

2014-2015 ACADEMIC CATALOG



Ashford
UNIVERSITY™



2014-2015 Academic Catalog

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Table of Contents

Introduction	1
Mission Statement of the University	1
Statement of Purpose	1
History	1
Accreditation	2
International Assembly for Collegiate Business Education	2
Memberships	2
Ownership	3
Bankruptcy Notice	3
Governance	3
Student Consumer Information	4
Right to Change Requirements	4
State Regulatory Information	4
Student Complaint State Contact Information	5
Commitment to Diversity	5
Statement on Scholarship	5
Ownership and Use of Student Work	6
Academic and Professional Standards	6
Institutional Outcomes	6
University's Self-Evaluation Process	6
Ashford University Graduate Culture Definition	7
Ashford University Graduate Culture Characteristics	7
Assessment at Ashford University	7
Contact Information	8
Student Rights and Responsibilities	9
The Family Educational Rights and Privacy Act of 1974	9
Electronic Communication	12
Contact Information	13
Name Changes	13
Nondiscrimination	13
Sexual Misconduct Policy	13
Gender/Sexual Discrimination, Misconduct, Harassment or Violence Title IX/Save Purpose	13
Dissemination of the Policy, Educational Programs, and Employee Training	14
Definitions and Examples of Sexual Misconduct	14
SEXUAL HARRASSMENT	14
SEXUAL ASSAULT	15
SEXUAL VIOLENCE	15
CONSENT	15
INCAPACITATION	15
SEXUAL EXPLOITATION	16
DOMESTIC VIOLENCE	16
DATING VIOLENCE	16
STALKING	17
CONFIDENTIALITY	17
RETALIATION	18
RECORDKEEPING	18
Reporting/Filing a Complaint for Title IX (Gender/Sex Discrimination)	18
GENDER/SEX	18
RECEIPT OF COMPLAINT	19
REFERRAL TO OFFICE OF STUDENT GRIEVANCE RESOLUTION	19
OFFICE OF STUDENT GRIEVANCE RESOLUTION INITIAL INVESTIGATION INTO COMPLAINT	19
NOTICE OF CHARGES AND CONTINUED INVESTIGATION OF COMPLAINT	20
INVESTIGATION FINDINGS: COMMUNICATION	20
INVESTIGATION FINDINGS: ACCEPTANCE	21

TABLE OF CONTENTS

INVESTIGATION FINDINGS: APPEAL	21
INVESTIGATION FINDING: APPEAL PROCESS	21
ADDITIONAL INFORMATION FOR SEXUAL MISCONDUCT INVESTIGATIONS.	22
POSSIBLE SANCTIONS AND PROTECTIVE MEASURES.	23
SANCTION PROCESS: STUDENT	24
SANCTION APPEAL PROCESS: STUDENTS ONLY	24
SPECIAL PROCEDURAL PROVISIONS FOR SEXUAL MISCONDUCT SANCTION HEARINGS.	25
Dispute Resolution Procedure for Student* Complaints	25
Dispute Resolution Procedure	26
Complaints to States and Accrediting Bodies	27
Disability Support Services	27
Effective Communication for Persons with Disabilities	28
Disability Documentation	28
Travel Studies for Students with Disabilities	29
Student Community Standards.	29
Jurisdiction over Student Conduct	30
Conduct Expectations	30
The Standards	31
Specific Policies on Academic Integrity	33
Technology Policies	34
Consequences for Misuse of Technology Policies	36
Online Netiquette Rules	36
Conspiracy to Commit Fraud Against the University.	36
Gambling Policy	37
Hazing	37
Identity	37
Prescription Drug Policy.	37
Violation of Federal Copyright Laws	37
Violations of Law.	38
Conduct Procedures - Student Community Standards Procedures.	38
Informal Hearings Procedures	39
Emergency Administrative Leave	43
Involuntary Leave.	43
Grade Appeals	45
Tuition Credit Request Policy and Procedure	46
Online Attendance Appeals	46
Graduation/Completion Rates	48
Alumni Employment Information	48
Retention Rate.	48
Student Body Diversity	49

Student Services, Health, and Safety **51**

Student Services	51
Website	51
Student Affairs Resources.	51
Career Services	51
Alumni Services	52
Limitations Regarding Career and Alumni Services	52
Employment Services	52
Academic Advisement (Online Modality)	52
Registrar's Office	53
Student Portal	53
Student Organizations.	53
Residence Life	53
Student Center	54
Durgin Educational Center	54
Food Service.	54
Online Bookstore	55
Clinton Campus University Bookstore	55

Clinton Campus Bookstore Refund Policy	55
Clinton Campus Book Buyback Policy	55
Student Activities	56
Recreational Program	56
Student Government Association	56
Clinton Campus Publications	57
Athletics	57
Additional Clinton Campus Student Information	57
General Main Campus Information	58
General Clinton Campus Information	58
Health Information	59
Drug Free Schools and Communities Act Program	59
Counseling, Treatment, and Rehabilitation Programs	59
Help Lines/Hotlines	59
Other Important Telephone Numbers	59
Smoking Policy	60
Health and Wellness Requirements	60
Health Insurance Requirements	60
Campus Accessibility for Students with Disabilities	60
Health and Wellness Referrals	61
Medical Care	61
Health Alerts, Communicable Disease Control, and Needle Safety Procedures	61
Medical Emergencies	62
Safety Information	62
Campus Security and Fire Safety Report	62
Severe Weather	62
Firearms/Explosives	62
Missing Student Notification	62
Clinton Campus Parking Information	63
Clinton Campus Parking Policy	64
Public Transportation	65

Financial Information

67

Tuition and Fees 2014-2015	67
Early Termination Fee for New/Incoming Residents	68
Early Termination Fee for Returning Residents	68
Off Campus Housing Request Fee for Returning Residents	68
Sales Tax Disclaimer	69
Tennessee Tuition and Fee Guarantee	69
California Student Tuition Recovery Fund	70
Terms of Billing and Payment	70
Summer Online Course Payment Policy (Clinton Campus Students Only)	70
Excess Credit Account Adjustment	70
Bankruptcy	71
Payment Plans	71
Payment Options	71
Ashford University Alumni Tuition Grant	76
Financial Aid Plan	76
Cost of Attendance	77
How to Apply for Financial Aid	78
Free Application for Federal Student Aid (FAFSA)	78
Verification for Federal Student Aid Eligibility	78
Code of Conduct and Federal Student Aid Eligibility	79
NSLDS Fraud Loan Flag and Federal Student Aid Eligibility	79
Identity Reject Flag and Federal Student Aid Eligibility	80
Unusual Enrollment History and Federal Student Aid Eligibility	80
General Financial Aid Reapplication Process	80
Entrance Counseling for Federal Loan Recipients	81
Types of Financial Aid	81

TABLE OF CONTENTS

Federal Aid Programs (Title IV)	81
Financial Aid Plan for Online Programs	83
Financial Aid Specific to Online Undergraduate Programs	83
Online Bookstore Voucher (Online Undergraduate)	84
Financial Aid Specific to Online Graduate Programs	85
Financial Aid Plan for Clinton Campus Programs	86
Clinton Campus Bookstore Vouchers/Charges	86
Exit Counseling for Federal Loan Recipients	87
Return of Title IV Funds	87
Direct Loan Grace Period	87
Direct Loan Repayment	88
Payment Support	88
Consolidation	89
Questions Regarding Financial Aid	89
University Refund Policies	89
Institutional Tuition Refund Policy	89
Ashford University Tuition Refund Schedule	89
Ashford University First Course Refund Schedule (Ashford Promise)	90
Georgia State Refund Policy	90
Indiana State Refund Policy	91
Iowa State Refund Policy	91
Kentucky State Refund Policy	92
Maryland State Refund Policy	92
Missouri State Refund Policy	93
New Mexico State Refund Policy	93
Wisconsin State Refund Policy	94
Special Circumstances	95
Dismissal/Expulsion	95

General Academic Information and Policies 97

University School/College and Program Offerings	97
Forbes School of Business	97
College of Education	97
College of Health, Human Services, and Science	98
College of Liberal Arts	98
General Education Curriculum	99
Competencies (24 credits)	100
General Education Subject Areas (25 credits)	103
Course Delivery Methods	109
Schedule Changes, Program Changes, and Course Cancellation	109
Prerequisite Courses	110
Plans to Improve an Academic Program	110
Classification of Students	110
Undergraduate Restrictions of Minor/Specialization Pairings	111
Minor/Minor Overlap Exceptions	111
Major/Minor Overlap Exceptions	111
Completion of Additional Majors	112
Completion of Additional Bachelor's Degrees	112
Completion of Additional Master's Degrees	112
Graduate Restrictions for Degree Pairings	112
Degree Regression	113
Sequence of Courses	113
Capstone Courses	113
Academic Credit	113
Grade Point Average	113
Grading System and Grade Points	113
Repeated Courses	114
Incomplete Grades	114
Course Drop	114

Requests for Program Change	115
Associate's to Bachelor's Program Change Requirements	115
Withdrawal from the University	115
Reinstatement Process After Withdrawal (Less Than One Year)	115
Readmission Process After Withdrawal (One Year or More)	116
Military Deployment Provisions	116
Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008	116
Servicemembers Opportunity College	119
Department of Defense (DoD) Voluntary Education Partnership	119
Transfer of Ashford University Credits to Other Institutions	119
Learning Resources	120
Course Digital Materials (CDM) – Online Modality Only	120
Constellation	121
Honor Societies for Clinton Campus Students	121
Honor Societies for Online Students	121
Honor Societies for Clinton Campus and Online Students	122
Program Completion and Honors	123
Clinton Campus Programs	127
Clinton Campus Programs	127
Forbes School of Business	127
College of Education	127
College of Health, Human Services, and Science	128
College of Liberal Arts	128
Academic Calendar: Clinton Campus Programs (2014–2015)	128
Admission Policies and Procedures	129
General Admission Process	129
Waitlist Process for Clinton Campus Students	129
Clinton Campus Program Admission Requirements	130
Athletics and Admission	133
Technology Requirements	133
Declaration of Major and Minor Course of Study	133
Changes in Program Requirements	134
Transfer Credits	134
Articulation Agreements	135
Academic Policies	135
Credit Opportunities—Nontraditional Learning	135
Registration	137
Summer Online Course Registration Policy	138
Course Drop	138
Official Withdrawal from the University	138
Class Load	138
Degree-Seeking Student Classifications	138
Auditing Courses	139
Scholars Institute	139
Testing Services	139
Veterans	139
Grade Reports	140
Academic Advisement	140
Attendance Policy for Semester-Based Courses	140
Academic Leave	140
Final Examinations	141
Clinton Campus Satisfactory Academic Progress (SAP) Requirements	141
Satisfactory Academic Progress Standards	141
Satisfactory Academic Progress Review and Evaluation	142
Academic Standards for Student Athletes	143
Graduation Requirements for BA and BS Degrees	143
Forbes School of Business: Bachelor of Arts Degree Programs and Requirements	144
Bachelor of Arts in Accounting	144

TABLE OF CONTENTS

Bachelor of Arts in Business Administration	145
Bachelor of Arts in Business Information Systems	146
Bachelor of Arts in Computer Graphic Design	146
Bachelor of Arts in Finance	148
Bachelor of Arts in Public Relations and Marketing	149
Bachelor of Arts in Sports and Recreation Management	150
College of Education: Program Information	151
Practitioner Preparation Program	151
Secondary Education Licensure Program	152
College of Education: Bachelor of Arts Degree Programs and Requirements	154
Bachelor of Arts in Elementary Education	154
Bachelor of Arts in Elementary Education, Non-Licensure Track	155
Bachelor of Arts in Education	156
Bachelor of Arts in Physical Education	156
Bachelor of Arts in Physical Education, Non-Licensure Track	157
College of Health, Human Services, and Science: Bachelor of Arts Degree Programs and Requirements	158
Bachelor of Arts in Health Care Administration	158
Bachelor of Arts in Natural Science	158
Bachelor of Arts in Psychology	160
College of Health, Human Services, and Science: Bachelor of Science Degree Programs and Requirements	161
Bachelor of Science in Biology	161
Bachelor of Science in Computer Science and Mathematics	163
Bachelor of Science in Health Science Administration	165
Bachelor of Science in Natural Science	166
College of Liberal Arts: Bachelor of Arts Degree Programs and Requirements	167
Bachelor of Arts in English and Communication	167
Bachelor of Arts in Liberal Arts	169
Bachelor of Arts in Social and Criminal Justice	170
Bachelor of Arts in Social Science	171
Minors	175
Accounting Minor	175
Advanced Science Minor	175
Art Therapy Minor	176
Arts Administration Minor	176
Biology Minor	177
Botany Minor	177
Business Administration Minor	177
Business Economics Minor	177
Chemistry Minor	177
Child and Adolescent Learning and Development Minor	177
Computer Graphic Design Minor	178
Computer Science Minor	179
Criminal Justice Minor	179
e-Business Minor	179
English and Communication Minor	179
English as a Second Language Minor	180
Environmental Studies Minor	180
Finance Minor	180
Health Care Administration Minor	181
History Minor	181
Human Resources Management Minor	181
Information Systems Minor	181
International Management Minor	182
Liberal Arts Minor	182
Marketing Minor	182
Mathematics Minor	182
Music Minor	182
Organizational Leadership Minor	183
Organizational Management Minor	183
Physical Education Minor	183

Political Science and Government Minor	184
Psychology Minor	184
Religious Studies Minor	184
Social Science Minor	184
Sociology Minor	184
Sports and Recreation Management Minor	184
Visual Art Minor	185
Specializations	185
Business Economics Specialization	185
Finance Specialization	185
Human Resources Management Specialization	186
Information Systems Specialization	186
International Management Specialization	186
Long-Term Care Specialization	186
Marketing Specialization	186

Online Undergraduate Programs 187

Online Undergraduate Programs	187
Forbes School of Business	187
College of Education	188
College of Health, Human Services, and Science	188
College of Liberal Arts	188
Admission Policies and Procedures for Online Associate of Arts Degree Programs	188
Conditional Admission Requirements	188
Additional Conditional Admission Requirements for Applicants with International Academic Credentials	190
Provisional Admission Requirements	190
Full Admission Requirements	190
Additional Full Admission Requirements for Applicants with International Academic Credentials	192
Conditional Admission Requirements	192
Additional Conditional Admission Requirements for Applicants with International Academic Credentials	194
Provisional Admission Requirements	194
Full Admission Requirements	194
Additional Full Admission Requirements for Applicants with International Academic Credentials	195
Non-Degree Seeking Student General Admission Requirements	196
Academic Policies and Procedures	197
Academic Calendar	197
Technology Requirements	197
Competencies	197
System Requirements	197
Additional System Requirements for Use of Ebooks	197
English Proficiency	197
Program Enrollment	198
Registration	198
Employment Services	198
Degree-Seeking Student Classifications	198
Auditing of Courses	199
Credit Maximum Policy	199
Concurrent Course (Double Up) Registration Policy	199
Attendance Policy for Online Undergraduate Courses	199
Academic Leave	200
Course Drop	200
Consecutive Course Drops	200
Withdrawal from the University	201
Satisfactory Academic Progress Policy (SAP)	201
Satisfactory Academic Progress Standards	202
Satisfactory Academic Progress Review and Evaluation	202
General Transfer Credit Provisions and Limitations	204
Associate of Arts Transfer Credit, Prior Learning Credit, and Nontraditional Credit Provisions and Limitations	205
Bachelor's Degree Transfer Credit, Nontraditional Credit, and Prior Learning Credit Provisions and Limitations	206

TABLE OF CONTENTS

Nontraditional Credits	207
Articulation Agreements	208
Associate’s Program Academic Policies	208
General Education Courses	208
Residency Requirements in Associate’s Programs	208
Progression Requirements in Associate’s Programs	208
Bachelor’s Program Academic Policies	208
Residency Requirements in Bachelor’s Programs	208
Progression Requirements for Bachelor’s Programs	209
Bachelor’s Program Course Sequencing	209
Transfer Concentration Guidelines	210
SMART Track Program Requirements	210
Graduation Requirements for Bachelor’s Degrees	212
Forbes School of Business: Undergraduate Programs and Requirements	212
Bachelor of Arts in Accounting	212
Bachelor of Arts in Business Administration	213
Bachelor of Arts in Business Economics	215
Bachelor of Arts in Business Information Systems	216
Bachelor of Arts in Business Leadership	217
Bachelor of Arts in Consumer and Family Financial Services	218
Bachelor of Arts in eMarketing	219
Bachelor of Arts in Entrepreneurship	219
Bachelor of Arts in Finance	220
Bachelor of Arts in Human Resources Management	221
Bachelor of Arts in International Business	222
Bachelor of Arts in Operations Management and Analysis	223
Bachelor of Arts in Organizational Management	224
Bachelor of Arts in Project Management	225
Bachelor of Arts in Public Administration	227
Bachelor of Arts in Public Relations and Marketing	228
Bachelor of Arts in Real Estate Studies	228
Bachelor of Arts in Service Management	229
Bachelor of Arts in Sports and Recreation Management	231
Bachelor of Arts in Supply Chain Management	232
Bachelor of Arts in Sustainable Enterprise Management	233
College of Education: Undergraduate Programs and Requirements	234
Associate of Arts in Early Childhood Education	234
Bachelor of Arts in Child Development	236
Bachelor of Arts in Cognitive Studies	238
Bachelor of Arts in Early Childhood Education	239
Bachelor of Arts in Early Childhood Education Administration	240
Bachelor of Arts in Education and Public Policy	242
Bachelor of Arts in Education Studies	243
Bachelor of Arts in English Language Learner Studies	245
Bachelor of Arts in Instructional Design	246
Bachelor of Arts in Library Science and Media	247
College of Health, Human Services, and Science: Undergraduate Programs and Requirements	248
Bachelor of Arts in Applied Behavioral Science	248
Bachelor of Arts in Complementary and Alternative Health	249
Bachelor of Arts in Gerontology	250
Bachelor of Arts in Health and Human Services	251
Bachelor of Arts in Health and Wellness	252
Bachelor of Arts in Health Care Administration	253
Bachelor of Arts in Health Care Studies	25
Bachelor of Arts in Health Education	255
Bachelor of Arts in Health Marketing and Communication	256
Bachelor of Arts in Psychology	257
Bachelor of Science in Health Information Management	258
College of Liberal Arts: Undergraduate Programs and Requirements	260
Associate of Arts in Military Studies	260

