketing. Student groups should not print these items on clothing, give-away items, posters, etc. without prior approval.

Nondiscrimination, Equal Opportunity and Affirmative Action

Lake Erie College, in accordance with Title VI of the Civil Rights

Act of 1964, operates in a non-discriminatory manner with regard to race, color, age, or national origin. As required by Title IX of the 1972 Educational Amendments, Lake Erie College does not discriminate on the basis of sex in its educational programs, activities or employment policies. The College provides equal opportunities to qualified persons with disabilities in accordance with the Americans with Disabilities Act. Lake Erie College is an Equal Opportunity Employer and Educator and does not discriminate on the basis of race, color, religion, ancestry, national origin, sex, sexual orientation, handicap, disability, or veteran status.

Photography Statement

In the course of college life and participation in campus classes and activities, the College often has photographers taking photos of events, activities and daily life. These photos may be used for College promotion in advertising, printed collateral, website and other outlets. Students will not be compensated if their image is used for the promotion of the College. The Office of Public Relations and Marketing assumes permission for photography from all students unless instructed otherwise by an individual.

RESOURCES TO REMEMBER

Course Catalog

W www.lec.edu/catalog/

Financial Aid

T 440.375.7100
F 440.375.7103
E finaid@lec.edu
W www.lec.edu/financial
FAFSA Forms www.fafsa.ed.gov

Student Life Office

T 440.375.7505
F 440.375.7005
E bdunn@lec.edu
W www.lec.edu/studentlife/

Career Services

T 440.375.7507
F 440.375.7514
E career@lec.edu
W www.lec.edu/career/

Academic Learning Center

T 440.375.7111
F 440.375.7014
E brobinson@lec.edu

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

Program Overview

Lake Erie College first offered the master of business administration degree in 1981, and since then, nearly 1,200 business leaders have earned their M.B.A. at Lake Erie. The program enables graduates to expand their horizons and assume progressively more responsible managerial duties. Classes are small and are taught by qualified faculty — individuals with substantial managerial experience as well as advanced academic credentials.

The M.B.A. Curriculum

The Lake Erie M.B.A. is designed for general managers. It is possible, however, to choose electives to build a concentration in Healthcare Administration. The General Management track will broaden a student's overall knowledge in business administration. All students must complete twelve (12) courses: nine (9) core/required and three (3) electives.

Students who do not have an educational background in business, and whose business experience is limited, may be required to begin the program with foundation course(s). MBA 502 (Fundamental of Financial Accounting) and /or MBA 501 (Quantitative Skills for Business Study).

All students must complete 12 (twelve) courses, 9 (nine) core courses and 3 (three) electives for a total of 36 semester hours. All coursework must be completed within 10 (ten) years of matriculation.

Core (Required) Courses

MBA 532	Quantitative Business Analysis (3 SH)
MBA 534	Organizational Behavior (3 SH)
MBA 536	Managerial Economics (3 SH)
MBA 538	Managerial Accounting (3 SH)
MBA 543	Financial Management (3 SH)
MBA 544	Marketing Strategies (3 SH)
MBA 558	Business Law (3 SH)
MBA 584	Management Information Systems (3 SH)
MBA 588	Policy Development (3 SH)

General Management Electives (select three):

MBA 547	Corporate Responsibility and Issues Management (3 SH)
MBA 550	International Business (3 SH)
MBA 562	Health Care Delivery Systems (3 SH)
MBA 563	Human Resource Management (3 SH)
MBA 564	The Managerial Environment (3 SH)
MBA 565	Investments (3 SH)
MBA 567	Management Science Models (3 SH)
MBA 573	Production and Operations Management (3 SH)
MBA 576	Ethical and Legal Issues in Health Care (3 SH)
MBA 580	Entrepreneurship (3 SH)

MBA 586	Business Process Management (3 SH)
MBA 590	Internship (3 SH)
MBA 593	Individual Investigation (3 SH)
MBA 595	Special Topics (3 SH)

Health Care Administration Electives:

MBA 562	Health Care Delivery Systems (3 SH)
MBA 576	Ethical and Legal Issues in Health Care (3 SH)
MBA 595	Special Topics in Health Care (3 SH)

ACCELERATED M.B.A. FOR ACCOUNTING MAJORS WHO PLAN TO TAKE THE CERTIFIED PUBLIC ACCOUNTANT (CPA) EXAMINATION

Currently, every candidate for the Ohio CPA examination must have completed 150 college credits before she/he may sit for the examination. Generally, students complete their undergraduate work with 120 to 130 credit hours. Most students will, therefore, need to take additional course work. Under the Lake Erie College Accelerated M.B.A. Program, students can obtain the additional required course credits while earning the M.B.A. degree in less time than it would otherwise take.

Students with undergraduate degrees in accounting who intend to take the CPA exam in Ohio will be considered for admission to the Accelerated M.B.A. Program for accounting majors. Students from any accredited college or university are eligible. Students earning a bachelor's degree in accounting who have a grade point average of not less than 2.50 and have successfully completed an undergraduate cost accounting course with a grade of "B" or better, can complete the M.B.A. degree program by completing ten, rather than the normally required twelve, courses. Upon completion of this unique program, participating students will have earned the M.B.A. degree as well as the additional course credits required for eligibility to sit for the Ohio CPA examination.

