



Ashford
UNIVERSITY®

Catalog Supplement 2014-2015

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Ashford University
Clinton Campus
400 North Bluff Blvd.
Clinton, Iowa 52732
Toll-free: (800) 242-4153

Ashford University
Main Campus (Administrative)
8620 Spectrum Center Blvd.
San Diego, CA 92123
Toll-free: (800) 798-0584

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Undergraduate Students Using Military Tuition Assistance Refund Policy

Effective August 20, 2014

The Undergraduate Students Using Military Tuition Assistance policy applies to undergraduate students using military Tuition Assistance for an online course. Military Tuition Assistance users will have tuition refunded according to this policy unless the student resides in a state where that state's tuition policy is more favorable to the student.

The following pro rata refund schedule applies when students drop or are administratively dropped from a course or the institution**:

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
Day 1-7	100%
Day 8	77%
Day 9	74%
Day 10	71%
Day 11	69%
Day 12	66%
Day 13	63%
Day 14	60%
Day 15	57%
Day 16	54%
Day 17	51%
Day 18	49%
Day 19	46%
Day 20	43%
Day 21	40%
Day 22+	0%

*Refund percentage applied based on last date of attendance (LDA).

**When the drop meets the requirements detailed under [Military Deployment Provisions](#), students may withdraw from any current course and receive a 100% tuition credit.

Course Descriptions

(new or revised only)

Please see the [Course Descriptions](#) section in the Online Catalog for course descriptions not listed below.

ECE 214 Nutrition & Health of Children & Families (3 credits)

This course provides a study of the health and nutrition needs of children and families. Offered online *and on-campus*.

ECE 351 Play & Learning for the Young Child (3 credits)

In this course students explore the significant role and impact of play on the development of children. Students will actively participate in discussions and activities related to major theorists, current research on play, the developmental stages of play, cultural influences, and current trends and topic related to play. Offered online.

EDU 472 Student Teaching in Health Education (4-8 credits)

Students observe and teach full days in a health education setting under the guidance of a University supervisor and a cooperating teacher for 4-8 weeks with a minimum of 10 consecutive days of full responsibility. This course is combined with other student teaching course(s) to meet licensure requirements for the student's specific endorsement(s). Prerequisite: Admission into the Student Teaching Semester. Offered on-campus.

EDU 692 Creativity, Culture, & Global Contexts in Education Decision Making (3 credits)

This course provides rich opportunities for participants to learn how culture, creativity, and innovation impact teaching and student learning in the 21st century. Participants will adopt a global perspective of teaching and learning to understand how the infusion of 21st century skills impacts curriculum and prepares learners for the challenges associated with living and working in the 21st century. Through scenario-based activities,

participants will directly apply skills needed to make informed decisions about the design, development, implementation, and evaluation of culturally relevant instructional practices to support the learning of 21st century skills. Prerequisite: EDU 650. Offered online.

ENG 303 Survey of Shakespeare (3 credits)

An in-depth study of eight of Shakespeare's greatest works including significant films of productions. Prerequisites: ENG 122 and junior standing or permission of the instructor. (Offered every other year *on-campus*.) Offered on-campus *and online*.

HCA 312 Health Care Finance (3 credits)

This course provides an introduction to health care's fundamental financing concepts. The interaction of funding resources among government agencies and the private sector in the funding of health services is explored. Political and social policies contributing to the demand for health services are discussed. Cost control strategies such as managed care, fee for service and specified contractual arrangements provide the foundation for analyzing health care financing. Health services financing and disbursement systems are presented across the domains of for-profit, non-profit, public, grant funding and managed care. Focused attention is given to discussion of government financing of health services including, Medicare, Medicaid, and specific entities such as veterans administration and other categorical funding. Prerequisites: HCA 281 and HCA 305 or HCA 205. Offered online and on-campus.

HCS 334 Personal Fitness & Wellness for Optimal Living (3 credits)

Students will compare their own physical activity habits to national guidelines and explore the benefits of physical activity as well as the consequences of physical inactivity. Written assignments, case studies, and discussion forums provide students with an opportunity to design exercise and wellness plans for themselves and potential clients. Prerequisite: HCS 323. Offered online.

HIM 360 Healthcare Statistics (3 credits)

This course introduces the student to the generation and analysis of common healthcare statistics, state and national reporting of information and departmental performance standards. Students will learn how to construct and analyze various tables and charts related to healthcare. Prerequisites: *HIM 217* and General Education Mathematical competency. Offered online.