Bachelor of Arts in Applied Linguistics	262
Bachelor of Arts in Communication Studies	263
Bachelor of Arts in Cultural Anthropology	264
Bachelor of Arts in English	265
Bachelor of Arts in Environmental Studies	265
Bachelor of Arts in History	267
Bachelor of Arts in Homeland Security and Emergency Management	268
Bachelor of Arts in Journalism and Mass Communication	269
Bachelor of Arts in Law Enforcement Administration	270
Bachelor of Arts in Liberal Arts	271
Bachelor of Arts in Military Studies	272
Bachelor of Arts in Political Science and Government	273
Bachelor of Arts in Social and Criminal Justice	274
Bachelor of Arts in Social Science	275
Bachelor of Arts in Sociology	276
Minors	276
Accounting Minor	277
Business Administration Minor	277
Business Economics Minor	277
Child Development Minor	277
Entrepreneurship Minor	277
Finance Minor	278
Health Care Administration Minor	278
Human Resources Management Minor	278
Information Systems Minor	278
International Management Minor	278
Logistics Management Minor	279
Marketing Minor	279
Operations Management Minor	279
Organizational Management Minor	279
Political Science and Government Minor	279
Project Management Minor	279
Psychology Minor	280
Public Administration Minor	280
Social and Criminal Justice Minor	280
Sociology Minor	280
Sports and Recreation Management Minor	280
World History Minor	280
Specializations	281
Business Economics Specialization	281
Child Development Specialization	281
Corrections Management Specialization	281
Early Childhood Education Specialization	281
Education and Public Policy Specialization	281
English Language Learner Studies Specialization	281
Entrepreneurship Specialization	281
Finance Specialization	282
Forensics Specialization	282
Health Care Informatics Systems Specialization	282
History Specialization	282
Homeland Security Specialization	282
Human Resources Management Specialization	282
Infant and Toddler Care Specialization	282
Information Systems Specialization	283
Instructional Design Specialization	283
International Management Specialization	283
Logistics Management Specialization	283
Long-Term Care Specialization	283
Long-Term Care Management Specialization	283
Marketing Specialization	284

TABLE OF CONTENTS

Operations Management Specialization	284
Political Science and Government Specialization	284
Project Management Specialization	284
Public Administration Specialization	284
Security Management Specialization	284
Sports and Recreation Management Specialization	284

Online Graduate Programs 285

Online Graduate Programs	285
Forbes School of Business	285
College of Education	285
College of Health, Human Services, and Science	286
Admission Policies and Procedures for Online Graduate Programs	286
Conditional Admission Requirements	286
Provisional Admission Requirements	287
Full Admission Requirements	287
MBA Program-Specific Requirements	288
MPA Program-Specific Requirements	288
Additional Admission Requirements for International Applicants	288
Non-Degree Seeking Student General Admission Requirements for Graduate Level Coursework	289
Academic Policies and Procedures	289
Academic Calendar	289
Technology Requirements	290
Competencies	290
Program Enrollment	290
Registration	290
Degree-Seeking Student Classifications	290
Repeating Courses	291
Auditing of Courses	291
Graduate Programs Credit Maximum Policy	291
Concurrent Course (Double Up) Registration Policy	291
Completion of Additional Specializations	291
Transfer Credit Policy	291
Attendance Policy for Online Graduate Courses	292
Academic Leave	293
Course Drop	293
Consecutive Course Drops	293
Withdrawal from the University	293
Satisfactory Academic Progress (SAP) Policy	294
Satisfactory Academic Progress Standards	294
Satisfactory Academic Progress Review and Evaluation	295
SMART Track Program	296
Forbes School of Business: Graduate Programs and Requirements	296
Master of Arts in Organizational Management	296
Master of Business Administration	298
Master of Public Administration	300
College of Education: Graduate Programs and Requirements	301
Master of Arts in Education	301
Master of Arts in Teaching and Learning with Technology	304
College of Health, Human Services, and Science: Graduate Programs and Requirements	306
Master of Arts in Health Care Administration	306

Course Descriptions 309

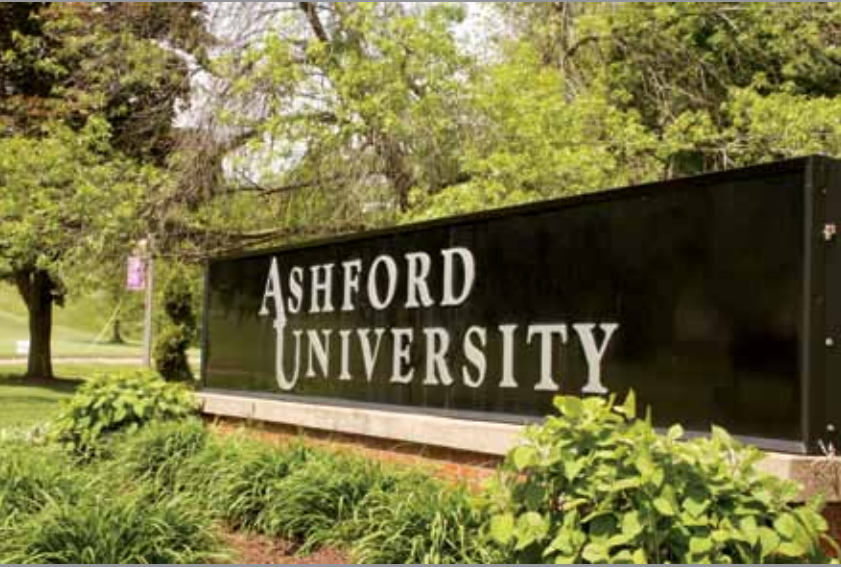
ABS Applied Behavioral Science	310
ACC Accounting	310
ANT Anthropology	311
ART Art	312
BIO Biology	315
BOT Botany	316

BUS Business	317
CGD Computer Graphic Design	324
CHE Chemistry	326
COM Communications	327
CRJ Criminal Justice	328
DRA Drama	330
ECE Early Childhood Education	330
ECO Economics	332
EDU Education	333
ELL English Language Learner	345
EMS Education Middle School	346
ENG English	346
ENV Environmental Studies	349
ERE Education Reading	350
ESE Education Special Ed.	350
ESL English as a Second Language	351
EXP Freshman Experience	352
GEN General Education	352
GEO Geography	352
GRO Gerontology	352
HCA Health Care Administration	353
HCS Health Care Studies	355
HHS Health and Human Services	356
HIM Health Information Management	357
HIS History	358
HMC Health Marketing and Communication	360
HPR Health Promotion	361
HSM Homeland Security Management	361
HWE Health and Wellness	362
INF Information Systems	362
JRN Journalism	364
LEA Law Enforcement Administration	365
LIB Liberal Arts	366
LNG Linguistics	368
MAT Mathematics	369
MGT Management	371
MHA Master Health Care Administration	372
MIL Military Studies	373
MKT Marketing	374
MUS Music	374
MUS XXX Applied Music	375
NAT Natural Science	375
OMM Organizational Management	376
PED Physical Education and Health	376
PHI Philosophy	378
PHY Physical Science	379
POL Political Science	379
PPA Public Administration	380
PSY Psychology	381
REL Religious Studies	384
RES Real Estate Studies	385
SCI Science	385
SOC Sociology	385
SPA Spanish	387
SPE Speech	387
SRM Sport and Recreation Management	387
SRV Service Management	388
SVC Service	389
TVL Travel Studies	389
XXX Special Topics	390

University Personnel **393**

Board of Trustees	393
Ashford University Administration.....	396
Faculty.....	396
Faculty Emeritus.....	406

SECTION ONE



INTRODUCTION



Mission Statement of the University

The mission of Ashford University is to provide accessible, affordable, innovative, high-quality learning opportunities and degree programs that meet the diverse needs of individuals pursuing integrity in their lives, professions, and communities.

Statement of Purpose

To foster a vigorous, diverse learning environment shaped by contemporary awareness, intellectual inquiry, and a shared search for truth in which students gain knowledge and build skills and values useful in their personal and career development.

To cultivate student-centered learning at all levels, supported by technological resources and led by qualified faculty and staff who are guided by contemporary scholarship and professional practice.

To promote the development of foundational values relevant to leadership in the 21st century: self-worth, creativity, interdependence, service, integrity, and effectiveness.

To foster intellectual and personal growth, sensitivity to diversity and human dignity, effective and responsible leadership, environmental responsibility, and lifelong learning.

To offer online and Clinton campus-based degree programs with foundational perspective, breadth and professional relevance for undergraduate and graduate students.

To place priority upon institutional effectiveness, excellent value, affordability, responsive student services, accountable administrative processes, continuous assessment of student learning, and curriculum improvement to assure quality in a rapidly changing culture and demonstrate innovative leadership in higher education.

To maintain operational, financial, and strategic strength to ensure the future of the University.

History

The University, originally named Mount St. Clare College, was founded in 1918 by the Sisters of St. Francis, Clinton, Iowa, as a junior college for women. In 1950, the College was accredited by the North Central Association of Colleges and Schools (now the Higher Learning Commission [HLC]) and has since maintained its regional accreditation. Its interest in adult learners began in 1962 when an evening program was introduced to serve the needs of students with career and family responsibilities. In 1967, the College became coeducational. Baccalaureate degree programs began in 1979 and graduate degrees in 2003, coinciding

with the name change to The Franciscan University. In 2005, the University was acquired by Bridgepoint Education, Inc. and renamed Ashford University.

Also in 2005, HLC extended Ashford's accreditation to offer adult degree-completion programs. Following a Comprehensive Visit in 2006, the University's accreditation with HLC was reaffirmed for ten years. By 2009, three new Master's programs were added to the University's offerings. Today, the University has grown to the extent that students can choose from numerous programs at the undergraduate level and graduate level.

With the growth of the online student population, the University's leadership decided to move its headquarters from Clinton, Iowa to San Diego, California and to apply for accreditation with the Western Association of Colleges and Schools (WASC). On December 6, 2013, the University received final approval from the U.S. Department of Education for the migration of its accreditation to the WASC Senior College and University Commission (WSCUC).

Accreditation

Ashford University is accredited by WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001, www.wascsenior.org. WSCUC is a regional accrediting body recognized by the U.S. Department of Education (ED) and the Council on Higher Education Accreditation (CHEA).

International Assembly for Collegiate Business Education

Ashford University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:

- Master of Arts in Organizational Management
- Master of Business Administration
- Master of Public Administration
- Bachelor of Applied Science in Accounting
- Bachelor of Applied Science in Management
- Bachelor of Arts in Accounting
- Bachelor of Arts in Business Administration
- Bachelor of Arts in Business Economics
- Bachelor of Arts in Business Information Systems
- Bachelor of Arts in Entrepreneurship

- Bachelor of Arts in Human Resources Management
- Bachelor of Arts in International Business
- Bachelor of Arts in Operations Management and Analysis
- Bachelor of Arts in Organizational Management
- Bachelor of Arts in Professional Accounting
- Bachelor of Arts in Public Administration
- Bachelor of Arts in Public Relations and Marketing
- Bachelor of Arts in Sports and Recreation Management
- Associate of Arts in Business

Information pertaining to student learning and achievement in the business programs accredited by the IACBE can be obtained by visiting the Ashford University website at <https://assessment.ashford.edu> or by contacting the University Director of Assessment and Academic Quality at 400 North Bluff Blvd., Clinton, Iowa 52732, via email at assessment@ashford.edu or via phone at (866) 475-0317.

A copy of the documentation describing the University's accreditation will be made available to any enrolled or prospective student upon request. Please contact the Provost, Dr. Lorraine Williams. Dr. Williams can be contacted at (800) 798-0584.

Memberships

- Alpha Sigma Lambda
- American Association for Adult and Continuing Education (AAACE)
- American Association of Colleges for Teacher Education (AACTE)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American Council on Education (ACE)
- American Society for Training & Development (ASTD)
- Association for General and Liberal Studies (AGLS)
- Association of American Colleges and Universities
- Association of College and University Housing Officers International (ACUHO-I)
- Association of Governing Boards
- Association of International Educators
- Association for Institutional Research (AIR)

- Association on Higher Education and Disability (AHEAD)
- Association of Student Conduct Administrators (ASCA)
- California Association on Post Secondary Education and Disability (CAPEd)
- Central Association of College and University Business Officers (CACUBO)
- Clinton Area Chamber of Commerce
- Clinton Regional Development Corporation
- The College Board
- Commission for Accelerated Programs (CAP)
- Commission on Sport Management Accreditation (COSMA)
- The Council for Adult and Experiential Learning (CAEL).
- Council for Higher Education Accreditation (CHEA)
- Council of College and Military Educators (CCME)
- Eduventures
- Golden Key International Honour Society
- Illinois Association for College Admission Counseling
- International Association of University Presidents
- Iowa Association for College Admission Counseling
- Iowa Association of Colleges for Teacher Education
- Iowa Network of Women in Higher Education (IWHE)
- Iowa State Education Association
- League for Innovation in the Community College
- Marine Corps Academic Explorer (MCAeX)
- NAFSA: Association of International Educators
- National ACademic ADvising Association (NACADA)
- National Association of Colleges and Employers (NACE)
- National Association of Intercollegiate Athletics (NAIA)
- National Association of State Directors of Teacher Education and Certification (NASDTEC)
- National Association of Student Financial Aid Administrators (NASFAA)
- National Center for Higher Education Management Systems (NCHEMS)
- National Institute for Staff & Organizational Development (NISOD)
- National University Telecommunications Network
- The Observatory on Borderless Higher Education
- President's Alliance for Excellence in Student Learning and Accountability
- Quality Matters Consortium
- Servicemembers Opportunity College (SOC)
- The Sloan Consortium, Inc.
- SOCGUARD
- Society for Applied Learning Technology (SALT)
- Society for College and University Planning (SCUP)
- Society for Human Resource Management (National and San Diego)
- Student Affairs Administrators in Higher Ed (formerly National Association of Student Personnel Administrators [NASPA])
- Upper Midwest Association of International Educators

Ownership

Ashford University, LLC is a wholly owned subsidiary of

Bridgepoint Education, Inc.
13500 Evening Creek Dr. North, Suite 600
San Diego, CA 92128

Bankruptcy Notice

Ashford University **does not** have a pending petition in bankruptcy, is **not** operating as a debtor in possession, has **not** filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec 1101 et seq.).

Governance

The Board of Trustees is responsible for the governance of Ashford University. The strategic priorities of the Board include mission, organizational structure, academic integrity, operational responsibility, and planning. Trustees meet regularly to ensure

accountability of the University to its students and constituencies. The Board of Trustees appoints the University President to provide overall leadership and to administer the day-to-day operations of Ashford University.

Student Consumer Information

Prospective and current students can locate important information about Ashford University on the Student Consumer Information page on the University website at www.ashford.edu/about/consumer-information.htm. This page includes links to helpful information/disclosures, and is designed to provide open, pertinent information for both prospective and current students. The presentation of this information complies with the Higher Education Opportunity Act of 2008, which requires colleges and universities to publicly disclose various aspects of their policies and procedures.

Right to Change Requirements

The *2014-2015 Ashford University Academic Catalog* presents the policies and procedures for all undergraduate and graduate programs offered by the University. The University reserves the right to make alterations to this *Catalog* and the policies and procedures therein as deemed necessary by the University. Changes may also be necessitated by federal, state, or local law, other regulatory requirements, accreditation, or licensure. Changes may include but are not limited to curriculum, academic policies, administrative policies, procedures, and costs. Notice is not required for a new policy to take effect; however, Ashford University will make reasonable attempts to notify students promptly of any policy changes through communication methods deemed appropriate by the University administration. In the event that the University plans to change a program such that it will impact a student's graduation requirements, information will be posted at www.ashford.edu/about/consumer-information.htm. Please refer to the *Plans to Improve an Academic Program* policy in the *General Academic Information and Policies* section of this *Catalog* for more information on program revisions.

State Regulatory Information

For a complete listing of the states in which Ashford University is licensed, registered, authorized, certified, or exempt, and states where such licensure is not required at this time, please visit www.ashford.edu/statedisclosure.htm. The University will continue to monitor developments in state laws in each state in which it enrolls students and, if authorization or licensure is or becomes necessary, will promptly seek to obtain such approvals. For states with

an approved status, please be aware that individual programs may not be approved or may be pending approval by a state licensing authority and cannot be offered to students residing in that state.

The following disclosures are required by various state regulatory authorities:

Arkansas: Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code § 6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

California: This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

Iowa: Ashford University is registered to operate as a postsecondary educational institutional institution in Iowa by the Iowa College Student Aid Commission, located at 430 East Grand Ave., Fl 3, Des Moines, IA 50309-1920. The telephone number is (877) 272-4456.

Indiana: This institution is authorized under IC 21-18.5-6-5 by:

The Indiana Board for Proprietary Education
101 West Ohio Street, Suite 670
Indianapolis, IN 46204-1984
(317) 464-4400 Ext. 138
(317) 464-4400 Ext. 141

Kentucky: Kentucky Council on Postsecondary Education (licensed)
1024 Capital Center Drive, Ste. 320
Frankfort, KY 40601
(502) 573-1555

Minnesota: Ashford University is registered as a private institution with the Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227, pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Tennessee: Ashford University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning

quality of education, ethical business practices, health and safety, and fiscal responsibility.

Tennessee Residents: Any grievances not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, 404 James Robertson Parkway Ste. 1900, Nashville, TN 37243-0830, (615) 741-3605.