Accelerated Weekend M.B.A. Program

The Lake Erie College Accelerated Weekend M.B.A. Program is designed for individuals with significant work experience and strong academic records. Students admitted to the Accelerated Weekend M.B.A. program can earn the M.B.A. degree in a period of eleven months by attending classes for full days on Saturdays. Qualified students in the traditional weekday evening M.B.A. program may take occasional accelerated Saturday courses by permission of the dean of business.



MASTER OF EDUCATION PROGRAM (M.ED.)

Program Overview

The Master of Education program is designed to meet the professional development needs of working teachers. As such, the program permits students to enroll on a part-time basis, with all courses required to complete the degree offered late afternoons, evenings, weekends and during summer sessions. Required graduate courses are taught at least once per year. Selected electives are taught so that dedicated students can complete their degree within two years. Summer school is essential if students are to finish in a timely manner. Students have a maximum of 7 years to complete their degrees. This is 7 years from the date of the first course accepted to the program to the last course taken to complete their degrees. The Lake Erie College Master of Education Program is designed to address the needs of teachers in today's schools. Teachers are exposed to contemporary political, societal and public issues that impact classroom practices and procedures. Current issues in education are studied to encourage discussion and reflection of opposing viewpoints. Curricular and instructional issues in schools require effective teachers who possess a high degree of professionalism built upon pedagogical expertise. The M.Ed. program is designed to further develop the knowledge, skills and performance of practitioners to promote their own professionalism and to ultimately improve the educational enterprise.

Education Division Conceptual Framework

Education Division Mission: The mission of the Lake Erie College Education Division is to develop *professional, knowledgeable, collaborative, and reflective* educators, who are committed to the *diversity and development of all students*.

Education Division Philosophy: All learners deserve access to education guided by *professional, knowledgeable, collaborative, and reflective* educators. The Education Division's goal is to provide teacher candidates with the tools to prepare educated citizens who are capable of making responsible decisions to solve problems in today's *diverse* community.

Education Division Purposes, Professional Commitments and Dispositions: As advocates for children and the teaching profession, the Education Division has adopted curricula that emphasize academic inquiry, critical and creative thinking, and recognition of diverse views. Candidates preparing to be educators must demonstrate strong foundations in both liberal arts and their professional pedagogies. Teacher candidates must demonstrate and meet the standards with regard to licensure and institution accreditation.

Performance Expectations for Candidates: The following performance expectations reflect the Conceptual Framework, which is based on the Ohio Standards for the Teaching Profession.

Standard 1: Teachers understand student learning and development and respect the diversity of students they teach.

- 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- 1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- 1.3 Teachers demonstrate the expectation that all students will achieve to their full potential.
- 1.4 Teachers model respect for students' diverse cultures, language skills and experiences.
- 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Standard 2: Teachers know and understand the content area for which they have instructional responsibility.

- 2.1 Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- 2.3 Teachers understand school and district curricula priorities and the Ohio academic content standards.
- 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.
- 2.5 Teachers connect content to relevant life experiences and career opportunities.

Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- 3.1 Teachers know about assessment types, their purposes and the data they generate.
- 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- 3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.
- 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.
- 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

Standard 4: Teachers plan and deliver instruction that advances the learning of each individual student.

- 4.1 Teachers align their instructional goals and activities with school and district priorities and the Ohio academic content standards.
- 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close

the achievement gap.

- 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.
- 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- 4.7 Teachers use resources effectively, including technology, to enhance student learning.

Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.

- 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- 5.2 Teachers create an environment that is physically and emotionally safe.
- 5.3 Teachers motivate students to work productively and assume responsibility for their own learning.
- 5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- 5.5 Teachers maintain an environment that is conducive to learning for all students.

Standard 6: Teachers collaborate and communicate with students, parents, and other educators, administrators and the community to support student learning.

- 6.1 Teachers communicate clearly and effectively.
- 6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.
- 6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

Standard 7: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- 7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- 7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.
- 7.3 Teachers become an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement.

Commitment to Reflection: Lake Erie College’s conceptual framework reflects our commitment to preparing candidates who are able to reflect on their practices. Through curriculum and instruction in the college classroom, as well as field experiences, clinical practice, assessments, and evaluations, candidates are required to reflect on their practice. Through class discussion and sharing of their reflections, candidates are able to refine and improve their classroom practices.

The M.Ed. Curriculum

Students take the M.Ed. program with a focus on curriculum and instruction. The program requires the completions of three components for a minimum of 32 semester hours of credit.

Core (Required) Courses (12 SH):

- EDM 501 Contemporary Issues in American Education (3 SH)
- EDM 502 Psychology Applied to Teaching (3 SH)
- EDM 517 Models of Effective Teaching (3 SH)
- EDM 523 Fundamentals of Curriculum (3 SH)

Research Courses (8 SH):

- EDM 500 Research for the Professional Educator (3 SH)
- EDM 535 Educational Research Seminar I (3 SH)
- EDM 565 Educational Research Seminar II (2 SH)

Electives (12 SH):

- EDM 505 Inclusive Strategies for the Regular Classroom (3 SH)
- EDM 511 Adolescent Literature (3 SH)
- EDM 512 Critical Analysis of Children’s Literature (3 SH)
- EDM 525 Issues in Early Childhood Education (3 SH)
- EDM 528 Classroom Management (3 SH)
- EDM 544 Special Education Law (# SH)
- EDM 545 School Law (3 SH)
- EDM 552 Exceptional Child in the Classroom (3 SH)
- EDM 553 Issues in Content Instruction (3 SH)
- EDM 554 Teaching Critical Thinking (3 SH)
- EDM 558 Computer Uses in Education (3 SH)
- EDM 570 Special Topics in Education
- EDM 593 Individual Investigation (3 SH)

Special Programs

Students desiring to achieve their M.Ed. degree with special options that includes coursework in their teaching areas may work with their advisors to petition the Education Faculty Committee.