PSY 315 Survey of Exceptional Students (3 credits)

An investigation into the theories, skills, and attitudes needed to identify and instruct students with disabilities in varied school settings. Attention will be given to the variety of categories of disabilities that special educators are likely to come into contact with. Students will examine the issues of providing services to identified individuals within and outside school settings. (Cross-listed as ESE 315.) Offered ~~online and~~ on-campus.

SOC 333 Research Methods (3 credits)

This course examines quantitative, qualitative, mixed methods and associated data interpretation within the context of research, policy and practice within the social sciences. This course also examines the relationship between research, policy and/or theory. Students will examine types of data, measurement scales, hypotheses, sampling, probability, and varied research designs for research in the social sciences and related disciplines. Offered online.

SPE 103 Oral Communication (3 credits)

Students learn basic theory and practice of oral communication. Topics include language, listening, causes of communication breakdown, feedback, nonverbal communication, audience analysis, reasoning, organization and development of messages, and delivery strategies. Oral assignments may range from informative, persuasive, and ceremonial speaking to small group discussion and oral interpretation. F/S Offered *online and* on-campus.

SSC 101 Introduction to Social Science (3 credits)

This course will prepare students in understanding the field of social sciences at the confluence of the various fields that inform the discipline, such as anthropology, political science, history, economics, psychology, sociology, and environmental studies. Students will learn about human society from a broad, global perspective, the various aspects that inform the human condition, such as family, politics, ideology, theoretical approaches and the types of quantitative and qualitative research methods that inform the Social Science discipline and use them to examine contemporary social problems and issues. Offered online.

Errata

The errata listed below apply to the 2014–2015 Ashford University Academic Catalog (effective date is July 1, 2014 unless otherwise noted). Entries below are provided to correct information presented in the original publication of the *Catalog*. Page numbers are provided to reference where the original entry may be found. To view all updates in context of the original publication, access the [Online Catalog](#). If you have questions related to changes listed, please contact your Student Advisor for assistance.

Page 4

Addition, Published 8/1/14

Student Consumer Information

As a prospective student, you are encouraged to review this Catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Page 12

Addition, Published 9/19/14

Personally Identifiable Information

The University maintains student records in compliance with FERPA and California state regulations. Students who would like more information on these policies may contact the Registrar's Office.

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Revision, Published 8/11/14

Reporting/Filing a Complaint for Title IX (Gender/Sex Discrimination)

The Title IX/SaVE Coordinator for Ashford University:

Amber Eckert, Vice President of Student Affairs, & Retention and Graduation, at:

Phone: (800) 798-0584 ext.4445

Email: titleIX@ashford.edu

Mailing Address: 8620 Spectrum Center Blvd,
San Diego, CA 92123

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Revision, Published 8/11/14

REFERRAL TO OFFICE OF STUDENT GRIEVANCE RESOLUTION

- The Title IX/SaVE Coordinator, *Dean of Student Affairs (campus)/Director of Student Development & Engagement (online)* and, if necessary, Human Resources' staff will coordinate any initial remedial short term or interim actions including but not limited to suspension or leave, accommodations for the alleged victim, or other necessary remedial short-term actions and protective measures.
- In campus based complaints, the Title IX/SaVE Coordinator will coordinate with the *Dean of Student Affairs* and Conduct Administrator or designee and, if necessary, Human Resources' staff, will coordinate initial, short term remedial actions. Any initial, short term remedial actions deemed necessary shall be carried out by campus based Conduct Administrator or designee and, if necessary, Human Resources.

Pages 19-24

Revision, Published 8/11/14

References to Title Change

For all references to "Title IX/SaVE Coordinator and Vice President of Student & Alumni Affairs," replace with "Title IX/SaVE Coordinator."

For all references to "Director of Student Affairs (campus)" and "Campus Director of Admissions and Student Affairs," replace with "Dean of Student Affairs."

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Revision, Published 8/11/14

INVESTIGATION FINDINGS: APPEAL

The Title IX/SaVE Coordinator for Ashford University:

Amber Eckert, Vice President of Student Affairs, & Retention and Graduation, at:

Email: titleIX@ashford.edu

Mailing Address: 8620 Spectrum Center Blvd,
San Diego, CA 92123

Pages 26-27

Revision, Published 9/26/14

Dispute Resolution Procedure

Step I: Departmental Dispute Resolution

Students should address the complaint or concern at the departmental level with the individual involved in the complaint (e.g., Advisor, Collections Specialist, Instructional Specialist, Instructor, Manager, etc.). If satisfactory resolution is not reached after discussion with the individual or if it is impracticable to address the problem or complaint with the individual, the student should contact the individual's direct supervisor to attempt to resolve the complaint. If the student's concerns remain unresolved the student should proceed to filing a complaint with the Center.