Washington: Ashford University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Ashford University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

Wisconsin Residents: In the event student complaints are not satisfactorily resolved with the school, students can contact the State of Wisconsin Educational Approval Board at (608) 266 1996.

A copy of the documentation describing the institution's licensure, registration, authorization or certification will be made available to any enrolled or prospective student upon request. Please contact Bridgepoint Education, Inc.'s Director of State Compliance for documentation.

Student Complaint State Contact Information

Students are encouraged to use the University procedures outlined in the *Student Rights and Responsibilities* section of this *Catalog* to file an informal complaint or formal grievance. Any student may contact his or her specific state agency directly to register a complaint. For information on registering a complaint in a particular state, go to www.ashford.edu/statedisclosure.htm.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Commitment to Diversity

Ashford University prepares students to serve populations with diverse social, ethnic, economic,

and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from diverse backgrounds.

Statement on Scholarship

Scholarship at the University refers to the in-depth investigation and shared search for knowledge and truth embodied in the University mission statement. Faculty and students learn to identify relationships and to make connections, both within their own academic areas of study as well as across disciplinary lines with other programs. They have the opportunity to work collaboratively on scholarly projects within an atmosphere of the highest academic integrity and to share knowledge gained with the University community and beyond.

Examples of scholarship at the University include the following:

- Scholarly research in more specialized areas that is used to enhance regular course offerings or is presented to the campus and local communities in open forums, seminars, and other venues;
- Published works such as papers, articles, essays, editorials, book reviews, books, short stories, poetry, plays, or music;
- Performances in the fine arts, both on and off campus such as concerts, recitals, plays, art exhibits, and computer graphics designs; and
- Presentations made at professional conferences, seminars, meetings, or conventions.

In addition to joining in scholarly research, faculty and students also share certain responsibilities toward scholarship. These responsibilities include the following:

- Establishing and cultivating a broad general knowledge base across academic programs and acquiring knowledge in one's own discipline;
- Accepting responsibility for one's own learning and seeking opportunities for scholarly dialogue; and
- Making the commitment to pursue learning throughout one's entire life and to assist others in the pursuit of knowledge.

Above all, the faculty continually strives to convey a sense of excitement to their students in the shared search for knowledge and truth.

Ownership and Use of Student Work

Students own the copyright in works created in or as part of an Ashford University course. Students grant to Ashford University and its administration, faculty and staff, a license and/or permission to use their work for research and educational purposes which includes, but is not limited to, institutional and academic research projects, program review, and assignment exemplars.

No personally identifiable information will be included per Institutional Review Board standards for the protection of human rights. In addition, such information will be kept confidential in accordance with FERPA regulations. The University will adhere to all laws, ethics, and criteria for ensuring and protecting rights to privacy and identity.

Ashford University monitors student work for plagiarism, including the use of anti-plagiarism applications, tools, and services. Ashford University maintains the right to submit student work or require a student to submit his or her work to a plagiarism application, tool, or service at any time.

In regard to student employees, this policy is upheld for all works created within their roles as students. Works created within their roles as employees are outside the scope of this policy and therefore, held to employee regulations.

Academic and Professional Standards

Central to the University's mission is a commitment to high-quality learning opportunities and degree programs that are accessible, affordable, and innovative. Seeking to serve diverse needs, the University embraces the liberal arts as a perspective for learning in its undergraduate programs and offers graduate studies within a framework of professional competence. Through this learning environment, available in classroom and online modalities, the institution encourages and engages students in the pursuit of intellectual growth, social responsibility, and lives characterized by service and personal integrity.

Institutional Outcomes

To achieve organizational effectiveness, Ashford University is committed to developing and improving student learning through continuous assessment of course objectives, faculty contributions, learning environments, student performance, and program outcomes.

Graduates of Ashford University will be able to:

- Demonstrate the ability to read and think critically and creatively;
- Demonstrate the ability to communicate effectively in speech and in writing;

- Demonstrate the ability to communicate effectively through the use of technology;
- Demonstrate an understanding of the various forms of diversity;
- Demonstrate an understanding of the interdependence among living beings, the environment and humanly-created systems;
- Demonstrate competence in their major fields of study;
- Demonstrate an understanding of service directed at meeting the needs of others;
- Demonstrate the ability to draw information from different fields of study to make informed decisions; and
- Develop skills and abilities that provide for lifelong learning.

University's Self-Evaluation Process

The extent to which the University is actively pursuing the fulfillment of its mission is re-examined on an annual basis through its strategic planning process. The University strongly believes in the need to continually improve its programs and services through the following strategies:

- An ongoing cycle of systematic assessment, evaluation, and institutional research;
- Analysis and evidence-based planning;
- Creation of innovations and new initiatives to better meet student needs;
- Budgeting based on identified needs and opportunities for improvement; and
- Monitoring of initiatives to ensure that intended results are being achieved.

Continuous improvement efforts at Ashford rest on its strategy, planning, and effectiveness model. To enhance the University's planning and analytical capacity, and to integrate strategic planning and to enrich research and data analyses that inform these processes, the Offices of Strategic Planning & Management and Institutional Effectiveness are located within the same department. The department is led by the Senior Vice President of Strategic Planning and University Services, who serves on the President's Cabinet and regularly interacts with the Ashford Board and institutional and faculty committees. This organizational placement will ensure that data use and planning permeate the institution and that evidence-based discussions regularly occur at the highest levels of Ashford leadership.

Staff within this department collaborate with AU leadership, Board of Trustees, managers, faculty and staff to ensure institutional planning, data collection and analysis is student focused, systematic and cross functional. Progress on strategic planning goals, supporting analytical assessment and resource allocation are regularly reviewed and measured; goals will be revised as they are accomplished.

Ashford University Graduate Culture Definition

Ashford University's graduate programs provide robust, rigorous learning experiences for students to prepare future professionals and leaders in the global economy. At the graduate level, our programs focus on building capacity in our students to synthesize, evaluate, create, and apply knowledge in their field of specialized study, as well as in interdisciplinary studies. At the graduate level, faculty members act as facilitators of learning, where they support students through direct and inquiry-based approaches to promote student learning through research, scholarship and applied practice in the field. We foster a learning environment that supports student abilities to transfer skills and knowledge to real world situations, and to develop the professional skills necessary to be successful professionals, leaders, and citizens in society.

Ashford University Graduate Culture Characteristics

1. Graduate level faculty ensure students are challenged by rigorous academic curriculum and hold students to high expectations in their academic work.
2. Faculty and students reflect a highly developed framework of ethics; academically, personally, and professionally.
3. Faculty and students demonstrate a high level of research, analysis, synthesis, and evaluation of pertinent topics in their specialized discipline through discussion, reflection, collaboration, written work, and practical experience.
4. Faculty and students at the graduate level advance the body of scholarship in their field of study, as well as in work and professional environments in local, national, and/or international settings.
5. Faculty and students leverage technology in innovative ways for teaching and learning.
6. Faculty and students examine and evaluate the research or scholarship of the discipline to produce scholarly or creative work consistent with disciplinary standards.
7. Graduate faculty seek to prepare innovators and leaders who demonstrate 21st century skills and professional soft skills necessary to be successful in the field, such as tenacity, perseverance, adaptability, communication, collaboration, and leadership.
8. Faculty and students are held to high expectations for excellence in written and oral communication with the ability to convey complex ideas clearly, consistently, and logically.

Reference

Wendler, C., Bridgeman, B., Cline, F., Millet, C., Rock, J., Bell, N., & McAllister, P. (2010). *The Path Forward: The Future of Graduate Education in the United States*. Princeton, NJ: Educational Testing Service.

Assessment at Ashford University

As active learners at Ashford University, students share the responsibility for their learning. It is only through cooperative participation in the assessment process that Ashford can better understand itself and better serve its students. Each Ashford student is expected to participate in outcomes assessment. We believe in using assessment to provide students the feedback they need to monitor progress toward their goals. We also use assessment as a vehicle for educational improvement and as a source of measuring the success of our students over the course of their academic career at Ashford. Assessment helps us identify where and how our programs are succeeding and where changes need to be made. We also believe in sharing publicly the aggregated results of student assessments in a transparent manner to inform all audiences about the quality of education at Ashford. Since assessment results are a direct reflection of institutional quality, it is important for everyone to take their participation in assessment activities seriously.

Assessment at Ashford takes place at the institutional, general education, program and course levels. At the institutional level, assessment is conducted primarily via surveys. General education, program and course-level assessment may include examples of student work, a paper, some test questions, a presentation, or other work that may be selected for assessment. The information obtained from assessment activities is essential for improving the learning opportunities and environments provided by the University, and we consider assessment of student achievement, learning, and satisfaction fundamental for Ashford University to accomplish its mission and purposes.

Contact Information

For additional information pertaining to this *Catalog*, please contact Ashford University at (800) 798-0584 (toll-free) or write to 8620 Spectrum Center Blvd. San Diego, CA 92123. Obtain information by visiting the University website at www.ashford.edu.

Any questions a student may have regarding this *Catalog* that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897.

SECTION TWO



STUDENT RIGHTS AND RESPONSIBILITIES



Freedom of Inquiry and Expression

Ashford University is committed to preserving the exercise of freedom of inquiry, freedom of thought, freedom of discussion and expression, and the right of petition and peaceful assembly. A student who exercises his or her rights as a private citizen, whether individually or collectively, must assume full responsibility for the consequences of such actions and must not identify his or her position or actions as representing the University.

Exercise of Rights of Citizenship

Clinton Campus students are both members of the academic community and citizens of the Clinton community. As members of the academic community, students are entitled to all the rights and protections enjoyed by other members of the community. Students are also subject to obligations by virtue of this membership. As citizens of the Clinton community, students are subject to all local, state, and federal laws, the enforcement of which is the responsibility of duly constituted local, state, and federal authorities.

Institutional Authority and Local, State, and Federal Penalties

When students violate University regulations, they are subject to disciplinary action by the University, whether or not their conduct violates local, state, or federal laws. By committing an act of misconduct, a student or organization may be subject to disciplinary action by the University. Conduct regulations apply to misconduct only when the conduct adversely affects some distinct and clear interest of the University academic community. Students who act in concert to violate University regulations, or students who advise or incite to violate University regulations, are also responsible for such violations.

When students violate local, state, or federal law(s), they may incur penalties as determined by local, state, or federal authorities. Institutional actions shall not be used to duplicate functions of general laws, but when the alleged violation of the law also adversely affects the orderly operation of the University, the University may enforce its own regulations regardless of any federal, state, or local legal proceedings or dispositions. University action will be initiated only when the institution's interest as an academic community is clearly involved.

The Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. FERPA rights begin upon the

student's enrollment, which occurs when the student has been admitted to the University and attends any portion of a course. FERPA protected rights include the following:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
 - Students should submit written requests that identify the record(s) they wish to inspect to the University Registrar or the Associate University Registrar-Campus Services. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, the Registrar's Office will facilitate the student's access to the requested records.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - Students may ask the University to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. They should write to the Registrar, clearly identifying the part of the record they want changed, and specifying why it should be changed.
 - If the University decides not to amend the record as requested by the student, the University Registrar will notify the student in writing of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
 - If, as a result of the hearing, Ashford University decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the student will be afforded the opportunity to place with the education record a statement commenting on the contested information in the record and/or a statement setting forth any reason for disagreeing with the decision of the hearing. The statement placed in the education record by the student will be maintained with the contested part of the record for as long as the record is maintained. When the related record is disclosed to an authorized party, the record will include the statement filed by the student.
3. The right to provide written consent prior to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - An exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. A school official may include any of the following:
 - A person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff);
 - A person or company with whom the University has contracted (such as an attorney, auditor, or collection agent);
 - A person or organization acting as an official agent of the institution and performing a business function or service on behalf of the institution;
 - A person serving on the Board of Trustees; or
 - A student serving on an official committee, such as a disciplinary committee, or assisting another school official in performing his or her professional responsibilities.
 - Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
 - The University may disclose education records without consent in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions for the aid.
 - The University may disclose education records without consent to parents in the following circumstances:

- When a student is a dependent student as defined in Section 152 of the Internal Revenue Code of 1986;
- When the student has violated any federal, state, or local law, or any rule or policy of Ashford University, governing the use or possession of alcohol or a controlled substance if Ashford University determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under the age of 21 at the time of the disclosure to the parent; or
- The disclosure is in connection with a health or safety emergency.
- The University may disclose education records without consent when the information is deemed necessary to protect the health or safety of the student or other individuals in an emergency.
- The University may disclose education records without consent to comply with a judicial order or lawfully issued subpoena.
- Directory information can be published and/or disclosed to outside organizations without a student's prior written consent. "Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. If the student does not want Ashford University to disclose directory information from his or her education records without prior written consent, the student must notify the University Registrar in writing. A request for nondisclosure of directory information is valid unless or until the student requests a change in writing. Ashford University has designated the following information as directory information:
 - Student's name
 - Participation in officially recognized activities and sports
 - Address
 - Telephone listing
 - Weight and height of members of athletic teams
 - Electronic mail address
 - Photograph
 - Degrees, honors, and awards received
 - Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended
- Enrollment status (e.g., undergraduate or graduate, full-time or part-time)
- Class rosters within the classroom
- The University may disclose education records without consent to authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the University's state-supported education programs.
 - Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- The University may disclose education records without consent to accrediting organizations to carry out their accrediting functions.
- The University may disclose education records without consent to organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- The outcome of a campus hearing is part of the education record of any student personally identified, and is protected from release under FERPA. However, Ashford University observes the following legal exceptions:
 - Complainants and accused in sexual misconduct and sexual harassment incidents have a right to be informed of the outcome and sanctions of the hearing, in writing, without condition or limitation, and to be kept apprised of the status of investigations;

- The University may release the final results of a disciplinary proceeding in which a student who is an alleged perpetrator of a crime of violence* or non-forcible sex offense, is found in violation of the University's Student Community Standards. The University may not disclose the name of any other student, including the victim or witness, without the prior written consent of the other student. The University will also release this information to the complainant in any of these offenses regardless of the outcome;
- In the event that the alleged victim is deceased as a result of the crime or offense, the notification will be made to next of kin (upon written request).

**A crime of violence includes arson, burglary, robbery, criminal homicide (manslaughter by negligence, murder, and non-negligent manslaughter), forcible sex offenses, assault, destruction/damage/vandalism of property and kidnapping/abduction.*

- The University may also disclose education records without consent under other exceptions authorized by FERPA.
4. The right to file a complaint with the US Department of Education concerning alleged failures by Ashford University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Personally Identifiable Information

The US Department of Education's Family Educational Rights and Privacy Act (FERPA) regulations expanded the circumstances under which a student's education records and personally identifiable information contained in such records (including Social Security Number, grades, or other private information) may be accessed without prior consent. First, the US Comptroller General, the US Attorney General, the US Secretary of Education, or state and local education authorities (Federal and State Authorities) may allow access to student records and personally identifiable information without prior consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any education program, which is defined as any program "that is principally engaged in the provision of education," such as early childhood

education, elementary and secondary education, postsecondary education, special education, career and technical education, adult education, and job training, as well as any program that is administered by an education agency or institution. See 34 CFR § 99.3. Second, Federal and State Authorities may allow access to a student's education records and personally identifiable information without prior consent to researchers performing certain types of studies, even when the University objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive any personally identifiable information, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without prior consent personally identifiable information from a student's education records, and they may track a student's participation in education and other programs by linking such personally identifiable information to other personal information about a student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Electronic Communication

Email is considered an official form of University-related communication. It is recommended that students check their email daily in order to stay current with University-related communications. Students have the responsibility to recognize that certain communications may be time-critical. Students interested in opting out of email communication should review the following section, *Online Students Consent to the Electronic Delivery of Official University Communications and Records*. Failure to check for messages and failure to receive messages due to full mailboxes, spam filtering, or auto-forwarded email are not acceptable excuses for missing official University communications.

Online students must additionally maintain and provide the University with an email address for correspondence with University administration and faculty, and students attending classes in the traditional, semester format are required to use their Ashford University-issued email address for official University communications.

Online Students Consent to the Electronic Delivery of Official University Communications and Records

The ESIGN Act, 15 U.S.C. Section 7001 et seq., requires Ashford University to provide students with certain information about how electronic records are provided, and to obtain student consent to provide certain records in electronic form. In order to enroll, apply for, or receive information about financial aid, obtain or authorize release of information from student records, and conduct other business with Ashford University, online students must indicate consent to sign agreements electronically, and receive records from the University in electronic form. A student's consent to the electronic delivery of official University communications and records is collected in the online application.

Students may withdraw consent to electronic delivery, retention, and execution of records by sending a fax to (866) 512-7601 or a letter to the Office of the Registrar located at 13500 Evening Creek Drive North, Suite 600 San Diego, CA, 92128, including the statement "I withdraw my consent to electronic delivery, retention, and execution of records." Any withdrawal of consent shall have prospective effect only, and shall not affect the legal effectiveness, validity or enforceability of consents, agreements, notices, disclosures, or other records provided or made available prior to the withdrawal of consent. If such consent is withdrawn, students may be administratively withdrawn from the University.

Monitoring of Email Communications: The University does not intend to monitor individual electronic mail as a routine matter, but may do so at any time as the University deems necessary for purposes of maintaining the integrity and effective operation of the student email system. No facility exists on this system for the sending or receiving of private communications.

The University reserves the right to inspect and disclose the contents of email as follows: in the course of an investigation triggered by indications of misconduct or misuse; as needed to protect the health and safety of students and staff; as needed to prevent interference with the academic mission; or as needed for technical troubleshooting or spam/content filtering.

Contact Information

All students should regularly review and update their contact information to ensure the University has a valid mailing address, telephone number, and email address. Ashford University maintains this information as part of the student record and requires students to update their contact information regardless of whether they have requested nondisclosure of directory information.

Name Changes

If Ashford University becomes aware that a student's name recorded in the Ashford University system does not match the student's official name as reflected by the United States Social Security Administration, the Registrar's Office will change the name in all systems to reflect the student's legal name.