Their petitions should include lists of specific graduate courses they wish to apply to the degree, source of the coursework, original transcripts and other information as needed. The core requirements of the Lake Erie College M.Ed. program must be met along with all other requirements. The advisor will present the program to the Education Faculty Committee for approval.

Lake Erie College offers graduate programs off campus for districts or groups that request them and can provide a specified



number of students who are willing to work together as a cohort group. Groups must agree to stay together and take the same courses. Usually there is a reduced rate for these groups. Should a student drop out and need to take coursework on campus to compensate for the missed semester, that student will be charged the regular rate for the missed course. Should the group attrition reach a point where it is no longer economically feasible to continue off campus, the group will be asked to complete coursework on campus.

Graduation Requirements

- complete the specific course requirements of the M.Ed. program
- earn a minimum grade point average of 3.00
- complete all requirements for the M.Ed. program within 7 years of the first course in the program
- culminate the graduate program by successfully completing a research project and written thesis.

Research Project

Guidelines for the written project will be provided in EDM 500, Research for the Professional Educator. A proposal, developed in EDM 500, must be submitted according to the Lake Erie College format. The education committee accepts or rejects the proposal. The final written project becomes part of the research collection of the College. Students must present three (3) unmarked, accurate copies to the department for binding 30 days prior to graduation. The College will retain two, and one will be returned to the student. Fees for preparing and binding of manuscript are the student's responsibility. A content advisor will be appointed for each candidate. This individual will counsel and guide the candidate through to the conclusion of the project. A second reader will be appointed to review each project. Should the content advisor and the second reader disagree about the acceptability of the project, a third reader will be employed. Students planning to graduate in the following semesters must have their project completed and approved by:

- Fall Oct. 30
- Spring March 15
- Summer July 1

Continuing Projects

Students who do not complete EDM 565 during the semester registered may continue working on their project during subsequent semesters with the content advisor by registering for extended hours. Coursework will be given a grade of "I" (incomplete) until the paper is accepted. At that time a grade will be awarded to the final hours. Previous "I" grades will be changed to "P" (pass).

The Research Sequence

EDM 500 Research for the Professional Educator (3 SH)

EDM 535 Educational Research Seminar I (3 SH)

Prerequisite: EDM 500

EDM 565 Educational Research Seminar II (3 SH)

Prerequisite: EDM 535

COURSE DESCRIPTIONS

Master of Education (EDM)

- EDM 500 Research for the Professional Educator (3 SH)**
Core Course
 This course is designed to meet the needs of professional educators in becoming informed consumers of educational research. The fundamentals of research design, basic statistics and the evaluation of research are studies. Students will understand the complexity of educational research and learn to conduct research in a school setting. Successful completion of the course requires submission and approval of a research proposal.

- EDM 501 Contemporary Issues in American Education (3 SH)**
Core Course
 Utilizing philosophical, historical, political, economic and sociological frameworks, students will examine the critical issues confronting American Education. Issues focus upon the nature of problems, probable consequences and alternative solutions. The complex role of schools in American society is examined. Among the major ideas studied are school reform, professionalism, school finance, curriculum and instructional issues.

- EDM 502 Psychology Applied to Teaching (3 SH)**
Core Course
 This course analyzes a number of teaching-learning models derived from the psychological theories of major authorities in the areas of human development and learning. These include learning environments designed to emphasize the behavioral, intellectual, social and personal aspects of human learning. Students may analyze these models to evaluate their usefulness in various learning situations.

- EDM 505 Inclusive Strategies for Regular Classrooms (3 SH)**
Elective
 This course prepares teachers to work with students who are typically developing, at-risk, gifted and have mild/moderate disabilities requiring special educational needs in a regular classroom. Teachers develop methods and strategies of integrating special needs students in regular learning environments.

- EMD 511 Adolescent Literature (3 SH)**
Elective
 This curriculum embodies the exploration of physiological, psychological and social issues unique to adolescents and the utilization of trade books across the curricula to meet their academic and personal needs. It entails the wide and critical reading books intended for an audience of adolescents, becoming familiar with selection/review sources and developing creative, relevant curriculum and instruction.

- EDM 512 Critical Analysis of Children's Literature (3 SH)**
Elective
 As an advanced study of book evaluation, literary criticism, children's book publishing, awards and current trends in the field, this course requires extensive critical reading. It is designed to improve the ability to discern quality books and illustrations, to acquire a literary canon and apply it across genres. Exposure to the scholarship of literary critics and employment of criteria established by their body of work will be required.

- EDM 517 Models of Effective Teaching (3 SH)**
Core Course
 This course surveys and evaluates the literature on effective teaching. Students investigate research on effective teaching, summarize findings and evaluate the usefulness of findings to classroom situations. In addition, students will investigate more recent innovations in teaching. Among those topics studied will be Constructivism, Cooperative Learning, Mastery Learning and Mastery Teaching. Students will demonstrate their ability to teach using a variety of models and strategies.