How to File a Complaint

An individual student, alumnus, former student, prospective applicant, or applicant ("student" or "complainant") may file a complaint with the Center by completing the Student Dispute Resolution Center Submission Form found at www.ashford.edu or located in the Student Portal. Students are encouraged to begin the Dispute Resolution Process within thirty (30) calendar days of the incident prompting the complaint or from the date of knowledge of the incident prompting the complaint.

Upon receipt of the Student Dispute Resolution Center Submission form, the Center will review the complaint to determine if it is eligible to be addressed through the Dispute Resolution Procedure and to ensure the required information is included so the complaint can be appropriately assigned.

If the complaint is eligible for review by the Center and all required information has been submitted, the complaint will be assigned to a case handler within three (3) business days of receipt of the complaint.

If the complaint is not eligible for review by the Center (see above for "Issues Eligible for Review"), the complainant will be notified by the Center within three (3) business days of receipt of the

complaint. The Center will attempt to direct the complainant to the appropriate resource(s) for addressing his or her concern(s).

If the required information has not been submitted with the complaint form, a representative from the Student Dispute Resolution Center will inform the complainant in writing of the missing information. The complainant will be provided a reasonable amount of time, based on the circumstances and outstanding required information, to submit the missing information for the complaint. If the complainant does not submit the additional required information, the complaint will not be processed. Once the required information has been submitted, the complaint will be assigned to a case handler within three (3) business days of receipt of the required information.

Step II: Informal Dispute Resolution Processes

There are two processes available for resolving the complaint at Step II: Facilitation and Mediation. Upon receipt of the complaint, the Center will recommend the process that may best address the concerns raised in the complaint.

Facilitation

The Center offers students an opportunity to swiftly and fairly resolve concerns by facilitating a mutually agreeable resolution or understanding of the concerns. A case handler will work with the complainant and the appropriate University Representative(s) to resolve the complaint.

The facilitation process will be completed within *twenty-one (21) business days.***

If facilitation does not resolve the complaint, the *complainant* and the facilitation case handler should discuss whether the complaint should proceed to mediation.

If the outcome of the facilitation process does not resolve the complaint and mediation is not appropriate, the complainant should advise the case handler that the complaint should proceed to Step III or immediately contact dispute.resolution@ashford.edu to advise the Center that the complaint should proceed to Step III.

Mediation

Complainants also have the option to participate in confidential, interest-based facilitated negotiation to resolve the complaint. The Center offers students an opportunity to have their concerns mediated. A mediator will work with the complainant and the University Representative to mediate the complaint.

The mediation process will be completed within *twenty-four (24)* business days.

If the complainant and the University have not resolved the complainant's concerns at the conclusion of the mediation process, the complainant should advise the case handler that the complaint should proceed to Step III or immediately contact dispute.resolution@ashford.edu to advise the Center that the complaint should proceed to Step III.

Step III: Formal Grievance Resolution Process Investigation

During the investigation phase, the Student Grievance Resolution Administrator (Administrator) will contact the student and others with relevant information to discuss the student's concerns. The student's participation in the process is essential, and the Administrator may speak with the student several times during the investigation stage. Students should be prepared to speak with the Administrator and to provide any additional information the Administrator might request. Failure to provide necessary information may delay or preclude a thorough investigation.

Evaluation and Response

Formal grievances are evaluated through a collaborative process that may involve the following representatives or their designee: the Campus or Executive Dean of the College in which the student is enrolled, University Provost, Vice President/Campus Director, Vice President of Student Services, Director of Student Affairs who have decision making authority in regards to formal grievances. Student Grievance Resolution Administrators will impartially investigate the complaint and present a recommendation to those with decision-making authority.

The Step III process will be completed within *forty-five (45)* business days following receipt of the complaint. If additional time is needed for the investigation, evaluation, or response, the student will be notified.

The response will be issued to the student via U.S. Mail *or e-mail*.