If the student has an official name change, he or she must complete the *Ashford University Name Change* form and provide copies of a Social Security card reflecting the new name, along with supplemental documentation, as outlined on the *Name Change* form, to the Office of the Registrar.

Nondiscrimination

Ashford University does not discriminate in its education programs and activities on the basis of race, color, creed, national or ethnic origin, religion, sex, pregnancy, childbirth and related medical conditions, marital status, medical condition, service in the uniformed services, political activities and affiliations, age, disability, sexual orientation, gender identity, veteran status, or any other consideration made unlawful by federal, state, or local laws. Specifically, Title IX/SaVE requires the University not to discriminate on the basis of gender/sex in its education programs and activities. Gender/sex harassment, including gender/sex violence, is a form of prohibited gender/sex discrimination. Examples of covered acts are found in the University's policies on *Sexual Misconduct*.

Sexual Misconduct Policy

Gender/Sexual Discrimination, Misconduct, Harassment or Violence – Title IX/SaVE Purpose

Ashford University is committed to maintaining an academic climate in which individuals of the university community have access to an opportunity to benefit fully from the University's programs and activities. When students experience acts of sexual misconduct, their sense of safety and trust is violated. This can significantly interfere with their lives, including their educational goals. This policy has been developed to proactively create a campus environment in which incidents of sexual misconduct can be promptly and effectively responded to without further victimization, retaliation, and with possible remediation of its effects.

Dissemination of the Policy, Educational Programs, and Employee Training

This policy shall be disseminated through the *Ashford University Academic Catalog*, provided to the University community online through the University website, Student Portal, and other appropriate channels of communication.

New and current students will be provided with educational materials to promote familiarity with this policy. Newly hired employees and current employees responsible for reporting sexual misconduct will be provided with training. Furthermore, annual training will be provided to investigators and hearing officers.

The educational programs and employee training provide ongoing awareness and prevention campaigns that also identifies safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person other than such bystander. Additionally, information is provided on risk reduction so that students, faculty/staff may recognize warning signs.

Definitions and Examples of Sexual Misconduct

Sexual Misconduct Offenses include, but are not limited to:

- Sexual Harassment
- Sexual Assault
- Sexual Violence
- Sexual Exploitation
- Domestic and/or Dating Violence
- Stalking

The University considered the Violence Against Women Reauthorization Act of 2013 (VAWA), and for the purposes of this Policy, the various sexual misconduct definitions listed below are by applicable jurisdictions. Definitions may vary by state.

SEXUAL HARRASSMENT

Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature that has the effect of unreasonably interfering with an individual's academic or work performance, or creates an intimidating, hostile, or offensive environment. Sexual violence is a form of sexual harassment prohibited by Title IX/SaVE.

Three Types of Sexual Harassment

1. Hostile Environment includes any situation in which there is harassing conduct that is sufficiently severe, pervasive/persistent and patently offensive so that it alters the conditions of education, from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint. The determination of whether an environment is "hostile" must be based on all of the circumstances. These circumstances could include:

- the frequency of the conduct;
- the nature and severity of the conduct;
- whether the conduct was physically threatening;
- whether the conduct was humiliating;
- the effect of the conduct on the alleged victim's mental or emotional state;
- whether the conduct was directed at more than one person;
- whether the conduct arose in the context of other discriminatory conduct;
- whether the statement is a mere utterance of an epithet which engenders offense in an individual, or offends by mere discourtesy or rudeness;
- whether the speech or conduct deserves the protections under other principles such as academic freedom.

Hostile Environment sexual harassment may occur in student to student, faculty/staff to student, student to faculty/staff relationships, or third party to student/faculty/staff.

2. Quid pro quo sexual harassment exists when there are:

- unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and
- submission to or rejection of such conduct results in adverse educational action.

Quid pro quo harassment may occur in student to student, faculty/staff to student, student to faculty/staff relationships, or third party to student/faculty/staff.

3. Retaliation

- The University will sanction a faculty, student, or staff member who takes adverse action against a person because of the person's participation in or support of an investigation of discrimination or sexual misconduct. Adverse action includes, but is not limited to,

threats, harassment, intimidation (implied threats) or actual violence against the person or his or her property, adverse educational or employment consequences, ridicule, taunting, bullying, or ostracism.

Retaliation sexual harassment may occur in student to student, faculty/staff to student, student to faculty/staff relationships, or third party to student/faculty/staff.

Title IX/SaVE also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

SEXUAL ASSAULT

In California, sexual assault occurs when physical sexual activity is engaged in without the consent of the other person or when the other person is unable to consent to the activity. The activity or conduct may include physical force, violence, threat, or intimidation, ignoring the objections of the other person, causing the other person's intoxication or incapacitation through the use of drugs or alcohol, or taking advantage of the other person's incapacitation (including voluntary intoxication).

In Iowa, sexual assault means sexual abuse as defined in section 709.1, or any other sexual offense by which a victim has allegedly had sufficient contact with a convicted or an alleged offender to be deemed a significant exposure."

SEXUAL VIOLENCE

Sexual violence is defined as physical sexual acts engaged in without the consent of the other person or when the other person is unable to consent to the activity. Sexual violence includes sexual assault, rape, battery, and sexual coercion; domestic violence; dating violence; and stalking.

CONSENT

In California, consent is informed, voluntary, and revocable and cannot be given when a person is incapacitated.

- Informed consent is an affirmative, unambiguous, and conscious decision by each participant to engage in mutually agreed-upon sexual activity.
- Voluntary consent must be given without coercion, force, threats, or intimidation. Consent means positive cooperation in the act or expression of intent to engage in the act pursuant to an exercise of free will.

- Consent is revocable and consent to some form of sexual activity does not imply consent to other forms of sexual activity. Consent to sexual activity on one occasion is not consent to engage in sexual activity on another occasion. A current or previous dating or sexual relationship, by itself, is not sufficient to constitute consent. Even in the context of a relationship, there must be mutual consent to engage in sexual activity. Consent must be ongoing throughout a sexual encounter and can be revoked at any time. Once consent is withdrawn, the sexual activity must stop immediately.

- Consent cannot be given when a person is incapacitated. A person cannot consent if s/he is unconscious or coming in and out of consciousness. A person cannot consent if s/he is under the threat of violence, bodily injury or other forms of coercion. A person cannot consent if his/her understanding of the act is affected by a physical or mental impairment. For purposes of this Policy, the age of consent is consistent with California Penal Code Section 261.5.

In Iowa, statutes do not specifically define "consent" in the context of sexual activity, but it does define "consent" in other portions of the Criminal Code as "express or apparent assent by a person authorized to provide such assent." I.C.A. § 717A.1(6). The Criminal Code also makes clear that, to establish a victim's "resistance to sexual abuse"—i.e. the victim's lack of consent—"it shall not be necessary to establish physical resistance by a person in order to establish that an act of sexual abuse was committed by force or against the will of the person . . . the circumstances surrounding the commission of the act may be considered in determining whether or not the act was done by force or against the will of the other."

INCAPACITATION

In California, incapacitation is the physical and/or mental inability to make informed, rational judgments. States of incapacitation include, but are not limited to, unconsciousness, sleep, and blackouts. Where alcohol or drugs are involved, incapacitation is defined with respect to how the alcohol or other drugs consumed affects a person's decision-making capacity, awareness of consequences, and ability to make fully informed judgments. Being intoxicated by drugs or alcohol does not diminish one's responsibility to obtain consent. The factors to be considered when determining whether consent was given include whether the accused knew, or whether a reasonable person should have known, that the complainant was incapacitated.

In Iowa, incapacitation means a person is disabled or deprived of ability, as follows:

- a. "Mentally incapacitated" means that a person is temporarily incapable of apprising or controlling the person's own conduct due to the influence of a narcotic, anesthetic, or intoxicating substance.
- b. "Physically helpless" means that a person is unable to communicate an unwillingness to act because the person is unconscious, asleep, or is otherwise physically limited.
- c. "Physically incapacitated" means that a person has a bodily impairment or handicap that substantially limits the person's ability to resist or flee."

SEXUAL EXPLOITATION

Occurs when a person takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

Occurs when a person takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

- prostituting another student;
- non-consensual video or audio-taping of sexual activity;
- going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- engaging in voyeurism;
- knowingly transmitting an STI or HIV to another student.

DOMESTIC VIOLENCE

In California, domestic violence is abuse committed against an adult or a minor who is a spouse, of former spouse, cohabitant or former cohabitant, or someone with whom the abuser has a child, has an existing dating or engagement relationship, or has had a former dating or engagement relationship.

In Iowa, state law does not define "domestic violence," but it does define "domestic assault" as an "assault" committed under any of the following circumstances:

- a. The assault is between family or household members who resided together at the time of the assault.
- b. The assault is between separated spouses or persons divorced from each other and not residing together at the time of the assault.
- c. The assault is between persons who are parents of the same minor child, regardless of whether they have been married or have lived together at any time.
- d. The assault is between persons who have been family or household members residing together within the past year and are not residing together at the time of the assault.

1. The assault is between persons who are in an intimate relationship or have been in an intimate relationship and have had contact within the past year of the assault. In determining whether persons are or have been in an intimate relationship, the following nonexclusive list of factors may be considered:

- The duration of the relationship.
- The frequency of interaction.
- Whether the relationship has been terminated.
- The nature of the relationship, characterized by either party's expectation of sexual or romantic involvement.

2. A person may be involved in an intimate relationship with more than one person at a time.

DATING VIOLENCE

In California, dating violence is abuse committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

In Iowa, statute, regulations, and case law do not define "dating violence." Since there is no Iowa definition of "dating violence," the following is the definition from the VAWA:

The term "dating violence" means violence committed by a person--(A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors:

- i. The length of the relationship.
- ii. The type of relationship.
- iii. The frequency of interaction between the persons involved in the relationship. 42 U.S.C. § 13925(a) (10)

STALKING

In California, stalking is behavior in which a person repeatedly engages in conduct directed at a specific person that places that person in reasonable fear of his or her safety or the safety of others.

In Iowa, stalking is when all of the following occur:

- a. The person purposefully engages in a course of conduct directed at a specific person that would cause a reasonable person to fear bodily injury to, or the death of, that specific person or a member of the specific person's immediate family.
- b. The person has knowledge or should have knowledge that the specific person will be placed in reasonable fear of bodily injury to, or the death of, that specific person or a member of the specific person's immediate family by the course of conduct.
- c. The person's course of conduct induces fear in the specific person of bodily injury to, or the death of, the specific person or a member of the specific person's immediate family.

CONFIDENTIALITY

While reports of this nature may result in the gathering of extremely sensitive information about individuals, such information is considered confidential and every effort will be made to keep the information confidential. Disclosures of certain personal information may be disclosed concerning a report of sexual harassment or sexual violence to the University. In such cases, efforts will be made to redact the records in order to protect the privacy of individuals.

Students are encouraged to speak to officials from the University to make formal reports of incidents. Students have the right and can expect to have incidents of sexual misconduct to be taken seriously by the University when formally reported, and to have those incidents investigated and properly resolved through administrative procedures.

The University has an obligation to investigate reports of this nature with or without the consent from the victim. The University will attempt to obtain consent from the victim before beginning an investigation. If the victim request confidentiality or ask that the complaint not be pursued, the University will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If the victim insists that s/he name or other identifiable information not be disclosed to the alleged perpetrator, the University may be limited in

its response. Although the response may be limited, these types of reports help to keep the Title IX/SaVE Coordinator informed of the general extent and nature of sexual violence on and off campus so the coordinator can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses. There are other resources listed below. These other resources are available for the reporting of crimes and policy violations, and they will take action when a report of victimization has been made to them. Neither University resources, nor the law requires a divulgence of private information from a student.

Confidential Campus Student Resources

If a student desires that details of the incident be kept confidential, he or she should speak with support resources maintained by the University. Campus students may contact WellConnect at (800) 326-6142 to speak with a counselor, or off-campus rape crisis resources, who will maintain confidentiality.

Online Student Resources

Online students should contact the Office of Student Access and Wellness Student Advocate HELPLine at (866) 974-5700 ext. 4357 in order to access support services.

Other Resources

Emergency and Counseling Hotline
Telephone Numbers:

Emergency (police, fire, and rescue)

Always dial 911 for life-threatening emergencies.

Iowa Coalition Against Sexual Assault

Information about Sexual Assault Response Teams (SART) and Sexual Assault Nurse Examiners (SANE)
www.iowacasa.org

24 Hour National Suicide Prevention Lifeline/ Veterans Crisis Line

(800) 273-TALK (8255)
TTY Line: (800) 799-4889
www.mentalhealthamerica.net

Low-Cost Clinic Locator

www.needymeds.org/free_clinics.taf

24 Hour National Domestic Violence Hotline

(800) 799-SAFE (7233)
TDD Line: (800) 787-3224
www.ndvh.org

Poison Control Center

(800) 222-1222

National Child Abuse Hotline

(800) 4-A-CHILD (422-4453)
Counseling and Rehabilitation

American Council on Alcoholism

(800) 527-5344

Al-Anon

(888) 425-2666

The Substance Abuse and Mental Health Services

Administration Treatment Helpline

(800) 662-HELP/(800) 662-4357

TDD (800) 487-4889

**24 Hour National Alcohol and
Substance Abuse Information Center**

(800) 784-6776

**American Social Health Association
STI Resource Center**

(800) 227-8922

CDC National AIDS Hotline/National STD Hotline

(800) CDC-INFO (232-4636)

www.cdc.gov/hiv

Gay and Lesbian National Hotline

(888) THE-GLNH (843-4564)

RETALIATION

This policy also prohibits retaliation against a person who reports sexual harassment, assists someone with a report of sexual harassment, or participates in any manner in an investigation or resolution of a sexual harassment report. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment or education.

RECORDKEEPING

The Title IX/SaVE Coordinator, along with Legal & Compliance is responsible for maintaining records relating to sexual harassment and sexual violence reports, investigations, and resolutions. Records shall be maintained in accordance with University Record Retention Policies. All records pertaining to pending litigation or a request for records shall be maintained in accordance with instructions from Legal & Compliance.

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

GENDER/SEX

Sexual misconduct is a threat to the entire University community. Members from the University community are strongly encouraged to report all incidents that threaten a student's continued well-being, safety, or security. Complaints from any member of the University community relating to discrimination,

misconduct, harassment, domestic violence, dating or other related violence, stalking, or retaliation based on gender or sex concerning a faculty, staff, a student or students may be reported to:

Title IX/SaVE Coordinator for Ashford University:

**Tremier Johnson, Associate Vice President of
Diversity and Inclusion, at:**

Phone: (800) 798-0584 ext. 7089

Email: titleIX@ashford.edu

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

The Title IX/SaVE Coordinator is responsible for the oversight, coordination and implementation of all Title IX compliance activities for the University. Title IX/SaVE Coordinator responsibilities include, but are not limited to, monitoring of the ongoing publication of the university's policy of non-discrimination including the Title IX/SaVE Coordinators contact information, continuous monitoring and oversight of overall University activities for compliance with Title IX requirements including athletic equity, grievance procedures, investigations, sanctions and evaluating requests for confidentiality.

University personnel will inform students in writing of procedures that victims should follow, including:

- the importance of preservation of any evidence;
- options regarding the assistance of local law enforcement, campus officials; the option to decline assistance, or decline notifying local law enforcement;
- any interim protective measures that will be taken and their options for protective orders;
- resources including counseling, health, and mental health services.

Individuals with complaints of any nature described above also always have the right to file a formal complaint with the Office for Civil Rights (OCR), United States Department of Education, Washington DC 20201, and/or with local law enforcement.

Other Complaints

All other complaints, including discrimination, misconduct, harassment, violence or retaliation based on race, color, creed, national or ethnic origin, religion, pregnancy, childbirth and related medical conditions, marital status, gender identity, medical condition, service in the uniformed services, political activities and affiliations, age, disability, veteran status, or any other consideration made unlawful by federal, state, or local laws, should follow the relevant procedure outlined and/or contact:

Pedro Hernandez, or any member of the Student Dispute Resolution Center at:

Phone: (866) 974-5700 ext. 4870

Email: Dispute.Resolution@ashford.edu

An individual may also file a complaint or grievance alleging discrimination, misconduct, harassment, domestic violence, dating or other related violence, stalking, or retaliation based on gender or sex and these complaints will be routed back to the Title IX/SaVE Coordinator.

The above complaint processes (Gender/Sex and Other Complaints) involve a thorough, impartial investigation designed to provide a fair, prompt, and reliable determination about whether the University nondiscrimination policies have been violated. As necessary, the University reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim.

The University has an obligation to report any crimes of which it has knowledge under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).

RECEIPT OF COMPLAINT

Upon receiving notice of a possible violation of the sexual misconduct policy, the University will take immediate and appropriate steps to:

- end the behavior;
- conduct a prompt, fair and impartial investigation;
- remedy the effects, and
- prevent it from reoccurring.

REFERRAL TO OFFICE OF STUDENT GRIEVANCE RESOLUTION

Upon receipt of a complaint, the Title IX/SaVE Coordinator will refer the complaint to the Office of Student Grievance Resolution (OSGR) and, if necessary, to Employee Relations for investigation.

- The investigation should be completed and findings issued within sixty (60) calendar days from the receipt of the complaint, barring documented unforeseen circumstances.
- The Title IX/SaVE Coordinator, Director of Student Affairs 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 Campus Director of Admissions and 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.