- EDM 523 Fundamentals of Curriculum (3 SH)**
Core Course
 In this course teachers will learn the elements of curriculum theory, design and evaluation. Particular emphasis will be placed upon the role of the teacher in curriculum development. Curriculum models will be examined and assessed with particular emphasis on philosophy, goals and underlying rationale. Students will make curriculum proposals to improve current practices and processes.

- EDM 525 Issues in Early Childhood Education (3 SH)**
Elective
 A study of the historical and contemporary theories of early childhood cognitive and affective development and the implications for educators. It entails consideration of current trends and practices



in early childhood education, as well as the societal factors that have redefined early childhood programs. Emphasis on scholarly research as a means substantiating curriculum and instruction is mandated.

EDM 528 Classroom Management (3 SH)
Elective

A study of contemporary classroom management; a consideration of: (1) teacher behaviors and classroom organizational factors that lead to an orderly and effective teaching/learning environment; (2) development of classroom settings that foster student responsibility, respect for others and self-regulation; and (3) management techniques that are developmentally appropriate to the grade level(s) in question.

EDM 535 Educational Research Seminar I (3 SH)
Prerequisite: EDM 500

Students will receive additional guidance and formal instruction to advance the development of their selected research project. This will include a more refined and comprehensive treatment of the review of literature and methodology.

EDM 544 Special Education Law (3 SH)
Elective

With the movement of inclusive education of most children into regular education classes, knowledge in special education law is essential for all professional educators. Since federal legislation and subsequent case law have given disabled students special rights, knowledge of the legalities of special education is important. This course will include a brief legal history of special education, definitions, federal legislation (IDEA, ADA, 504, etc.) and the legal implications of placement, evaluation related services, liability, discrimination and discipline.

EDM 545 School Law (3 SH)
Elective

This course is basic school law related to teaching and school administration. Legal and ethical principles stemming from statutory, judicial and common law relevant to curriculum, contracts, personnel administration, liability and finance will be covered.

EDM 552 Exceptional Child in the Classroom (3 SH)
Elective

This is a study of the nature and needs of exceptional students including giftedness, mental

retardation, learning disabilities, communications disorders, hearing and visual impairments, behavior problems and multiple and severe disabilities. Issues of mainstreaming, inclusion, pullout programs and other strategies used to effectively deal with the challenges of exceptional students in the classroom will be addressed.

EDM 553 Issues in Content Instruction (3 SH)
Elective

This course is a survey, analysis and evaluation of the relevant issues in the teaching of mathematics, social studies, reading/language arts and science. Emphasis is placed on the recommendations of learned societies relative to each content area. Strategies for instruction will be examined to determine their effectiveness in the classroom. Students will examine instruction in reference to the Ohio Academic Content Standards and the Ohio Model Curricula.

EDM 554 Teaching Critical Thinking (3 SH)
Elective

Strategies and processes for teaching thinking skills will be studied. Topics include brain research and thinking, strategies for thinking, creative thinking, thinking frames and problem solving.

EDM 558 Computer Uses in Education (3 SH)
Elective

This course focuses on practical applications of computer skills for novice and experienced participants. Beginning with word processing, data bases, spreadsheets and graphics. Participants will progress to slide show presentations, certificates of achievement, record keeping, test forms, the creation of a gradebook and additional forms. Searches on the Internet will be demonstrated and participants will have hands-on experience using the Internet.

EDM 565 Educational Research Seminar II (2 SH)
Prerequisite: EDM 535

Educational Research II is the candidate's culminating research experience. This course includes the analysis of data and conclusions/recommendations of the selected research project.

EDM 570 Special Topics in Education (3 SH)
Elective

EDM 593 Individual Investigation in Education (1-3 SH)
Elective

Master of Business Administration (M.B.A.)

MBA 501 Quantitative Skills for Business Study (1 SH)
Foundation Course
 A course for students needing a refresher in algebra and other basic mathematical tools. The course covers basic algebra including polynomials, equations, functions, graphs, linear equations, intercept and slope. The course goes on to review the concept and simple techniques of differentiation including successive differentiation and partial differentiation, geometric interpretation or derivatives, and optimization techniques - maximization and minimization. Credit does not count toward total required for degree completion.

MBA 502 Fundamentals of Financial Accounting (1 SH)
Foundation Course
 An introduction to the language of business and how it related to financial accounting. Students will gain an understanding of the Balance Sheet, Income Statement and Statement of Cash Flows as well as essential financial ratios. Credit does not count toward total required for degree completion.

MBA 532 Quantitative Business Analysis (3 SH)
Core Course
 Covers the complex mathematical models and problem-solving techniques encountered in later courses in economics, accounting, finance and production and operations management. Topics include descriptive statistics, probability and probability distributions, hypothesis testing, populations and sampling, analysis of variance, simple and multiple regression analysis, time-series forecasting and modeling and introductory chi-square techniques.

MBA 534 Organizational Behavior (3 SH)
Core Course
 Examines the interaction of individuals, groups and systems in both profit and nonprofit organizations. It presents theories, classic and contemporary research and case studies. Discussion focuses on practical applications. Topics include individual needs and motivation, group dynamics, power and leadership, politics and conflict resolution, communication organizational design and structure and ethics.