Per Step IV below, a student may appeal the University's response to the formal grievance. Unless a student articulates a permissible ground for appeal, the response to the formal grievance is final. [see current Catalog for [full entry](#) under this heading.]

Page 48

Revision, Published 7/18/14

Graduation/Completion Rates

In accordance with the Student Right-to-Know and Campus Security Act of 1990, Ashford University is pleased to share with you the following information on the graduation rates of our fall 2007 cohort of full-time, first-time, degree or certificate seeking undergraduates.

As reported in the IPEDS graduation rates survey (GRS), during the fall 2007 semester, 799 first-time, full-time, degree-seeking undergraduate students entered Ashford University. This population of students includes both bachelor's degree seeking students and associate degree seeking students. 21% of these students had graduated from Ashford University within 150% of the normal time to complete their degree (as of September 2, 2013). Please contact the Registrar's Office with any questions.

While reviewing this information, please keep the following in mind:

- *All graduation rates are based upon 3 years of attendance for associate's programs and 6 years of attendance for bachelor's programs, which equates to 150% of the normal completion time.*
- *We have elected not to report transfer-out rates because our University's mission does not include providing substantial preparation for students to*

enroll in another eligible institution without completing or graduating.

- *These charts do not identify the reasons why our students withdrew; therefore, students who withdrew for personal or medical reasons are included.*
- *Graduation rates do not include students who left school to serve in the U.S. Armed Forces, on official church missions, or with a foreign aid service of the federal government, or students who died or were totally and permanently disabled.*
- *Please note that the graduation/completion rate does not include any student who attended a college or university after high school and then enrolled in Ashford University.*

Page 48

Addition, Published 7/18/14

Online Student Graduation Rates

The three-year graduation rate for online associate's degree seeking students is 10% based on the 2009-10 entering cohort. The six-year graduation rate for online bachelor's degree seeking students is 37% based on the 2006-07 entering cohort. The three-year graduation rate for online master's degree seeking students is 59% based on the 2009-10 entering cohort.

Page 70

Addition, Published 8/1/14

Tuition Benefit Eligibility Requirements

If a University tuition benefit, grant, or scholarship is offered to assist with the program-related fees and charges below, additional eligibility requirements must be submitted and approvals obtained prior to application of these benefits. Benefits will be awarded at the time of disclosing eligibility and submitting any required documents upon request; retroactive adjustments will not be applied to previous coursework or fees.

Page 72

Addition, Published 8/29/14

Leader Development Grant

Ashford University (University) offers the Leader Development Grant (LDG) to students selected and sponsored by a participating Third Party Agency. The LDG program is funded by both the Third Party Agency and Ashford University. This grant is intended to help students avoid educational loan debt by funding a recipient's direct education-related costs. Direct education-related costs include tuition for all eligible courses (limited to two repeated courses), Technology Fee (per course), course materials, instructional materials, graduation fee, and Prior Learning Assessment (PLA) fees. *If both electronic and hard copy course materials are available for the same course, the LDG program will only fund the electronic course materials, and if a student chooses to receive hard copy course materials, the student will be responsible to pay the difference in price and shipping costs.* The Leader Development Grant is only available as a primary payment option.

All required Leader Development Grant forms (detailed below) must be completed, submitted, and approved prior to application for each new participating student. *The Leader Development Grant funds up to ten (10) undergraduate or eight (8) graduate courses per 12-month period; however, Ashford University does not guarantee that ability to take this maximum amount of coursework in any given 12-month period.* The LDG must be renewed every twelve (12) months in order for the student to continue to receive LDG benefits. Continuing students must send all required forms to their assigned Student Advisor for verification at least seven (7) days prior to the start of classes in the applicable 12 month period. [see current Catalog for [full entry](#) under this heading.]

Pages 89-94

Revision, Published 7/18/14

All State-Specific Tuition Refund Policies

*Refund percentage applied based on ~~week~~ of last date of attendance (LDA).

Page 105

Addition, Published 7/18/14

**General Education Subject Areas
Science (4 credits)**

- HIM 205 Anatomy and Physiology for HIM I (4 credits)

Page 106

Addition, Published 9/19/14

**General Education Subject Areas
Diversity Awareness (3 credits)**

- SSC 101 Introduction to Social Science (3 credits)

Page 107

Addition, Published 9/19/14

**General Education Subject Areas
Social and Personal Awareness (3 credits)**

- SSC 101 Introduction to Social Science (3 credits)

Page 109

Addition, Published 9/19/14

Online Course Delivery

Instructors are expected to respond to assignments within 10 days and projects, such as in capstone courses, within 30 days from the date of the student's submission.