OFFICE OF STUDENT GRIEVANCE RESOLUTION INITIAL INVESTIGATION INTO COMPLAINT

- Upon receipt of a complaint from the Title IX/SaVE Coordinator, the Office of Student Grievance Resolution (OSGR) and, if necessary, Human Resources' staff, will investigate the complaint.
- OSGR and, if necessary, Human Resources' staff, will determine the identity and contact information of the complainant, whether that will be the initiator, the alleged victim, or a University proxy or representative;
- OSGR and, if necessary, Human Resources' staff, will collaborate with the complainant to identify the correct policies allegedly violated;
- OSGR and, if necessary, Human Resources' staff, will conduct an immediate initial investigation to determine if there is reasonable cause to charge the accused individual, and what policy violations should be alleged as part of the complaint. If a reasonable cause exists, OSGR and, if necessary, Human Resources' staff, will prepare a Notice of Charges on the basis of the initial investigation and submit to the Title IX/SaVE Coordinator and, if necessary, Employee Relations, for further action;
- Once the Title IX/SaVE Coordinator receives a copy of the report of initial findings, the Title IX/SaVE Coordinator and Vice President of Student and Alumni Affairs and, if necessary, Human Resources' staff, will review the findings and make a determination as to whether reasonable cause exists to bring charges against the accused individual. If reasonable cause exists, the matter shall proceed to a formal investigation.
- The complainant and the accused have the right to meet with the Title IX/SaVE Coordinator to receive information as to why the investigation was terminated.

- The complainant and the accused have a right to request an appeal to an investigation that was terminated.
- Where the Title IX/SaVE Coordinator, Vice President of Student and Alumni Affairs and, if necessary, Human Resources' staff, affirm an investigator finding that there is insufficient evidence to support a reasonable cause, the complaint will be closed and the Conduct Administrator or designee or if necessary, Human Resources, will simultaneously in writing inform the complainant and the accused that the investigation is discontinued and will reverse any interim, short term actions taken.

NOTICE OF CHARGES AND CONTINUED INVESTIGATION OF COMPLAINT

- If the Title IX/SaVE Coordinator and VP of Student and Alumni Affairs determine there is sufficient evidence to support a reasonable cause and approve the charges, the investigator, Title IX/SaVE Coordinator and VP of Student and Alumni Affairs will collaborate with the Conduct Administrator or designee, Campus Director of Admissions and Student Affairs for Campus based cases or if necessary, Human Resources' staff, to determine the need for additional, short term remedial actions for any parties involved in the complaint. Any additional, short term remedial actions deemed necessary prior to the continuation of the investigation shall be carried out by Conduct Administrator or designee, Campus personnel, and if necessary, Human Resources. The Conduct Administrator or designee, Campus personnel or if necessary, Human Resources' staff, will communicate to the complainant the continuation of the investigation and intent to present the accused with a Notice of Charges. The Conduct Administrator or designee, if necessary, Human Resources' staff, will simultaneously and in writing present the accused with the official Notice of Charges. The Conduct Administrator or designee, Campus personnel or if necessary, Human Resources' staff, will also communicate and carry out all additional, short term remedial actions for any involved party that is a student; Human Resources will also communicate and carry out all additional, short term remedial actions for any involved party that is an employee deemed necessary, prior to the continuation of the investigation.

- The investigator will continue the investigation and conduct a thorough, reliable, and impartial investigation by developing a strategic investigation plan, including as much as reasonably possible, giving each party an equal opportunity to present witnesses and other evidence and be represented by an advisor of their choosing.
- The investigator will complete the investigation without unreasonable deviation from the intended timeline.
- Any requests for updates on the status of the investigation prior to its completion should be directed to the Title IX/SaVE Coordinator or Human Resources' staff.
- The investigator will make a finding, based on a preponderance of the evidence (whether a policy violation is more likely than not).
- Upon completion of the investigation, the investigator will present all findings to the Title IX/SaVE Coordinator and Vice President of Student and Alumni Affairs.
- Once the investigation findings by the Office of Student Grievance Resolution are approved by the Title IX/SaVE Coordinator, the Title IX/SaVE Coordinator will communicate the results to the Conduct Administrator or designee and, if necessary, Human Resources' staff.
- At any time during the process, the victim maintains their right to file a criminal complaint with local law enforcement.

INVESTIGATION FINDINGS: COMMUNICATION

- The Conduct Administrator or designee or, if necessary, Human Resources' staff, will simultaneously and in writing communicate the findings to the accused and the complainant.
- Where the preponderance of the evidence does not support a finding against the accused for the alleged violation(s), the investigation will be closed. The Conduct Administrator or designee, or, if necessary, Human Resources' staff, will simultaneously and in writing communicate the findings to the accused and the complainant.. Additionally, where the accused is found not responsible for a violation, the Conduct Administrator or designee, or, if necessary, Human Resources' staff, will consult with the Title IX/SaVE Coordinator to consider the reversal of any remedial actions taken.

- Where the accused is found responsible for a violation, the accused or the complainant may appeal the findings in part or in whole; the Conduct Administrator or designee, or Campus personnel will advise the rejecting party of the criteria for appeal of the findings when communicating the findings.

INVESTIGATION FINDINGS: ACCEPTANCE

- If the complainant and/or accused individual(s) accept the findings in whole, each shall notify the Title IX/SaVE coordinator within three (3) business days of communication of findings. If the complainant and/or accused individual do not indicate his/her acceptance or Appeal of the findings within three (3) business days of communication, non-communication will be considered acceptance and the University will proceed accordingly with the process four (4) days following communication of the investigation findings.
- The Title IX/SaVE Coordinator and the Vice President of Student & Alumni Affairs will review all case information and determine appropriate sanctions within eight (8) business days following notification of all findings to the complainant and accused individual, barring documented unforeseen circumstances. If the accused is an employee, Human Resources in coordination with the Title IX/SaVE Coordinator will determine appropriate sanctions. Once the sanction(s) is determined the Title IX/SaVE Coordinator will inform the Conduct Administrator or designee and Office of Student Grievance Resolution and Human Resources (if necessary) of the sanction determination. The Conduct Administrator or designee, or Human Resources (if necessary) shall, within two (2) business days of the notification of sanctions, barring documented unforeseen circumstances, simultaneously and in writing inform the complainant and the accused of the sanction decision.
- Sanctions against student(s) determined by this process are subject to the Sanction Appeal Process, outlined in this Academic Catalog, by either the accused or complainant.

INVESTIGATION FINDINGS: APPEAL

- If the complainant and/or accused individual(s) disagree with the findings in part or in totality, either the complainant or the accused may appeal the finding in totality or in part on the following bases:

- The accused and/or complainant wants consideration of new evidence, which was unavailable during the original investigation, that could be outcome determinative. A summary of this new evidence and its potential impact must be included;
- The accused and/or complainant alleges that a material deviation from written procedures impacted the fairness of the process in a way that could be outcome determinative;
- The accused and/or complainant challenges the assertion that the evidence presented during the investigation process was sufficient to find them responsible by a preponderance of the evidence; or,
- The accused and/or complainant allege bias by the investigator, Title IX/SaVE Coordinator which deprived the process of impartiality in a way that was outcome determinative.

The accused and/or complainant has five (5) business days, barring documented unforeseen circumstances, from the date of the communication of the findings to present the formal notification of appeal, in writing, to the Title IX/SaVE Coordinator. The Title IX/SaVE Coordinator for Ashford University:

Tremier Johnson, Associate Vice President of Diversity and Inclusion, at:

Email: titleIX@ashford.edu

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

INVESTIGATION FINDING: APPEAL PROCESS

- Upon receipt of either party's appeal of the findings, the Title IX/SaVE Coordinator will acknowledge receipt of the notice within three (3) business days.
- The written appeal must state the basis for appeal and provide sufficient information that supports the grounds for appeal. The appeal must be accompanied by any relevant new information or evidence that was not available during the investigation phase of the process.
- The Provost or his/her designee will review all cases presented for appeal within five (5) business days of the Title IX/SaVE Coordinator's acknowledgement of the party's intent to appeal, barring documented unforeseen circumstances, to determine if the

presented grounds for appeal and supporting information will be accepted or rejected.

- If the appeal does not meet the stated grounds for the appeal, the appeal will be rejected by the Provost or designee and the decision to reject the appeal will be communicated to the Title IX/SaVE Coordinator. The Title IX/SaVE Coordinator will inform the Conduct Administrator or designee and if necessary Human Resources and the Office of Student Grievance Resolution of the decision. The Conduct Administrator or designee, shall, within two (2) business days of the appeal determination, barring documented unforeseen circumstances, simultaneously and in writing inform the complainant and the accused of the appeal decision.
- If the appeal is rejected by the Provost or designee, the Conduct Administrator or designee, Campus personnel will then convene a Student Community Standards Formal Hearing to determine sanctions within seven (7) business days following the communication of the rejection of the appeal, barring documented unforeseen circumstances.
- If the Provost or designee determines there is sufficient evidence to support an appeal, the Provost or designee will inform the Title IX/SaVE Coordinator of this determination within five (5) business days of the Title IX/SaVE Coordinator's acknowledgement of the party's intent to appeal.
- If the appeal determination requires a review of the investigation, the Title IX/SaVE Coordinator will then return the case to the Office of Student Grievance Resolution for further investigation within three (3) business days of receipt of the appeal determination by the Provost and a new investigator will be assigned.
- The appeal investigation will be completed within fourteen (14) calendar days of submission to the Office of Student Grievance Resolution by the Title IX/SaVE Coordinator, barring documented circumstances that may extend the investigation.
- Upon completion of the appeal review, the investigator will present all findings to the Title IX/SaVE Coordinator.
- Once the appeal review findings by the Office of Student Grievance Resolution are submitted to the Title IX/SaVE Coordinator, in consultation with the VP of Student and Alumni Affairs will make an appeal determination. The

Title IX/SaVE Coordinator will report the outcome to the Conduct Administrator or designee or if necessary, to Human Resources, who will in turn communicate the appeal findings, simultaneously and in writing, to the complainant and the accused.

- Where the accused individual is found not responsible for the alleged violation(s) upon appeal, the investigation will be closed. The Conduct Administrator or designee, or if necessary Human Resources, will communicate this information to both the complainant and accused simultaneously and in writing.
- Additionally, the Conduct Administrator or designee will consult with the Title IX/SaVE Coordinator and Human Resources (when necessary) to consider the reversal of any remedial actions taken.
- Where the accused individual is found responsible for the alleged violation(s) upon appeal, the Conduct Administrator or designee or if necessary Human Resources, will communicate this information to both the complainant and accused simultaneously and in writing.
- The Conduct Administrator or designee will then convene a Student Community Standards Formal Hearing to determine sanctions within seven (7) business days of the communication of findings of the appeal, barring documented unforeseen circumstances.
- Students in the state of Georgia may appeal the final decision to:

Georgia Nonpublic Postsecondary
Education Commission
2082 East Exchange Place Suite 220
Tucker, GA 30084-5305
(770) 414-3300
www.gnpec.org

ADDITIONAL INFORMATION FOR SEXUAL MISCONDUCT INVESTIGATIONS

Attempted Violations. In most circumstances, Ashford University will treat attempts to commit any of the violations listed in the Student Community Standards as if those attempts had been completed.

University as Complainant. As necessary, Ashford University reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim of misconduct.

False Reporting. Ashford University will not tolerate intentional false reporting of incidents. It is a violation of the Student Community Standards to make an intentionally false report of any policy violation, and it may also violate state criminal statutes and civil defamation laws.

Group Action. When members of groups, individuals acting collusively, or members of an organization act in concert in violation of any policy, they may be held accountable as a group or individually, and a hearing may proceed against the group as jointly accused students or individually, at the discretion of the University.

Amnesty Policy. Ashford University encourages the reporting of crimes by victims and/or witnesses. Sometimes, a victim(s) and/or witness(es) may be hesitant to report to University officials because of the fear that by reporting an incident, he/she may be accused of policy violations, such as underage drinking at the time of the incident. It is in the best interests of this community that as many victims and/or witnesses as possible choose to report to University officials. To encourage reporting, Ashford University pursues a policy of offering victims and/or witnesses of crimes immunity from policy violations related to the incident, as long as those policy violations are not directly related to the crime itself. For example, if a student reported a rape in which he or she was involved as a perpetrator, he or she would not be immune from policy violations.

No-Contact Order. Students are entitled to seek a no-contact order that imposes reasonable restrictions on student contact during and after campus conduct proceedings.

Right to an Immediate Process. Ashford University takes immediate and appropriate action to investigate sexual misconduct complaints.

List of Witnesses and Copies of Documentary Evidence. University encourages an exchange of information between the parties in advance of the hearing, including an exchange of the complaint and answer, witness lists, and other written statements that may be available.

Sexual History. Questioning or presenting of evidence about the complainant's prior sexual conduct with anyone other than the alleged perpetrator will be prohibited. Evidence of a prior consensual dating or sexual relationship between the parties by itself does not imply consent or preclude a finding of sexual misconduct.

Character. All parties to a complaint have a right not to face questions or discussion about their character

unless the hearing chair or administrative hearing officer determines that such information is highly relevant to determining whether the policy has been violated.

Separate Testimony Options. Any complainant can request to give his or her testimony via alternate means to being in the physical presence of the person he or she has accused. Telephony, screens, and closed-circuit broadcasts may be permitted, but not to the disadvantage of the accused student.

Notice of When Complaint Delivered to Accused. Complainants are notified in advance regarding when notice of the complaint is delivered to the accused, so as to protect Complainants from potential retaliation.

Right to Present Own Complaint or Use Proxy. The alleged victim has the right to present his or her own complaint if he or she wants to, or to ask the University to stand as complainant in his or her place.

Right to Know Outcome and Sanctions. Simultaneously and in writing the complainant and the accused have the right to know the outcome and sanctions.

Right to be Informed of Appeal Status. The parties will be informed by the Conduct Administrator or designee if an appeal is granted.

POSSIBLE SANCTIONS AND PROTECTIVE MEASURES

- Any accused found responsible for violating the policy on Sexual Misconduct may receive a sanction ranging from a verbal warning, probation, and suspension to expulsion/termination, depending on the severity of the incident, and taking into account any previous documented conduct issues. If the accused individual is an employee, sanctions will be determined by Human Resources in consultation with the Title IX/SaVE Coordinator.
- In order to protect the victim, at any time during the investigation, the University may recommend interim protections or remedies. These protections include, but are not limited to, separating the parties, placing limitations on contact between the parties, or making alternative working, academic or student housing arrangements. Efforts will be made to minimize the burden on the victim. Failure to comply with these interim protections may be considered a separate violation of this Policy.

SANCTION PROCESS: STUDENT

Administrative Hearing (Student)

The Title IX/SaVE Coordinator and the Vice President of Student & Alumni Affairs will review all case information and determine appropriate sanctions within five (5) business days of notification of acceptance of all findings to the Title IX/SaVE Coordinator, barring documented unforeseen circumstances.

Student Community Standards Formal Hearing For Sanctioning (Student)

- The Conduct Administrator or designee may delegate decision making authority to a committee consisting of representatives from the following: Full-time faculty, Financial Services, Student Services, the Office of the Registrar, and/or senior academic administration.
- At the hearing, the findings of the investigation will be admitted and reviewed. The investigator(s) should be available to discuss the investigation and to provide clarification as needed to the hearing panel. The hearing will determine appropriate sanctions for the violation(s). The goal of the hearing is to provide an equitable resolution through an equitable process. Specific information regarding hearing procedures is detailed in the section titled *Special Procedural Provisions for Sexual Misconduct Sanction Hearings* of this *Catalog*.
- The Student Community Standards Committee will recommend an appropriate sanction for the violation(s) and present the recommendation to the Conduct Administrator or designee and Title IX/SaVE Coordinator. The Title IX/SaVE Coordinator and Vice President of Student and Alumni Affairs have final decision making authority with respect to the sanctions to be applied.

The Title IX/SaVE Coordinator will communicate the sanctions to the Campus personnel, Conduct Administrator or designee, who will simultaneously and in writing communicate the sanctions to the accused individual(s) and the complainant within seven (7) business days of the communication of the sanction determination, barring documented unforeseen circumstances.

SANCTION APPEAL PROCESS: STUDENTS ONLY

- Where either party, the accused or the complainant, disagrees with any delivered sanction(s), either has five (5) business days from the date sanctions are communicated, barring documented unforeseen circumstances, to present an appeal of the sanctions, in writing, to the Title IX/SaVE Coordinator. The written request for appeal of the sanctions must state one or more of the five (5) bases for appeal (SEE BELOW) along with facts and information that support the grounds for appeal; and be accompanied by any relevant, new information or evidence that was not available during the investigation phase of the process. The Title IX/SaVE Coordinator will forward all case information to the Provost or designee who will make a determination as to whether there is sufficient evidence to support an appeal of sanctions on the basis of:
 - the availability of new information, unavailable during the original investigation, that could be outcome determinative regarding sanctions;
 - a potential material deviation from written procedures which impacted the fairness of the process in a way that was outcome determinative;
 - the evidence presented during the investigation process may have been insufficient to find the individual responsible by a preponderance of the evidence;
 - the potential of bias by a panel member(s) which may have deprived the process of impartiality in a way that was outcome determinative; or,
 - a belief that a sanction(s) is substantially disproportionate to the severity of the offense.
- The sanction appeal will be reviewed by the Provost or designee within five (5) business days of the sanction appeal notice, barring documented unforeseen circumstances, to determine whether there are sufficient grounds for appeal.
- If the appeal does not state a ground for appeal or sufficiently meet the grounds for appeal, the appeal will be rejected by the Provost or designee and the decision to reject the appeal communicated to the Title IX/SaVE Coordinator. The Title IX/SaVE Coordinator will

inform the Conduct Administrator or designee and if necessary Human Resources and the Office of Student Grievance Resolution of the decision.