MBA 536 Managerial Economics (3 SH)
Core Course
Prerequisite: MBA 532

Studies the operation of the American market system, discussing its imperfections as well as its successes. Analysis of market structure which applies to different types of products and services is supported by a study of cost practices, production modes and demand differences which exist within each industry. Adjustments to the market, such as franchising, pricing methods and capital budgeting are studied as methods of adjustment to various market needs. The course proceeds from theory to real world practice.

MBA 538 Managerial Accounting (3 SH)
Core Course
 Assumes a familiarity with accounting systems and the preparation of financial statements. The following concepts are covered: management's role in cost development; cost accounting systems; cost accumulation, including activity-based costing; budgeting; and cost-behavior analysis, including cost-volume profit analysis and standard cost and variance analysis.

MBA 543 Financial Management (3 SH)
Core Course
Prerequisite: MBA 538
 Examines methods of increasing the owner's value of the firm. Financial decisions are viewed from the perspective of senior management. Topics include the process of defining financial targets, necessary actions to achieve those targets and methods of analysis consistent with contemporary finance theory. Emphasis is on the interaction between money and capital markets, investors' requirements and management control of assets and liabilities.

MBA 544 Marketing Strategies (3 SH)
Core Course
 Focuses on applying marketing tools and concepts to organizations. The marketing operation must decide long-term and short-term marketing strategies of the organization. Case studies are used for identification of marketing strategies and proposals for future strategies.

MBA 547 Corporate Responsibility and Issues Management (3 SH)
Elective
 Examines the growing importance of a corporation's responsibility to its shareholders, employees and community. Topics covered are consumerism, affirmative action, ethics and environmental considerations. The effect of current managerial decision-making is discussed.



- MBA 550 International Business (3 SH)**
Elective
Examines the global economic market. Topics include monetary systems, trade theory, exchange rates, foreign operations, international monetary policies and cultural differences.
- MBA 558 Business Law (3 SH)**
Core Course
Provides the student with an understanding of the American legal system and the legal environment in which organizations operate. Topics include contracts, agency, warranty, employment law, product liability, as well as the legal process and negotiation.
- MBA 562 Health Care Delivery Systems (3 SH)**
Elective
Focuses on the American health care system from both a social and economic viewpoint. Organization functions and operating systems are emphasized.
- MBA 563 Human Resource Management (3 SH)**
Elective
Applies the principles of human resource management to both profit and nonprofit organizations. The focus is on managerial skill development in the context of topics such as recruitment, interviewing, selection and retention; training and development; job analysis and design; performance appraisal and compensation; safety and health; and compliance with government regulations.
- MBA 564 The Managerial Environment (3 SH)**
Elective
Surveys current management literature. The purpose of the course is to keep students abreast of their specialty areas.
- MBA 565 Investments (3 SH)**
Elective
The course is designed to provide an introduction to investments so that the student becomes familiar with various investment instruments. These instruments will include both debt and equity securities, bonds and stocks. Also examined are alternative investments such as derivative instruments including options, futures, stock indexes, etc. Global investment choices will be considered. Portfolio simulation may be used to illustrate the techniques of portfolio management.
- MBA 567 Management Science Models (3 SH)**
Elective
Focuses on quantitative approaches to decision making. Topics include forecasting, linear programming, inventory theory, queuing theory and Monte Carlo simulation.
- MBA 573 Production and Operations Management (3 SH)**
Examines methods of analysis used in planning and managing the operations function of organizations. Topics include MRP-11, JIT management, and total quality management. Methods covered apply to the production of both goods and services.
- MBA 576 Ethical and Legal Issues in Health Care (3 SH)**
Elective
A seminar designed to develop students' understanding of ethical and legal issues confronting today's health care professionals. Issues vary and may include proposals for national health care policy, health care rationing, physician-assisted suicide, the legal implications of health care policy and comparison of national health care systems around the globe.
- MBA 580 Entrepreneurship (3 SH)**
Elective
Focuses on the process of starting a new enterprise. The course covers identifying opportunities, developing a business plan, start-up funding and the growth and management of new ventures.
- MBA 584 Information Systems for Managerial Decision Making (3 SH)**
Core Course
Focuses on the development and effective use of management information systems. Emphasis is on what managers need to know, rather than on the technical design of computerized systems.
- MBA 586 Business Process Management (3 SH)**
Elective
This course is a survey course covering current topics in process management, i.e. six sigma, balanced scorecard, process re-engineering and benchmarking. Both theory and application are covered.
- MBA 588 Policy Development (3 SH)**
Core Course
Prerequisites: MBA 534, MBA 536, MBA 543, MBA 544 and completion of at least 24 SH
Employing the tools and techniques of strategic management, this course draws on all previous

coursework in an integrative way. Through case studies and application projects, students focus on the development and implementation of strategy for an entire enterprise giving special consideration to the marketing, financial and organizational issues confronting executive-level management.

MBA 590 Internship (3 SH)

Elective

The student gains administrative experience under supervision by working directly with a professional manager in a business nonprofit enterprise for approximately 12 hours per week.

MBA 593 Individual Investigation (3 SH)

Students wishing to study a topic of interest independently are encouraged to do so. The MBA faculty must approve proposals for independent study.