Page 119

Revision, Published 8/29/14

**Department of Defense (DoD) Voluntary
Education Partnership**

Ashford University is a participating institution in the Voluntary Education Partnership with the DoD. In accordance with this partnership, any Active Duty, National Guard, or Reservist student who attends the University will receive a military degree plan *within 60 days after admission to the educational institution in which the individual has selected a degree program and all required official transcripts have been received.*

The student will receive a Military Degree Plan with the evaluation of previous coursework received and the requirements for the degree program selected.

The Military Degree Plan affords the student the opportunity to complete the degree requirements within the enrolled degree program within five (5) years of the issued date without the loss of academic progress. Students who choose to change their degree program will forfeit the issued degree plan and be reissued a new Military Degree Plan for the new program.

Pages 129, 189, 193

Addition, Published 9/19/14

Undergraduate Admissions Requirements

Ashford University does not admit students based on an "ability-to-benefit" test.

Page 197

Revision, Effective 9/30/14

English Proficiency

All students enrolled in an undergraduate degree program must satisfy English Proficiency within the first 15 ~~attempted~~ *successfully completed* credits through one of the following options:
[see current Catalog for [full entry](#) under this heading.]

Pages 198, 290

Addition, Published 9/19/14

Program Enrollment and Cancellation

Applicants who want to cancel an enrollment agreement must contact their Admissions Counselor or University Advisor prior to attending in week 4 of their first course. Applicants who cancel enrollment will be allowed one more period of conditional admission at Ashford University. Individuals who cancel their enrollment two times while in conditional standing may re-apply to Ashford University no earlier than one year from their last date of attendance.

Ashford University reserves the right to cancel or terminate the agreement if the applicant fails to meet basic academic requirements during conditional admission, violate the Student Community Standards, fail to make satisfactory academic progress, fail to make payment in accordance with the terms of his or her student

finance agreement, and/or fail to meet attendance requirements as outlined in this *Catalog*. Applicants who are denied admission may be allowed one more period of conditional admission at Ashford University. Individuals who are denied admission two times while in conditional standing may re-apply to Ashford University no earlier than one year from their last date of attendance.

Students who receive federal student financial aid funds are entitled to a refund of moneys not paid from federal student financial aid program funds.

Students who obtain loan(s) to pay for an educational program will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

Pages 199, 292

Addition, Published 9/19/14

Attendance Policies for Online

Undergraduate and Graduate Courses

Students who participate in an academic activity in a course prior to its official start date will not be dropped from their course during Week 1 for non-attendance as long as they subsequently attend at least once during Week 1 of the course.

Page 209

Revision, Effective 9/30/14

Progression Requirements for Bachelor's Programs

To ensure a framework for success, and to make certain students have built the necessary skills to recognize the complex subject matter inherent in major coursework, Bachelor degree-seeking students *are eligible to be enrolled in major coursework once the following requirements are met. Students must successfully meet:*

- *any introductory course(s) requirements;*
- *the English Proficiency requirement;*
- *the General Education Information Technology Competency; and*
- *the Communication Competencies I & II.*

Students who meet all progression requirements will be allowed to take approved 100 or 200 level

courses in their respective majors (if applicable), as long as they are taken in the prescribed order and meet all prerequisite requirements. Once students meet the above requirements and successfully earn at least 30 credits, they will be allowed to take 300 or 400 level major courses, as long as they are taken in the prescribed order and meet all prerequisite requirements.

Pages 234-248, 301-305

Revision, Published 7/18/14

All online College of Education Program Disclosures

Certification and Licensure Terms and Conditions:

An online degree from Ashford University does not lead to immediate teacher licensure in any state. *If you want to become a classroom teacher, contact your state's education authorities prior to enrolling at Ashford to determine what state-specific requirements you must complete before obtaining your teacher's license. Ashford graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following: student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree. None of Ashford's online education programs are CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to visit the Education Resource Organizations Directory ([EROD](#)) and to contact the licensing body of the state where they are licensed or intend to obtain licensure to verify that these courses qualify for teacher certification, endorsement, and/or salary benefits in that state prior to enrolling. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.*

**The Council for the Accreditation of Educator Preparation (CAEP) is the resulting entity from the merger of the Teacher Education Accreditation*

Council (TEAC) and National Council for Accreditation of Teacher Education (NCATE).