- The Conduct Administrator or designee will simultaneously and in writing inform the complainant and the accused of the rejection of the appeal within seven (7) business days of the determination, barring documented unforeseen circumstances.
- The Conduct Administrator or designee will impose all sanctions on the accused student for the violation. Human Resources will impose all sanctions on the accused employee. Once the sanctions are carried out, the Conduct Administrator or designee will inform the Title IX/SaVE Coordinator and Office of Student Grievance Resolution, thereby closing the case.
- If the sanctions appeal is granted, the Title IX/SaVE Coordinator and the Vice President of Student & Alumni Affairs will review all Student Community Standards Committee appeal information presented with the appeal and make a final sanction determination.
- Any appeal of a sanctioning decision made by Title IX/SaVE Coordinator and the Vice President of Student & Alumni Affairs will be reviewed by an impartial third party in the same manner as Student Community Standards appeal information.
- Sanction appeal decisions will be completed within fourteen (14) calendar days of acceptance of the appeal grounds, barring documented circumstances that may extend the determination.
- The Title IX/SaVE Coordinator will inform the Conduct Administrator or designee and Office of Student Grievance Resolution of the final sanction decision.
- The Conduct Administrator or designee, of Human Resources if necessary, will simultaneously and in writing inform the complainant and the accused of the appeal decision within seven (7) business days of the decision, barring documented unforeseen circumstances.
- The Conduct Administrator or designee will impose all sanctions for the violation. Once the sanctions are carried out, the Conduct Administrator or designee will inform the Title IX/SaVE Coordinator and Office of Student Grievance Resolution, thereby closing the case.

SPECIAL PROCEDURAL PROVISIONS FOR SEXUAL MISCONDUCT SANCTION HEARINGS

Right to a Closed Hearing. The sanction hearing will be closed to the public, and only those who have a legitimate reason to be present will be permitted to be present.

Advisor. The accused and complainant to sexual misconduct complaints have the right to the same opportunities to have others present during the sanction hearing, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.

Right to be Present for Sanctioning Proceeding. Each party has the right to be present during Student Community Standards Hearing.

Nondisclosure Agreements. The University will not require a party to abide by a nondisclosure agreement, in writing or otherwise, that would prevent the redisclosure of information related to the outcome of the proceeding.

Dispute Resolution Procedure for Student* Complaints

The Ashford University community benefits from informal processes and formal procedures that encourage prompt resolution of complaints and concerns that students may have about the implementation of policies and procedures that govern the institution.

Who May File A Complaint: The Student Dispute Resolution Center (Center) addresses complaints filed by an individual student, alumnus, former student, prospective applicant, or applicant. The terms “student” and “complainant” are used interchangeably.

Complaints initiated by attorneys on behalf of students will begin at Step III below.

No Reprisal: Students will not be subjected to reprisal or retaliation for using or participating in the Dispute Resolution Procedure.

Issues Eligible for Review: Issues eligible for review by the Center include, but are not limited to, implementation of policies and procedures that govern the institution, issues concerning transcripts, transfer credit, technology, financial aid, online classroom issues, course scheduling, personal hardship matters, student accounts, military benefits matters, disability-related matters, and advising.

Issues Not Eligible for Review: Issues not eligible for review by the Center include grade appeal, challenge of course content, transfer credit appeal, appeal of satisfactory academic progress, appeal of dismissal,

and appeal of Student Community Standards Committee findings.

The Dispute Resolution Procedure may only be used for these issues if the challenge relates to allegations of bias or discrimination. Otherwise, appeals of those matters should follow the procedures outlined elsewhere in this *Catalog*.

Allegations of sexual harassment, violence, or discrimination will be addressed according to the section entitled *Nondiscrimination or Sexual Misconduct Policy* in this *Catalog*.

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.

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 thirteen (13) business days.**

If facilitation does not resolve the complaint, the student 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 thirteen (13) 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 thirty (30) 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.

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.

Step IV: Presidential Appeal of Step III

Students may appeal the findings of the response at Step III only on the following grounds:

1. To consider new evidence that was unavailable during the original investigation that could be outcome determinative;
2. To assess whether a material deviation from written procedures impacted the fairness of the process in a way that could be outcome determinative;
3. To challenge if the findings of the investigation do not accord with the preponderance of the evidence; or,
4. To assess whether bias of the investigator deprived the process of impartiality in a way that could be outcome determinative.

How to File an Appeal

The student should set forth in writing at least one of the above grounds for appeal with the information that supports the ground(s) for appeal. The written appeal shall be sent to GrievanceAppeal@ashford.edu.

Timeline for Filing an Appeal

The student should file the appeal within ten (10) business days of the date of the University's response.

Appeal Process

Phase One: Review and Evaluation

Within three (3) business days of receipt of the appeal, the University will review the appeal to ensure that:

1. It states one or more of the four (4) grounds for appeal; and
2. It is accompanied by any relevant newly available information or evidence that was not available during the investigation phase of the formal grievance process.

If the appeal does not state a ground for appeal and include new information or evidence to evaluate, the complainant will be notified via email that the appeal is ineligible for processing and that no action will be

taken on the appeal. The complainant will have three (3) business days to amend and cure the appeal. The amended appeal should be sent to GrievanceAppeal@ashford.edu.

If the amended appeal meets the threshold it will proceed to Phase Two.

Phase Two: Evaluation and Determination

The President, or designee, will render a written decision on the appeal within ten (10) business days from the end of Phase One. The President or designee will (more likely than not) use the preponderance of the evidence standard of review to make a determination of an appeal of the formal grievance outcome. The President's determination shall be final.

Additional Resources

Ashford University values its students and has created additional avenues to bring forth concerns. In addition to the previously described complaint procedures, at any time, the student may select to notify the University of a concern using the confidential, third-party alert hotline, www.ashfordstudentcomplaints.alertline.com or (855) 274-5539.

*The terms "student" and "complainant" are used interchangeably and refer to an individual student, alumnus, former student, prospective applicant or applicant.

**Business day is defined to mean normal operating hours, Monday through Friday, excluding recognized University holidays.

Complaints to States and Accrediting Bodies

Students may file a complaint with the University's institutional accrediting body by contacting WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001, www.wascsenior.org.

Students may file a complaint with the International Assembly for Collegiate Business Education (IACBE) via email (iacbe@iacbe.org) or by regular mail to International Assembly for Collegiate Business Education (IACBE), 11374 Strang Line Road, Lenexa, KS 66215, USA.

Please refer to www.ashford.edu/statedisclosure.htm for state-specific grievance information.

Disability Support Services

The University is committed to providing an equal opportunity to access a full educational experience. In accordance with Section 504 the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, as amended, Ashford University prohibits

discrimination on the basis of a disability. Reasonable accommodations will be granted to students who present appropriate documentation of disability and are otherwise qualified to participate in their specific program of study. Ashford University's Office of Student Access and Wellness is dedicated to fostering equal opportunities to student success through accessible educational programs, disability related advocacy, faculty and staff education, and an enhanced awareness of individual abilities and contributions.

Effective Communication for Persons with Disabilities

Ashford University will provide information to interested persons with disabilities concerning the existence of support services and accommodations to ensure accessible programs, services, and activities of the University. The University will ensure that no individual with a disability is excluded, denied services, segregated, or otherwise treated differently than other individuals because of the absence of auxiliary aids and services. The University will furnish appropriate auxiliary aids and services where necessary to ensure effective communication with individuals with disabilities.

Disability Documentation

Ashford University will provide reasonable accommodation to students with documented disabilities in order to ensure the accessibility of programs, services, and activities of the University. The University requirements for documentation are based upon the Association on Higher Education and Disability (AHEAD) Best Practices: Disability Documentation in Higher Education.

The process for determining accommodations is a collaborative one that may or may not require third-party documentation. The University reserves the right to request a reasonable level of documentation. One or more of the following documentation categories will be considered in the evaluation of student accommodation requests:

1. Primary Documentation: Student's Self-Report.

Ashford University believes the student is a vital source of information regarding how he or she may be "limited by impairment.*" A student's narrative of his or her experience of disability, barriers, and effective and ineffective accommodations is an important tool which, when structured by interview or questionnaire and interpreted by professional staff, may be sufficient for establishing disability and a need for accommodation.

2. Secondary Documentation: Observation and Interaction.

The impressions and conclusions formed by Ashford University disability professionals during interviews and conversations with students or in evaluating the effectiveness of previously implemented or provisional accommodations are important forms of documentation. The University employs qualified and experienced disability professionals who will observe students' language, performance, and strategies as an appropriate tool in validating student narrative and self-report.

3. Tertiary Documentation: Information from External or Third Parties.

Documentation from external sources may include educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system. This information is inclusive of documents that reflect education and accommodation history, such as Individual Education Program (IEP), Summary Of Performance (SOP), and teacher observations.** External documentation will vary in its relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative.

A Note about Documentation:

These guidelines apply to students taking Ashford University classes. Students should be aware that other universities and testing agencies (which administer standardized tests such as the Graduate Record Exam and Law School Admission Test) may require more extensive documentation, and should check out their requirements well in advance.

**Disability is defined by the ADA as "a physical or mental impairment with respect to an individual that (a) substantially limits one or more of the major life activities, (b) a record of such an impairment or (c) being regarded as having such an impairment..." 42 U.S.C §12102*

***Revisions to Title III regulations provide, "When considering requests for modifications, accommodations, or auxiliary aids or services, the entity gives considerable weight to documentation of past modifications, accommodations, or auxiliary aids or services received in similar testing situations, as well as such modifications, accommodations, or related aids and services provided in response to an Individualized Education Program (IEP) provided under [IDEA] or a plan describing services provided pursuant to section 504 of the Rehabilitation Act of 1973 as amended." (28 C.F.R. § 36.309(b)(1)(v))*

Guidance and Section-by-Section Analysis provides these examples of types of information to consider: "recommendations of qualified professionals familiar with the individual, results of psycho-educational or other professional evaluations, an applicant's history of diagnosis, participation in a special education program, observations by educators, or the applicant's past use of testing accommodations." 28 C.F.R part 36 (2010)

AHEAD. (2012). Supporting Accommodation Requests: Guidance on Documentation Practices. Retrieved from www.ahead.org/resources/documentation-guidance.

Contact Information

Students who believe they are in need of accommodations should contact the Office of Student Access and Wellness at access@ashford.edu or review general information regarding disability services and accommodations at www.ashford.edu/accessandwellness. Students who have a concern about their disability accommodations may contact the Student Access and Wellness Manager. Formal complaints will be handled in accordance with the grievance procedures outlined in this section of this *Catalog*.

For additional information on Clinton Campus Accessibility for Students with Disabilities see the *Student Services, Health, and Safety* section of this *Catalog*.

Travel Studies for Students with Disabilities

Ashford University prides itself on its mission to provide accessible educational opportunities to its students, and takes its commitment to students with disabilities seriously. Students who wish to participate in Ashford University's Travel Studies courses, and anticipate needs due to a disability, are encouraged to seek information and explore their options by opening a dialog regarding Travel Studies with Ashford University's Office of Student Access and Wellness and the Travel Studies Coordinator.

Ashford University will comply with all applicable federal and state laws and regulations for all domestic travel experiences, including providing reasonable accommodations to qualified individuals. However, under the federal and state laws, the University is not required to provide additional funding, additional supports, or special facilities to accommodate students with disabilities who wish to participate in international travel experiences (study programs outside of the territorial United States). Ashford University cannot guarantee that Travel Studies programs taking place abroad will be as accessible to persons with disabilities as programs provided within the territorial United States.

Student Community Standards

The following Student Community Standards are applicable to individuals during all periods of enrollment following the submission of an admissions application and including institutional breaks or approved Academic Leaves from the University. Regardless of whether an individual has applied to or enrolled at the University, any concerns relating to sexual misconduct or discrimination are addressed in the sections entitled *Nondiscrimination* and *Sexual Misconduct Policy*.

Ashford University is responsible for creating and maintaining an environment that is conducive to the pursuit of learning and living and to the development of students as scholars and citizens. Ashford University is committed to preserving the exercise of freedom of inquiry, freedom of thought, freedom of discussion and expression, and the right of peaceful assembly. Each student shall enjoy certain freedoms as a member of the academic community and should exercise his or her freedoms with responsibility. The responsibility to secure and maintain conditions conducive to the freedom to learn is shared by all members of the University community.

University policies are necessary to safeguard the mission of Ashford University, thus protecting the freedom of students to learn without undue interference by others. If misconduct occurs, the University community must respond in ways that protect the rights and freedoms of all members of the community. The welfare and development of the individual student are primary concerns. To fulfill its function as an educational institution and to protect the rights of all the members of the University community, the University has the right and the duty to maintain order within the University and to exclude persons who disrupt the educational process. When necessary, the University will call upon the local, state, and/or federal authorities to maintain order.

All students are expected to make themselves familiar with the Student Community Standards (hereinafter referred to as Standards). Ignorance of these Standards, including behavioral expectations, specific prohibited conduct, or consequences for misconduct is not a defense to, nor grounds for, excusing violations of the Standards.

Please note that prospective students are required to uphold all relevant Student Community Standards. A prospective student who is found to have violated these Standards could be precluded from enrolling in Ashford University.

The University reserves the right to refuse admission to any applicant whose behavior is deemed inappropriate based on communication with University employees. Admissions decisions are final.

All references to “student” in the *Student Community Standards* section of this *Catalog* refer to current students, students no longer in attendance, and alumni.

The University reserves the right to create, modify, or make changes to the Standards from time to time, as needed, or when it determines necessary in particular circumstances. The Standards may also be extended or amended to apply to new and unanticipated situations that may arise.

Jurisdiction over Student Conduct

Students at Ashford University are annually given a copy of the Student Community Standards. Students are charged with the responsibility of having read, and agreeing to abide by, the provisions of the Student Community Standards and the authority of the student conduct process. The Student Community Standards and the student conduct process apply to the conduct of individual students and University-affiliated student organizations. Because the Student Community Standards are based on shared values, they set a range of expectations for Ashford University students no matter where or when their conduct may take place. Therefore, the Student Community Standards will apply to behaviors that take place on the Clinton Campus, at University-sponsored events, in online courses and may also apply off-campus, when the administration determines that the off-campus conduct affects a substantial University interest. A substantial University interest is defined to include:

- Any action that constitutes a criminal offense as defined by federal, state, or local law;
- Any situation where it appears that the student may present a danger or threat to the health or safety of him or herself or others;
- Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly violates the peace and/or causes social disorder; and,
- Any situation that is detrimental to the educational interests of the University.

The Student Community Standards may be applied to conduct that takes place during the time a person is enrolled as a student, including during intra-semester breaks, between classes and between semesters. Further, the Student Community Standards applies to guests of community members, whose hosts may be

held accountable for the misconduct of their guests. Visitors to and guests of Ashford University are also protected by the Student Community Standards, and may initiate complaint for violations of the Student Community Standards committed by members of the Ashford University community against them. Ashford University may also extend its jurisdiction to misconduct that occurs prior to, but is not reported until after the graduation of the offending student. There is no time limit on reporting of violations of the Student Community Standards.

However, the longer someone waits to report an offense, the harder it becomes for Ashford University to obtain information and witness statements, and to make a determination regarding alleged violations. Those who are aware of misconduct are encouraged to report it as quickly as possible to appropriate University officials at studentcommunitystandards@ashford.edu.

Students suspected and being investigated for Academic Dishonesty and/or knowingly furnishing false, falsified or forged information to the University will be placed on a finance hold and unscheduled from future courses. For those students utilizing financial aid, this finance hold will prevent a financial aid disbursement until the issue is resolved through either the appeal process or through a Student Community Standards Formal Hearing.

Conduct Expectations

Ashford University is committed to fostering a campus and online environment that is conducive to academic inquiry, productive campus life, thoughtful study and discourse. A community exists on the basis of shared values and principles. At Ashford University, student members of the community are expected to uphold and abide by certain standards of conduct that form the basis of these Student Community Standards. These standards are embodied within a set of core values that include integrity, fairness, respect, community and responsibility. When members of the community fail to exemplify these values, campus conduct proceedings are used to assert and uphold the Student Community Standards.

The student conduct process at Ashford University is not intended to punish students. Rather, it exists to protect the interests of the community, and to challenge those whose behavior is not in accordance with the Standards. Sanctions are intended to challenge students’ moral and ethical decision-making and to help them bring their behavior into accord with University community expectations. When a student is unable to conform his or her behavior to community

expectations, the student conduct process may determine that he or she should no longer share in the privilege of participating in this community.

Students should be aware that the student conduct process is quite different from criminal and civil court proceedings. Procedures and rights in student conduct proceedings are conducted with fairness to all, but do not include the same protections of due process afforded by the courts. Fair process, within these procedures, assures written notice and a hearing before an objective decision-maker. It assures that no student will be found in violation of University policy without evidence showing that it is more likely than not that a policy violation occurred, and that any sanction will be proportionate to the severity of the violation. The subsequent standards offer a set of rules governing student conduct. Following the Standards are policies that amplify and expand on the rules, followed by a set of procedures used to uphold and enforce the Standards.

The Standards

Any student or alumnus found to have committed the following misconduct is subject to the sanctions outlined in the following. Unacceptable conduct includes, but is not limited to, the following:

Integrity

Ashford University students exemplify honesty, integrity and a respect for truth in all of their dealings. Behavior that demonstrates a lapse of integrity includes, but is not limited to:

- Knowingly furnishing false, falsified, or forged information to any member of the University community, such as falsification or misuse of documents, accounts, records, identification, or financial instruments;
- Selling or otherwise providing course work, including exams, papers, and projects to third parties, which may be used for submission in fulfillment of any course or academic program requirement.
- Acts of academic dishonesty, as defined in this *Catalog*;
- Unauthorized possession, duplication, or use of means of access (keys, cards, etc.) to any University building;
- Unauthorized possession, duplication, or use of Course Material Benefits other than the sole intended eligible recipient;
- Action or inaction by someone in collusion with a wrongdoer which fails to discourage

a known and obvious violation of University policy or law;

- Violations of positions of trust or authority within the community;
- Tampering with the election of any University recognized student organization.