MBA 595 Special Topics in Business Administration (3 SH)

Elective

Courses in topics of special interest are offered from time to time. For complete course descriptions, students are directed to the Schedule of Classes, available on the Registrar's website.



LAKE ERIE COLLEGE ADMINISTRATION

MICHAEL T. VICTOR

President
B.A. St. Vincent College
J.D. Duquesne University School of Law

ALLISON M. BENDERS

V.P. for Academic Affairs
B.A. Yale University
M.A., Ph.D. Boston College
J.D. University of Virginia, School of Law

RICK EPLAWY

V.P. for Administration & Finance
B.A., M.B.A. Youngstown State University

SCOTT EVANS

V.P. for Institutional Advancement
B.A. Malone College
M.S. Kent State University

ROBIN McDERMOTT

V.P. for Enrollment Management
and Student Affairs
B.A. Lake Erie College
M.Ed. Kent State University

JENNIFER COLLIS

Associate V.P. for Academic
Administration
B.S. The Ohio State University
M.A. Springfield College
Ph.D. University of Connecticut

BRIAN DIRK

CFO & Associate Vice President for
Finance
B.S.B.A., John Carroll University
C.P.A.

BILLIE DUNN

Dean of Students
B.A., M.Ed. Cleveland State University

JANA HOLWICK

V.P. for Academic Planning and Research
Interim Dean of Education
A.A. Cottey College
B.S., M.S. University of Missouri,
Kansas City
Ph.D. Capella University

JAMES EISENBERG

Associate Dean for Social Science
Director of the Criminal Justice Program
Professor of Psychology
B.A. Washington and Jefferson College
M.A., Ph.D. New School for Social Research

ELISABETH J. GIEDT

Dean of Equine Studies
Professor of Equine Studies
B.S., D.V.M. The Ohio State University

MARY FRANCES PIPINO

Dean of Arts and Sciences
Associate Professor of English
B.A., M.A. John Carroll University
Ph.D. University of Cincinnati

STEVEN K. REYNOLDS, JR.

Associate Dean for Science and
Mathematics
Associate Professor of Biology
B.S., M.A. University of Kansas
Ph.D. University of Alabama

ROBERT TREBAR

Dean of Business
Instructor of Business Administration
B.A. John Carroll University
M.B.A. Case Western Reserve University

LAKE ERIE COLLEGE GRADUATE FACULTY

RICHARD BONDE

Assistant Professor of Education
B.A., M.A. John Carroll University
Ph.D. Cleveland State University

JUSTIN BREIDENBACH

Assistant Professor of Accounting
B.S., M.S. Bowling Green University, CPA

KATHARINE DELAVAN

Assistant Professor of Early Childhood
Education
B.A. University of Michigan, Dearborn
M.Ed., Ph.D. Oakland University

MARIE FRANCOSKY

Assistant Professor of Organizational
Behavior
B.S. Ohio State University
M.A., Ph.D. Bowling Green State University

JOANNE G. GURLEY

Associate Professor of Legal Studies
Director of the Legal Studies Program
B.S. Bowling Green State University
J.D. Cleveland State University

M. RABIUL HASAN

Professor of Finance and Economics
B.A., M.A. The University of Dhaka
Bangladesh
B.A. The University of Oxford
M.A. The University of Akron
Ph.D. Kent State University

CATHERINE KRAMMER

Assistant Professor of Education
Coordinator for Special Education
B.S., M.S., Ph.D. University of Kansas

THOMAS S. LIX

Visiting Assistant Professor of
Entrepreneurship
B.S., D.B.A. Boston University

MARY K. McMANAMON

Professor of Marketing
B.A. Notre Dame College
M.B.A., D.B.A. Cleveland State University

CAROL P. RAMSAY

Associate Professor of Education
B.S.Ed. Youngstown State University
M.Ed. Westminster College
Ed.D. University of Akron

RITU BASANT SHARMA

Assistant Professor of Education
B.A. Jodhpur University, India
B.Ed. Ajmer University, India
M.A. Jodhpur University, India
Ph.D. Jai Narain Vyas University, India

LINDA SIEGEL

Assistant Professor of Middle
Childhood Education
B.S. Lake Erie College
M.Ed. Ashland University
Ph.D. Ashland University

JOHN STEWART

Assistant Professor of Management
Science and Information Systems
B.S. California State University of
Pennsylvania
M.B.A. Lake Erie College
M.S. University of Akron

DILARA TAS

Assistant Professor of Economics
and Finance
B.A. Marmara University (Turkey)
Ph.D. Southern Illinois University

ROBERT TREBAR

Dean of Business
Instructor of Business Administration
B.A. John Carroll University
M.B.A. Case Western Reserve University

JULIE ZIEMAK

Assistant Professor of Accounting
B.A. Miami University
M.B.A. Kent State University, CPA



LAKE ERIE COLLEGE DIRECTORS

MICHAEL E. BEE

Executive Vice President
Boyd Watterson Asset Mgmt.

DORIS ROACH BRAY

Attorney, Schell, Bray, Aycock,
Abel & Livingston

TERRI CAIN

President
Lake Business Products

JANEANE CAPPARA

Attorney
Ziegler, Metzger & Miller

PETER E. CARFAGNA

Senior Vice President
Lake County Captains

DANA A. DENNIS

Retired Senior VP-Finance
Parker Hannifin Corporation

TRACY H. DICKINSON

Director/Volunteer

TERRELL DILLARD

President
Jan-Pro of Greater Cleveland

CHRISTIANE WESCHLER ENGLISH

Civic Activist

SUSAN BEVAN GALL

Lincoln Library Press, Inc.