Pages 234-248, 301-305

Addition, Published 7/18/14

All Online College of Education

Program Disclosures

Georgia Students: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Georgia. In Georgia, an alternative route to certification is not available.

Hawaii Students: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Hawaii. In Hawaii, an alternative route to certification is not available.

[see current Catalog for full entries under these headings.]

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Revision to Course Sequence, Published 8/1/14

Bachelor of Arts in Education Studies

Major Course Requirements (33 credits)

Introduction

- EDU 304 Introduction to Education (3 credits)

Foundation

- *EDU 324 History of American Education (3 credits)
- EDU 372 Educational Psychology (3 credits)
- ESE 370 Learning & the Brain (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)

Methodology

- EDU 381 Curriculum & Instructional Design (3 credits)
- EDU 382 Meeting the Needs of Diverse Learners (3 credits)

Literacy

- EDU 371 Phonics-Based Reading & Decoding (3 credits)
Prerequisite: EDU 372

Technology and Diverse Populations

- EDU 321 Introduction to Serving English Language Learners (3 credits)
- EDU 352 Foundations of Educational Technology (3 credits)

Capstone

- EDU 498 Education Studies Capstone (3 credits)
Prerequisite: GEN 499

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Revision, Effective for students starting on or after 10/7/14

Bachelor of Arts in Health and Human Services

- ~~HCA 305 The U.S. Health Care System (3 credits)~~
- HCA 205 Introduction to Health Care (3 credits)

Page 253

Revision, Effective for students starting on or after 10/7/14

Bachelor of Arts in Health Care Administration

- ~~HCA 305 The U.S. Health Care System (3 credits)~~
- HCA 205 Introduction to Health Care (3 credits)
- ~~HCA 311 Health Care Financing & Information Systems (3 credits)~~
- HCA 312 Health Care Finance (3 credits)
Prerequisites: HCA 305 OR HCA 205; and HCA 281

Pages 254, 256

Deletion, Effective for students starting on or after 9/2/14

**Bachelor of Arts in Health Care Studies
Bachelor of Arts in Health Marketing and Communication**

As of September 2, 2014, Ashford University will no longer admit new students to the BA in Health Care Studies program and the BA in Health Marketing and Communication program.

Page 268

Correction, Published 7/18/14

Bachelor of Arts in Homeland Security and Emergency Management Program Requirements

Total number of credits required: 120 credits

General Education Requirements: *52 credits

Major Course Requirements: *39 credits

Electives: ~~35~~ 38 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, ~~6~~ 9 credits from the major and 3 credits from introductory requirements may also satisfy General Education requirements.

- *HSM 311 Ethics & Homeland Security (3 credits)

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Revision, Effective for students starting on or after 10/7/14

Bachelor of Arts in Social and Criminal Justice

- ~~SOC 331 Social Justice & Ethics (3 credits)~~
- *SOC 333 Research Methods (3 credits)*

Page 275

Revision, Effective for students starting on or after 10/7/14

Bachelor of Arts in Social Science

- ~~PSY 101 Introduction to Psychology (3 credits)~~
- *SSC 101 Introduction to Social Science (3 credits)*
- ~~PSY 302 Industrial/Organizational Psychology (3 credits)~~
- *SOC 333 Research Methods (3 credits)*

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Revision, Effective for students starting on or after 10/7/14

Bachelor of Arts in Sociology

- ~~PSY 326 Research Methods (3 credits)~~
- *SOC 333 Research Methods (3 credits)*

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Revision, Effective for students starting on or after 10/7/14

Health Care Administration Minor

- ~~HCA 305 The U.S. Health Care System (3 credits)~~
- *HCA 205 Introduction to Health Care (3 credits)*

Page 302

Revision, Effective for students starting on or after 7/29/14

Master of Arts in Education

Program Requirements

- ~~EDU 639 Human Relationships & Learning in the Multicultural Environment (3 credits)~~
- *EDU 692 Creativity, Culture, & Global Contexts in Education Decision Making (3 credits)*
Prerequisite: EDU 650

Pages 391-394

Revisions, Published Periodically

Ashford University Board of Trustees

Various updates are published periodically for this section. Please see [this section](#) in the Online Catalog for an accurate listing of current administration.

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Revisions, Published Periodically

Ashford University Administration

Various updates are published periodically for this section. Please see [this section](#) in the Online Catalog for an accurate listing of current administration.