Community

Ashford University students honor and value their community. Behavior that violates this value includes, but is not limited to:

- Misuse of access privileges to University premises or unauthorized entry to or use of buildings, including trespass;
- Misuse or unauthorized use of University or organizational names and images;
- Knowingly taking possession of stolen property;
- Intentional and unauthorized taking of the property of the University or personal property of a member of the University community which is on the Clinton Campus;
- Intentional and unauthorized destruction or damage to University property or to the property of another;
- Misuse of University computing facilities, as described in this *Catalog*;
- Electronic Mail Abuse, as described in this *Catalog*;
- Sharing with others or taking from others, passwords to University issued email accounts, student portal, online learning platform, etc.;
- Gambling;
- Possession of firearms, simulated weapons, fireworks, explosives, other weapons (including, but not limited to BB/pellet guns, slingshots, and sharp edged instruments, such as hatchets when used as weapons), or dangerous chemicals while on the Clinton Campus, unless properly authorized by the University President or VP/Campus Director;
- Violation of state, local, or Clinton Campus fire policies, including:
 - Failure to evacuate a University-owned building during a fire alarm;
 - Improper use of University fire safety equipment; and
 - Tampering with or improperly engaging a fire alarm in a University building.

Fairness

Ashford University students exemplify fair treatment of each other in their dealings and interactions. Behavior that violates this value includes, but is not limited to:

- Disruption of University operations, including obstruction of teaching, research, administration, other University activities, or other authorized non-University activities which occur on the Clinton Campus or online;
- Obstruction of freedom of movement by community members or visitors;
- Abuse, interference or failing to comply in University processes including Student Community Standards hearings;
- Abuse of the University conduct system, including:
- Failure to attend meetings scheduled for conduct code administration purposes;
- Falsification, distortion, or misrepresentation of information;
- Failure to provide, destroying, or hiding information during an investigation of an alleged policy violation;
- Attempting to discourage an individual's proper participation in, or use of, the University conduct system;
- Harassment (verbal or physical) and/or intimidation of a member of a University conduct body prior to, during, and/or after a University conduct proceeding;
- Failure to comply with the sanction(s) imposed by the University conduct system;
- Influencing or attempting to influence another person to commit an abuse of the University conduct system.

Respect

Ashford University students show respect for each other, for property, and for the community. Behavior that violates this value includes, but is not limited to:

- Threatening or causing physical harm, extreme verbal abuse, or any other conduct which threatens or endangers the health or safety of any person;
- Discrimination, intimidation, discriminatory harassment (as defined in this *Catalog*);
- Hazing (as defined in this *Catalog*);
- Violence between those in an intimate relationship to each other;

- Sexual Harassment;
- Sexual Assault;
- Sexual Violence;
- Sexual Exploitation;
- Domestic and Dating Violence;
- Stalking;
- Inappropriate conduct which is disorderly, disruptive, obscene, or indecent while on campus or at functions sponsored by, or participated in by, the University or while engaged in any form of communication with members of the University community;
- Failure to comply with directions of University officials or law enforcement officers during the performance of their duties and/or failure to identify oneself to these persons when requested to do so; or
- Smoking in any University building or campus area designated as non-smoking.

Responsibility

Ashford University Students are given and accept a high level of responsibility as role models. Behavior that violates this value includes, but is not limited to:

- Use, possession, manufacture, or distribution of alcoholic beverages on campus
- Use, possession, or distribution of narcotic, or other controlled substances, as well as drug paraphernalia, except as expressly permitted by law; (Please see the full policy in this *Catalog*);
- Abuse or misuse of prescriptions or over-the-counter medications;
- Assisting in the violation of University policies or public laws;
- Allegations of violations of federal, state, or local laws which affect the interests of the University community, whether on or off-campus;
- The knowing failure of any organized group to exercise preventive measures relative to violations of this Student Community Standards by members;
- Violation of other published University policies, rules, or policies;
- Intentionally or recklessly causing a fire which damages University or personal property, or which causes injury to any member of the community;
- Littering and posting of notices in non-designated spaces or without approval from

the appropriate University personnel and unauthorized distribution or sale of goods on campus;

- Violation of University traffic and parking regulations;
- Leaving children or animals unattended on campus;
- Use of bicycles, skateboards, roller blades, and any other non-motorized vehicle or equipment (except wheelchairs) outside designated areas.

Specific Policies on Academic Integrity

This Academic Integrity policy covers current students and conduct in which alumni engaged while enrolled. The University may address allegations of academic misconduct after a student has graduated and will process allegations concerning alumni in the same manner it addresses allegations concerning current students. All sanctions that could be applied to a current student could be applied to an alumnus, and the University reserves the right to rescind a previously conferred degree where the Student Community Standards Committee deems this an appropriate sanction. All references to “student” in the *Academic Integrity* policy section of this *Catalog* refer to current students, students no longer in attendance, and alumni.

Ashford University students will pursue learning with rigorous academic integrity. Ashford University defines academic dishonesty as deceitful and/or deceptive attempts to fulfill academic requirements. While plagiarism is the most common form of academic dishonesty, cheating or furnishing fabricated or false information to Ashford University officials and/or faculty (such as lying to effect a grade change) are also acts of academic dishonesty prohibited by the Student Community Standards.

As part of the University’s policy on academic integrity, it is expected that students will not submit an assignment that is an exact copy of work previously submitted in another course at any institution. The University understands that work within a discipline is interconnected and expects students, when writing about similar topics, to enhance and refine the content of an assignment as they progress through their program of study. It is not acceptable under any circumstance to submit the exact same paper without enhancing or refining the concepts contained in the assignment. Submitting an exact copy of work previously submitted in another course may affect one’s grade adversely or considered a violation of the Student Community Standard of Integrity.

Academic dishonesty is a serious offense at the University because it undermines the bonds of trust and personal responsibility between and among students and faculty, weakens the credibility of the academic enterprise, and defrauds those who believe in the value and integrity of the degree. Ashford University will consider the cumulative record of any student with respect to academic integrity violations, regardless of the student’s current academic program or status. For example, violations of the Academic Integrity policy while an undergraduate, but not discovered until the student is enrolled in an Ashford graduate program, will be addressed during the student’s graduate program. This may result in sanctions, a change in the student’s eligibility status for his or her graduate enrollment, and/or impact retroactively on the student’s fulfillment of all undergraduate program requirements. Academic dishonesty may take several forms:

Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., test, essay, etc.).

Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitating Academic Dishonesty: Intentionally or knowingly helping or attempting to help another student to commit a violation of academic integrity.

Plagiarism: Representing the words or ideas of another as one’s own in any academic exercise. This definition includes draft assignments that are submitted and graded as a part of the curriculum. Plagiarism occurs when a student deliberately uses the ideas, language, or another writer’s original material (that is not common knowledge) without acknowledging the source. The use of materials, including printed or online texts, as well as the work of others, can be considered plagiarism when presented as one’s own work. Plagiarizing denies the student the powerful opportunity to develop as an ethical and conscientious human being. Herein rests the greatest reason not to plagiarize.

Acts of plagiarism include, but are not limited to:

- Copying text from printed materials, which include books, magazines, encyclopedias, newspapers, etc.;
- The modification of text with the intent of changing verbiage, changing words, or interspersing the student’s work into the plagiarized work;
- “Copy and paste” plagiarism, which involves copying and pasting materials from Internet

sources and presenting them as one's original work;

- The use and representation of another student's work as one's own, even if the student has the permission of the other student. The use of another's work constitutes an act of collusion, which constitutes an act of plagiarism;
- The use of materials purchased from Internet or other outside sources; or
- Paraphrasing or summarizing another's work without giving appropriate credit.

Common Knowledge vs. Plagiarism: Some students have the mistaken notion that they must give credit to a source only when they use a direct quotation. Paraphrasing (putting ideas into your own words) or changing a word or two in a source does not relieve the student of responsibility to credit the source. If an idea is not the student's own, he or she must cite the source in the text of the paper and at the end of the paper as a reference. The only exception to this rule is if the idea the student uses is common knowledge. Facts that are common knowledge will generally be known by many people and can easily be found or referenced. Common knowledge facts (e.g., that Robert Kennedy was assassinated in 1968) do not need to be documented. However, students must reference lesser-known ideas and interpretations of common knowledge (e.g., a press release defense attorney Lawrence Teeter issued regarding the possible innocence of Sirhan Sirhan, the accused assassin of Robert Kennedy).

Avoiding Plagiarism: Address any questions regarding plagiarism to the course instructor. Students should be aware that Ashford University instructors utilize anti-plagiarism resources to determine the originality of submitted written work. These tools compare students' work with texts available in internal databases and through Internet searches.

Consequences for Academic Dishonesty

A student who commits an act of academic dishonesty may face disciplinary action, including but not limited to: failure to receive credit on an academic exercise, course failure, and/or dismissal from the University. Ashford University may also extend its jurisdiction to misconduct that occurs prior to, but not reported until after the graduation of the offending student. There is no time limit on reporting violations of the Academic Integrity policy.

Instructors or other University staff may report instances of academic dishonesty to the Academic Resolution Department (online modality) or the

College Dean (Clinton Campus modality), or designee; the student will receive a notice informing him or her of the offense, as well as any resulting disciplinary action(s). Academic Integrity violations are adjudicated by the Academic Resolution Administrators (online) and by the College Dean (Clinton Campus).

If it is determined that a student is found responsible for violating the Academic Dishonesty policy, and a singular violation is egregious, or there are multiple instances of academic dishonesty violations, the student issue will be referred to the Student Affairs department to review for the possibility of sanctioning up to and including removal from the University.

The student may be asked to meet for either an informal hearing or a Formal Hearing (Students Community Standards Committee). Student Affairs will not reconsider the issue of student responsibility as determined by the Academic Resolution Department (online modality) or the College Dean (Clinton Campus modality), but will only determine appropriate sanctions to be applied, up to and including, removal from the University.

Technology Policies

Misconduct Online

Students are cautioned that behavior conducted online, such as harassment delivered by email, can subject them to University conduct action, if there is a University impact from the cyber-conduct. Students must also be aware that blogs, web pages, social media websites, and similar online communications are in the public sphere, and are not private. These postings can subject a student to allegations of conduct violations, if evidence of policy violations is posted online. The University does not regularly go hunting for this information, but will take action if and when such information is brought to the attention of University officials. All references to "student" in the *Technology Policies* section of this *Catalog* refer to current students, students no longer in attendance, and alumni.

Electronic Mail: The following uses of University electronic mail are prohibited.

- Personal use that creates a direct cost for the University;
- Use for personal monetary gain or for commercial purposes that are not directly related to University business;
- Sending copies of documents in violation of copyright laws;
- Inclusion of the work of others into electronic mail communications in violation of copyright laws;

- Use of electronic mail to substantially disrupt the ability of others to conduct University business;
- Use of electronic mail systems for any purpose restricted or prohibited by laws or regulations;
- “Spoofing,” (i.e., constructing an electronic mail communication so it appears to be from someone else);
- “Snooping,” (i.e., obtaining access to the files or electronic mail of others for the purpose of satisfying idle curiosity, with no substantial University business purpose); or,
- Attempting unauthorized access to electronic mail or attempting to violate any security measures on any electronic mail system, or attempting to intercept any electronic mail transmissions without proper authorization.

Personal Electronic Mail for Ashford University

Students: Students are responsible for any and all activity and communication that takes place using the electronic mail account registered with the University. The University issues an email account to on-campus students. The University highly encourages online students to create a personal, unshared email address for communication with the University.

Online Communication: Written communication in an online community is an extremely important factor in online educational programs. The ability to communicate clearly and effectively is crucial to the success of all online learning programs. Professional language relevant to the course content should be used in the online discussion postings. Students are expected to follow the rules of Netiquette, as posted in their online courses. The following are examples of behaviors that could substantially disrupt the online learning environment and will not be tolerated:

Discrimination: Derogatory statements that are based upon an individual’s actual or perceived sex, race, color, religion, sexual orientation, national origin, ancestry, citizenship, pregnancy, childbirth and related medical conditions, marital status, age, physical disability, mental disability, genetic information, medical condition (including certain cancer-related conditions and genetic characteristics), gender identity, veteran status, service in the uniformed services, political activities and affiliations, or any other consideration protected by law that is sufficiently serious that it interferes with or limits a student’s ability to participate in or benefit from the University’s educational program.

Solicitation: It is against policy and inappropriate for students to use the communication channels within

the online learning platform to solicit other users for personal or professional reasons. Students may not send emails to classmates or post messages that attempt to sell products, promote business, or solicit employees.

Misuse of Technology Resources: University technology resources are to be used to advance the University’s mission of education, scholarship, and service. Students may use these resources for purposes related to their studies or research or other University-sanctioned activities. These resources include, but are not limited to, hardware (including telephones, computers, and traditional media equipment) either owned or leased by the University, software, and consulting time (and expertise) of the Information Technology Services or other University technology support staff. The use of technology resources provided by the University for commercial or other purposes not directly related to study, research, or University-sanctioned activities should be considered as secondary activities (i.e., personal or otherwise). Should such secondary activity in any way interfere with primary activities, the secondary activity must be terminated immediately.

Many of the University’s technology resources are shared among the entire University community. The use of these resources will not violate law or the rights of others. Prohibited activities include, but are not limited to:

- Activities that violate copyright or other intellectual property rights of others, including but not limited to, the infringing use of peer-to-peer file sharing services;
- Sending copies of documents in violation of copyright laws via electronic mail or any other electronic transmission;
- Inclusion of the work of others into electronic mail communications or any other electronic transmission in violation of copyright laws;
- Activities that obstruct usage or deny access to technology resources;
- Activities that could be considered as discriminatory harassment, libel or obscenity;
- Activities that substantially disrupt University activities;
- Activities that violate University policies;
- Activities that violate local, state, or federal laws;
- Unauthorized use of computer accounts;
- Impersonating other individuals;

- Attempts to exploit or explore security provisions, either at the University or elsewhere;
- Activities that invade the right to privacy of others;
- Destruction or alteration of data belonging to others;
- Creating, using or distributing computer viruses;
- Allowing other individuals to use your account or password, including for the purpose of meeting attendance requirements in an online class;
- Disruption or unauthorized monitoring of electronic communications or of computer accounts; and
- Inappropriate/widespread email distribution.

Consequences for Misuse of Technology Policies

If it is determined that a student is found responsible for misuse of the Technology Policies, and a singular violation is egregious, or there are multiple instances of misuse, the student issue will be referred to the Student Affairs department to review for the possibility of sanctioning up to and including removal from the University.

Online Netiquette Rules

Written communication in an online community is an extremely important factor in all online educational programs. The ability to communicate clearly and effectively is crucial to the success of all online learning programs. Ashford University has taken special steps to maintain this type of online etiquette (Netiquette).

Instructors and Students in an Online Community should be:

Considerate: Students should treat each other with respect and should take time to read and respond to each other in such a way that a learning environment can continue to develop. Students should format postings so that everyone can learn from an individual's knowledge, skills and abilities.

Encouraging: Not everyone has had previous online experience. Some students may spend more time observing (reading other students' postings, remaining invisible for some time) than others. Notice the habits of other students and classmates and provide encouragement for creative and critical conversation.

Helpful: Even a well-presented course can create some confusion. It is very easy to lose a place or miss reading

information on certain links or pages. When other students are lost, offer a helping hand by pointing them in the right online direction so they can regain their confidence in online learning.

Aware: Be aware that the written word is the only form of communication in an asynchronous learning environment. Use words carefully – if a comment could possibly be interpreted as insulting, disrespectful, discriminating, mocking, or rude, students should choose other wording.

The following behaviors should be avoided:

Shouting: Using all capital letters when communicating in an online environment is known as shouting. This usage is considered a rude method of communicating. Avoid using all capital letters in online communications.

Impatience: Once a student has posted a question or concern to their instructor, students should wait patiently for a reply.

Conspiracy to Commit Fraud Against the University

Ashford University students are expected to exemplify honesty, integrity and a respect for truth in all of their dealings. Fraudulent behavior or attempts to commit fraudulent behavior will not be tolerated. Behavior that demonstrates fraudulent activity includes but is not limited to:

- Knowingly furnishing false, falsified, or forged information to any member of the University Community, such as falsification or misuse of documents, accounts, records, identification or financial instruments;
- The inability of a student to demonstrate academic purpose or resolve concerns regarding identity or eligibility;
- Acts of academic dishonesty, as defined in this *Catalog*; or
- Action or inaction by someone in collusion with a wrongdoer which fails to discourage a known and obvious violation of University policy or law.

When members of groups, individuals acting in collusion, or members of an organization act in concert in violation of this policy, they may be held accountable as a group. To prevent fraud, the Director of Student Affairs may, in lieu of Student Community Standards proceedings, impose individual and/or group sanctions up to and including immediate expulsion from the University, subject to appeal, upon a determination of student involvement in such behavior. Determinations will be made with respect to

the involvement of each accused individual. In most circumstances, Ashford University will treat attempts to commit any of the violations listed previously as if those attempts had been completed.

Students suspected and being investigated for Academic Dishonesty and/or knowingly furnishing false, falsified or forged information to the University will be placed on a finance hold and unscheduled from future courses. For those students utilizing financial aid, this finance hold will prevent a financial aid disbursement until the issue is resolved through either the appeal process or through a Student Community Standards Formal Hearing.

Gambling Policy

Students are expected to abide by all federal, state, and local laws prohibiting illegal gambling, including online gaming. Gambling for money or other things of value on campus or at University-sponsored activities is prohibited except as permitted by law.

Such prohibited activity includes, but is not limited to, betting on, wagering on, or selling pools on any University athletic event; possessing on one's person or premises (e.g., room, residence unit, car) any card, book, or other device for registering bets; knowingly permitting the use of one's premises or one's telephone or other electronic communications device for illegal gambling; knowingly receiving or delivering a letter, package, or parcel related to illegal gambling; offering, soliciting, or accepting a bribe to influence the outcome of an athletic event; and, involvement in bookmaking or wagering pools with respect to sporting events.