CARL J. GRASSI, CHAIR

President
McDonald Hopkins Co, LPA

BILL HAAG

VP International Operations
Preformed Line Products Co.

NED HYLAND

President
Todd Associates, Inc.

MICHAEL E. KERESMAN III

Chairman/CEO
Cardinal Commerce Corp.

RICHARD J. KESSLER, TREASURER

Executive Director
Society for Rehabilitation

JOHN H. LANGER

President
H. Jack's Plumbing & Heating

KATHY LINCOLN

Community Volunteer

CHRISTINE MASTANDREA

President
Whitestone REIT

CAROL LEWIS MORRIS

Producer
57th & Irving

JUDITH C. MURCH

Community Leader

PATRICIA NOCERO, SECRETARY

Assistant Prosecuting Attorney
Lake County Prosecutors Office

RICHARD M. OSBORNE, SR.

President, OSAir, Inc.
Chair of Board, Energy West

JEAN M. PERLOFF

Retired Senior Judicial Attorney

KATHLEEN SEITZ

CPA/President
CBIZ Accounting

ROBERT J. SHEARER

CEO
Shearers Foods, Inc.

DAVID K. SIEGEL

Retired President
D.K. Siegel & Associates

DANIEL D. SMITH

Chief Operating Officer
Consolidated Investment Corp.

CHRISTOPHER N. SORCE

Partner/Sr. Financial Advisor
HBK Sorce Financial

CHARLES STEPHENSON, VICE CHAIR

Retired President/Board of
The Albert M. Higley Company

NANCY STILLWAGON

Adjunct Professor
John Carroll University

JOSEPH T. SVETE

Attorney at Law

GARY L. SWANSON

President
Thermotion Corp.

MAY C. TARGETT

Community Leader

NANCY TERRILL

Managing Director
Inglewood Associates

ROBERT TOUZALIN

President
American Roll Form

JOHN F. TURBEN

Managing Partner
Kirtland Capital Partners

KELLY VICTORY, M.D.

President
Victory Health

JASON WEYBRECHT

Regional Vice President
American Funds Distributors

DIRECTORS EMERITI

JAMES BROWN

CAROLYN T. COATOAM

DR. GEORGE R. HILL

LOUISE HUMPHREY

ALISON C. JONES

FRED D. KIDDER

PAULANN F. SIDLEY

FRANCIS C. SMITH

KAREN W. SPERO

JAMES W. ZAMPINI

FACTS AT A GLANCE

Overview: Founded in 1856, Lake Erie College is a private, dynamic and progressive institution of higher education offering 32 undergraduate majors and master's degrees in business administration and education. This co-educational institution, grounded in the liberal arts, enrolls just over 1,200 students of all ages and is nationally recognized for its equine studies program and international learning opportunities for students.

Campus: Located in Painesville, Ohio, 30 miles east of Cleveland. The historic campus is comprised of 60 acres and 18 buildings. The George M. Humphrey Equestrian Center, located 5 miles south of campus in Concord Twp. is comprised of 85 acres, barns that accommodate up to 100 horses and a 1,000 seat arena.

Students: The campus averages over 900 undergraduate students. Another 200 students are enrolled in the graduate level courses and many more take advantage of professional development courses.

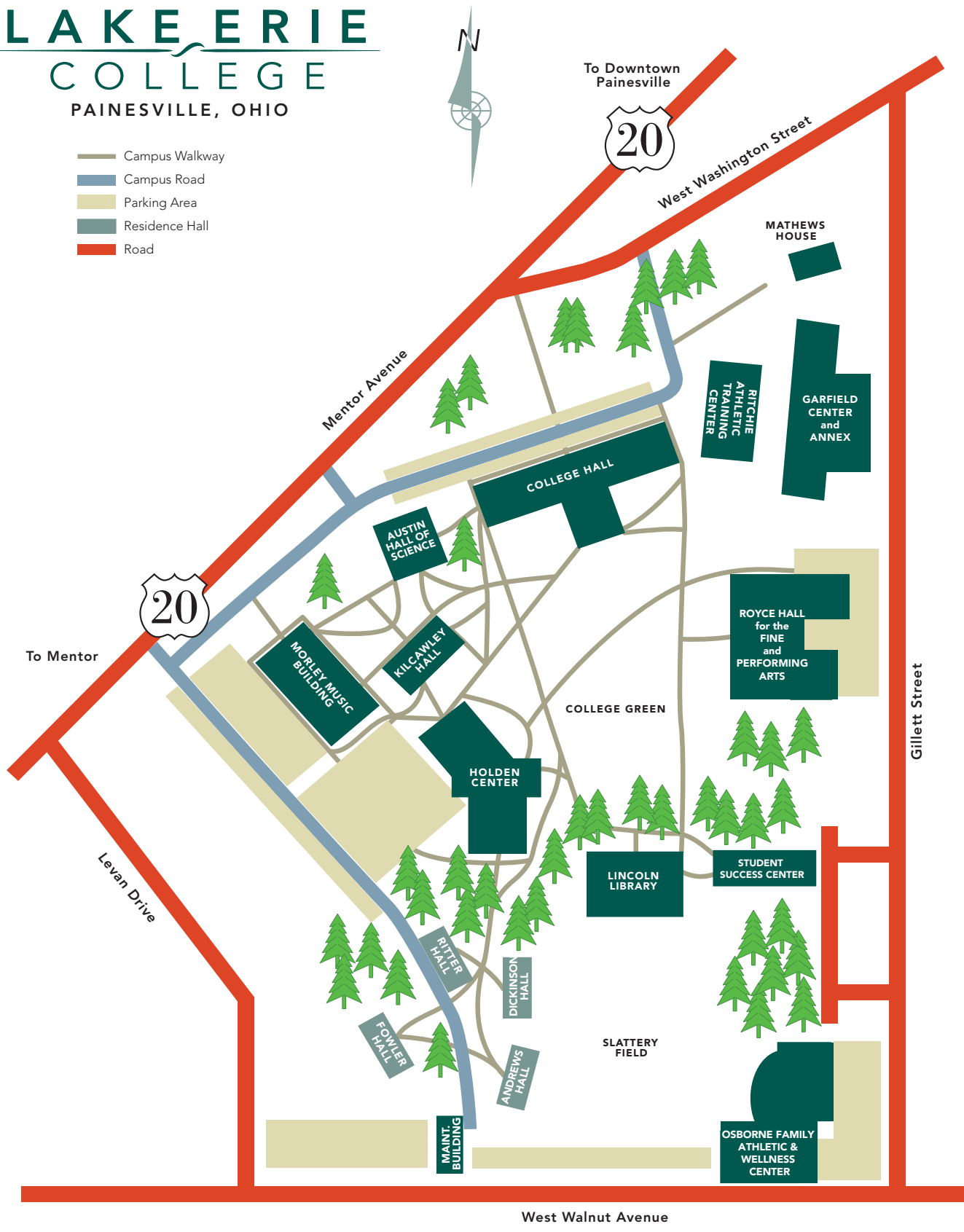




LAKE ERIE COLLEGE

PAINESVILLE, OHIO

- Campus Walkway
- Campus Road
- Parking Area
- Residence Hall
- Road



GRADUATE
ADMISSIONS
page 4



MASTER OF BUSINESS
ADMINISTRATION
page 16



MASTER OF
EDUCATION
page 17



COURSE
DESCRIPTIONS
page 20

Directions

To the main campus in Painesville:

From the West/Route 90 – Drive east on Route 90 to the Route 44 Exit (#200). Turn north onto Route 44. The next exit is Route 84. Take this exit. At the exit, turn right, then take the immediate left onto Chestnut Street. Chestnut Street ends at Route 20. Turn right (heading east). Lake Erie College is 0.5 miles on the right.

From the East – Drive west on Route 90 to the Route 44 Exit (#200). Turn north onto Route 44. The next exit is Route 84. Take this exit. At the exit, turn right, then take the immediate left onto Chestnut Street. Chestnut Street ends at Route 20. Turn right (heading east). Lake Erie College is 0.5 miles on the right.

From the South – Drive north on Route 44. Take the Route 84 exit. At the exit, turn right, then take the immediate left onto Chestnut Street. Chestnut Street ends at Route 20. Turn right (heading east). Lake Erie College is 0.5 miles on the right.

From the West/Route 2 – Drive east on Route 2 to the Route 44 Exit South. Follow Route 44 South to the first exit (Jackson Street). At the exit, continue straight 3 blocks until you reach Route 20. At the light, turn left onto Route 20. Lake Erie College is 1 mile on the right.

To the M.B.A. Campus

From campus or the east side – Go west on Mentor Avenue and follow the signs to Route 2. Take Route 2 west toward Cleveland for about 10 miles and exit at Route 91, Eastlake. Turn left off the exit ramp and go approximately .8 miles. Turn left onto Euclid Avenue and make a right into the Parkhill Professional Building (35110 Euclid Avenue). Lake Erie College classrooms are located on the third floor.

From the Westside – Take Route 2 east toward Erie and exit at Route 91, Eastlake. Turn right off the exit ramp and go approximately .8 miles. Turn left onto Euclid Avenue and make a right into the Parkhill Professional Building (35110 Euclid Avenue). Lake Erie College classrooms are located on the third floor.

From the South – Go north on I-271 until it becomes I-90 E. Take the Route 91 Exit (#189) toward Willoughby Hills/Willoughby and turn right onto Route 91 (SOM Center Road). Drive approximately 1.7 miles and turn right onto Euclid Avenue. Make a right into the Parkhill Professional Building (35110 Euclid Avenue). Lake Erie College classrooms are located on the third floor.



▶ **GRADUATE
ADMISSIONS**
page 4



▶ **MASTER OF BUSINESS
ADMINISTRATION**
page 16



▶ **MASTER OF
EDUCATION**
page 17



▶ **COURSE
DESCRIPTIONS**
page 20

**General
Accounting Office**
440.375.7022

Admissions
440.375.7050

Bookstore
440.375.7531

Business
440.375.7075

Education Office
440.375.7155

Financial Aid
440.375.7100

Lincoln Library
440.375.7400

**Professional
Development
Seminars**
440.375.7168

Registrar's Office
440.375.7010

Switchboard
440.375.1856
440.942.3872
800.533.4996