Hazing

All acts of hazing by any individual student and University registered student club or organization and any of its members or alumni are prohibited. Students are entitled to be treated with consideration and respect, and no individual may perform an act that is likely to cause physical or psychological harm or social ostracism to any other person within the University community. Accordingly, the following behavior is expressly forbidden as hazing when related to the admission, initiation, pledging, joining, or any other group-affiliation activity:

- Physical abuse (on or off campus), including but not limited to paddling, slapping, kicking, choking, scratching and exposure to extreme (i.e., cold or hot) water temperatures, the consumption of disgusting and/or dangerous concoctions, alcohol, or drugs;
- Causing excessive mental stress, including but not limited to placing prospective members

of an organization or group in ambiguous situations which lead to confusion and emotional stress, sleep deprivation;

- Extreme verbal abuse, including but not limited to shouting, screaming, or use of derogatory, profane, or obscene language; or
- Subservience, including but not limited to any activity which promotes a class system within organizations or activities which facilitate inappropriate levels of authority over students.

This list is not exhaustive and any student or organization found to be involved in any hazing activity will face conduct action and will likely be subjected to expulsion from the University. Violation of this policy exists irrespective of the voluntary or consensual participation in the hazing activity by the person being hazed.

Identity

Any misrepresentation, theft, or misuse of a person's identity for any purpose, including but not limited to, obtaining federal financial aid, other financial gain, or obtaining access to confidential information. Identity theft is not only a violation of University policy and the Student Community Standards, but may also constitute a criminal offense under federal and state law. Ashford University recognizes the importance of protecting student privacy and reserves the right to request documentation to establish or verify any student's identity at any time, for administrative and/or compliance purposes. Students are expected to provide such documentation and are responsible for any cost associated with acquiring and submitting the documentation. Students may be administratively withdrawn for failure to provide documentation requested by University officials for the purpose of authenticating a student's identity. The University may also deny or rescind admission to any student for failure to authenticate his or her identity, or for engaging in identity theft.

Prescription Drug Policy

The distribution, sale to others, or use of prescription medication for other than its prescribed use by the individual for whom it was prescribed is a violation of University policy and state law.

Violation of Federal Copyright Laws

Any member of the University community who participates in the unauthorized distribution of copyrighted material, including peer-to-peer file sharing, may be subject to civil and criminal liabilities, in addition to sanctions imposed by the University. Penalties for violating federal copyright laws may

include civil damages, costs and attorneys' fees, injunctions, fines, and imprisonment. The following is a non-exhaustive list of specific penalties.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under Section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the website of the US Copyright Office at www.copyright.gov, especially their FAQs at www.copyright.gov/help/faq.

Students who are found to have participated in the unauthorized distribution of copyrighted material and/or other forms of copyright infringement will be subject to an appropriate consequence in accordance with the Student Community Standards found in this Catalog.

Both the Recording Industry Association of America (RIAA) and the Motion Picture Association of America (MPAA) maintain a list of legal alternatives for downloading. Please visit www.whymusicmatters.com or www.mpa.org for more information.

Violations of Law

Violations of federal, state, and local laws are incorporated as offenses under the Student Community Standards. When an offense occurs over which the University has jurisdiction, the University conduct process will usually go forward notwithstanding any criminal charges that may arise from the same incident. Should a student withdraw from the University when criminal charges are made, it is the typical practice of the University to pursue investigation and resolution of campus conduct

matters, regardless of the fact that the student has withdrawn.

When a student is accused, arrested, charged, or indicted for a violent or drug-related off-campus crime, the University may elect to take action against that student for violation of Student Community Standards, which incorporates alleged violations of local, state, and federal laws as Standards.

When it has reasonable cause to separate a student from the community, the University may separate a student via the Emergency Administrative Leave policy for a reasonable time pending the scheduling of a(n) online/Clinton Campus hearing for violation of Student Community Standards. The University reserves the right to exercise its authority of Emergency Administrative Leave suspension upon notification that a student is facing criminal investigation and/or charges. The University will permit a student who receives an Emergency Administrative Leave to request a meeting to show cause as to why an Emergency Administrative Leave is not merited. Regardless of the outcome of this meeting, the University may still proceed with the scheduling of a(n) online/Clinton Campus hearing.

When criminal charges are pending, the University may be delayed or prevented from conducting its own investigation, and moving forward with a hearing. In such cases, the University will delay its hearing until such time as it can conduct an internal investigation, or obtain from law enforcement sufficient information upon which to proceed.

Conduct Procedures - Student Community Standards Procedures

Whenever a complaint is made for alleged misconduct or a Student Community Standard appears to be violated, the Conduct Administrator or designee will conduct an investigation of the allegations as soon as possible (generally, for offenses against the academic community, the President will designate the Vice President of Academic Services (online) or designee). The Conduct Administrator or designee may make any necessary modification to these procedures that does not materially jeopardize the fairness owed to any party.

Notice of Complaint

Once a determination is made that reasonable cause exists for the Conduct Administrator or designee to investigate and process a complaint, notice will be given to the accused student. Notice will be in writing, and may be delivered in person during a meeting with the Conduct Administrator or designee or via email.

Email is considered an official form of University-related communication.

Once emailed, such notice will be presumptively delivered when an email is sent. If a student is under the age of eighteen (18) years, a copy of the notice will be sent to the parents or guardian of the student.

The letter of notice will state briefly a description of the incident alleged, as well as stating all policies the accused student is alleged to have violated and the possible consequences if the accused student is found in violation. The letter of notice will direct the accused student to contact the Conduct Administrator or designee within two business days (Monday through Friday) of receipt to respond to the complaint.

The failure of a student to acknowledge the notice within two (2) business days will result in an administrative hold on the student's account. This administrative hold will remove the student from all future scheduled courses and prevent transcripts from being issued. The hold will not be lifted until the student participates in either an informal or formal hearing and the Student Community Standards proceedings for the student are closed.

Within the two business day period, the accused student may pose any questions about the charges or process to the Office of Student Affairs, and at that time or before, will respond to the charge in writing and may indicate to the Conduct Administrator or designee whether he or she admits or denies the allegations of the complaint. If the accused student admits the violation(s), an informal hearing will be held and the Conduct Administrator or designee will impose appropriate sanctions. Such a disposition will be final and there will be no subsequent proceedings, unless the sanctions include suspension or expulsion. In that case, the accused student may request a hearing by the Student Community Standards Committee on the issue of sanctions, only, or can choose to accept the sanctions imposed by Conduct Administrator or designee during the informal hearing.

Ashford University divides complaints into minor and serious violations. Generally, with the exception of Academic Integrity violations, any misconduct that will result in less than separation is considered minor, and any misconduct that is likely to result in suspension or expulsion is considered serious. If the student accepts responsibility for the violation(s), prior to the hearing, whether minor or serious, the complaint will be resolved in an informal hearing, as previously described. If the student does not accept responsibility, minor complaints will be referred for an informal hearing, and more serious complaints will be referred to the Student Community Standards Committee

for a formal hearing (see subsequent details on the proceedings of this committee). The Conduct Administrator or designee has discretion to determine the severity of the alleged violation(s), and whether informal or formal hearing procedures will apply.

Decisions made by the Student Community Standards Committee or the Conduct Administrator or designee will be final, and sanctions implemented, pending the normal appeal process, described subsequently. The Conduct Administrator or designee has the authority to stay implementation of sanctions pending the appeal, at his or her discretion.

Informal Hearings Procedures

For hearing procedures relating to matters involving sexual misconduct or other sensitive issues, please see *Special Procedural Provisions for Sexual Misconduct Sanction Hearings* located in this section of the *Catalog*. For minor violations (or admitted serious violations), the Conduct Administrator or designee will, upon receipt of a written response from the accused student, schedule a hearing.

- Informal hearings will be heard by the Conduct Administrator or designee and will be non-adversarial and conversational in nature.
- Written notice of the time, date, and location of the hearing will be sent to the accused student at least two (2) business days prior to the informal hearing date and time. The accused student may additionally be notified in person, by telephone, or by email. Students may waive the two (2) day notice requirement if they prefer an expedited hearing.
- If a student fails to attend a scheduled hearing, the hearing may proceed as scheduled, and the Conduct Administrator or designee will make a determination on the basis of the evidence available at the hearing. If appropriate, sanctions will be implemented. A student may not avoid the impositions of sanctions by withdrawing with conduct charges pending. The hearing will still proceed, and any finding of a violation will result in a "WF" grade and other appropriate transcript notation. The conduct administrator may also impose an administrative hold on the student's account in addition to or in lieu of resolving the charges in the student's absence. This administrative hold will remove the student from all future scheduled courses and prevent transcripts from being issued. The hold will not be lifted until the student participates in either an informal or formal hearing and the Student Community

Standards proceedings for the student are closed.

- At the informal hearing, witnesses and admissibility of information will be determined at the discretion of the Conduct Administrator or designee. The informal hearing will consist mainly of informal questioning and discussion of the alleged incident.
- After the informal hearing, the Conduct Administrator or designee will deliberate and determine whether it is more likely than not that the student has violated the Student Community Standards. Once a finding is determined, if that finding is that of a policy violation, the Conduct Administrator or designee will determine an appropriate sanction. The Conduct Administrator or designee will prepare a written finding, which will be shared with the accused student no later than two (2) business days following the hearing.

Student Community Standards Committee Formal Hearing Procedures

For hearing procedures relating to matters involving sexual misconduct or other sensitive issues, please see *Special Procedural Provisions for Sexual Misconduct Sanction Hearings* in this section of the *Catalog*.

Notice

Written notice of the time, date, and location of the formal hearing will be sent to all parties, who may additionally be notified in person, by telephone, or by email.

Composition

The Conduct Administrator or designee will name a Student Community Standards Committee to conduct a formal hearing to review complaints. The Student Community Standards Committee will consist of members selected by the Conduct Administrator or designee, and will consist of representatives from full-time faculty, Financial Services, Student Services, the Office of the Registrar, and senior academic administration. At any formal hearing before the committee, three (3) committee members and several alternates will be selected to transact the business of the committee. In sexual misconduct and related hearings, a three-member administrative panel will be utilized. Any member of such committee who believes he or she has a conflict of interest rendering him or her incapable of making an impartial decision will disqualify him or herself from that hearing and the Conduct Administrator or designee will appoint a person to take his or her place at that hearing.

Record of Proceeding

Proceedings before the Student Community Standards Committee will be recorded and will be made available or a copy will be provided to the parties if requested.

Committee Procedures

Once an accused student responds to an alleged violation, the parties will be given a minimum of seven (7) business days to prepare for a hearing. Students may request to waive the seven (7) day preparation requirement if they prefer an expedited hearing.

At least forty-eight (48) hours before any scheduled hearing, the following may occur:

- The accused student will deliver to the Conduct Administrator or designee a written response to the complaint;
- The parties will deliver to the Conduct Administrator or designee a written list of all witnesses they each want the University to call on their behalf at the hearing, giving the full contact information of any such witness, if known;
- The parties will deliver to the Conduct Administrator or designee a written list of all items of physical information the parties intend to use or need to have present at the hearing, and will provide such information or indicate who has possession or custody of such information, if known;
- The parties will notify the Conduct Administrator or designee, at least forty-eight (48) hours prior to the formal hearing, of the names of any advisors who may be accompanying the parties at the hearing; advisors are to be selected from members of the Ashford University community unless special permission for an outside advisor is granted by the Conduct Administrator or designee.
- The Conduct Administrator or designee will ensure that this information and any other available written documentation is shared between the complainant(s) and accused student(s) at least twenty-four (24) hours before any scheduled hearing. Hearing officers may be unseated if Conduct Administrator or designee concludes that their bias precludes an impartial hearing of the complaint. Additionally, any Student Community Standards Committee member or hearing officer who feels they cannot make an objective determination must recuse himself or herself from the proceedings.

If there is an alleged victim of the conduct in question, the alleged victim may serve as the complainant,

or may elect to have the administration serve as complainant. Where there is no victim, the administration will serve as complainant. In any joint hearing, separate determinations will be made as to the responsibility of each student accused. The conduct administrator may elect to separate hearings that have been referred jointly or join those that have been referred separately.

After a formal Student Community Standards Committee hearing, the Committee will deliberate and determine by majority vote whether it is more likely than not that the student has violated the Student Community Standards. The Conduct Administrator or designee will serve as the non-voting Chair during the hearing and deliberations to resolve all questions of admissibility, evidence and precedent. Once a finding is determined, if that finding is that of a policy violation, the Student Community Standards Committee will determine an appropriate sanction. The Chair is responsible for informing the Student Community Standards Committee of applicable precedent and any relevant previous violations of Student Community Standards by the accused student. All committee hearings will be recorded and the Chair will be responsible for completing the hearing file. The Conduct Administrator or designee will prepare a written deliberation report detailing the finding to include in the case record, including how each body member voted, the information cited by the body in support of its finding, and any information that the body excluded from its consideration, and why. This report should conclude with any recommended sanctions. This report typically should not exceed two pages in length, and must be submitted to the Conduct Administrator or designee within 48 hours after the end of deliberations. The Conduct Administrator or designee may make appropriate modifications and then will implement the final determination and inform the parties within seven (7) business days after the hearing.

Admissible Information

The committee will consider all information that is relevant and credible. The Committee may in its discretion limit or bar character witnesses. Any questions of the admissibility of information will be determined by the Chair. The past sexual history or sexual character of a party will not be admissible by the other party in hearings unless such information is determined to be highly relevant by the Chair. All such information sought to be admitted will be presumed irrelevant, and any request to overcome this presumption by the parties must be included in the complaint/response or a subsequent written

request, and must be reviewed in advance of the hearing by the Conduct Administrator or designee. While previous violations in Student Community Standards by the accused student are not generally admissible as information about the present alleged violation, the Conduct Administrator or designee may supply previous complaint information to the Committee when it may intend to establish a pattern in a complaint involving any form of sex/gender discrimination (e.g., stalking, relationship violence, sexual harassment, sexual misconduct, etc.).

Sanctions

The following sanctions may be imposed upon any student found to have violated the Student Community Standards:

Written Warning: A notice in writing to the student that the student is violating or has violated institutional policies. The letter informs the student that continued misconduct will result in further conduct action up to and including removal from the University. The letter will be emailed and/or delivered to the student's campus address for Clinton Campus students. For online students, the letter will be sent to the student's email address on file with the University.

Types of Probation

Conduct Probation: The hearing body determines the beginning and ending dates. Students on conduct probation may incur additional sanctions for any subsequent violation of University policies and/or rules, whether or not this violation is related to the original violation for which conduct probation was imposed.

Probation Restrictions: Students on probation may be subject to the following restrictions:

- They may not hold any office or leadership role in any student or University organization or activity.
- They may not represent the University in any on- or off-campus event.
- Other restrictions may be established for individual situations by the Conduct Administrator or designee.

Loss of Privileges: Means a denial of specified privileges for a definite period of time. Privileges that may be lost include, but are not limited to, the following:

- Restricted Access: Student may be restricted from entering specified buildings or areas on campus, from attendance at specified campus events, or from use of specified equipment or facilities for definite periods of time.

- **Fines:** Fines may be imposed to restore damage to physical property. In addition, the hearing body may recommend that the University refuse: (1) to grant academic credits or degrees; or (2) to issue grades or transcripts to the student offender(s) or student member(s) of an offending organization, until such fine is paid. The method of payment will be specified by the hearing body imposing the fine.
- **Restitution:** Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement. The conduct body may recommend that the University refuse: (1) to grant academic credits or degrees; or (2) to issue grades or transcripts to the student offender(s) or student member(s) of an offending organization, until restitution is complete.
- **Educational Projects:** Completion of an educational or developmental project such as, but not limited to, the following: attending a specific workshop or program, writing an article or research paper on a specified topic, making an oral presentation to a campus group, participating in specified counseling/evaluation, work assignments, and/or service to the University. The Conduct Administrator or designee may develop additional educational sanctions to meet individual student needs on a case-by-case basis.
- **Suspension:** Separation of the student from campus/online university access, classes and all privileges for a definite period of time, after which the student is eligible to return. The offender may not be on campus at any time or participate in University classes except to come to the Administration Building for matters directly related to the suspension. In cases where suspension prevents the completion of course work, the student will receive a “W” grade. Tuition and fees will be refunded as per applicable refund policies outlined in the Financial Information section of this Catalog. Any conditions for readmission will be stated in the order of suspension.
- **Expulsion:** Permanent separation of the student from the University. Tuition and fees will be refunded as per applicable refund policies outlined in the *Financial Information* section of this *Catalog*. The student is barred from being present on-campus and at University-sponsored events.

The following sanctions may be imposed upon groups or organizations:

- Those sanctions listed previously;
- **Deactivation:** Loss of all privileges, including University recognition, for a specified period of time.

More than one of the sanctions listed previously may be imposed for any single violation.

Special Provisions

Attempted Violations

In most circumstances, Ashford University will treat attempts to commit any of the violations listed in the Student Community Standards as if those attempts had been completed.

University as Complainant

As necessary, Ashford University reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim of misconduct.

False Reports

Ashford University will not tolerate intentional false reporting of incidents. It is a violation of the Student Community Standards to make an intentionally false report of any policy violation, and it may also violate state criminal statutes and civil defamation laws.

Group Violations

When members of groups, individuals acting collusively, or members of an organization act in concert in violation of any policy, they may be held accountable as a group, and a hearing may proceed against the group as joint accused students. In any such action, however, determinations will be made with respect to the involvement of each accused individual.

Immunity for Victims

Ashford University encourages the reporting of conduct code violations and crimes by victims. Sometimes, victims are hesitant to report to University officials because they fear that they themselves may be accused of policy violations, such as underage drinking at the time of the incident. It is in the best interests of this community that as many victims as possible choose to report to University officials. To encourage reporting, Ashford University pursues a policy of offering victims of crimes amnesty from policy violations related to the incident.

Good Samaritan

The welfare of students in the University community is of paramount importance. At times, students on and off-campus may need assistance. Ashford University encourages students to offer help and assistance to others in need. Sometimes, students are hesitant to

offer assistance to others, for fear that they may get themselves in trouble (for example, as student who has been drinking underage might hesitate to help take a sexual misconduct victim to Campus Security). Ashford University pursues a policy of immunity for students who offer help to others in need for any minor violations the Good Samaritan was involved in at the time.

Parental Notification

Ashford University reserves the right to notify parents/guardians of dependent students regarding any conduct situation, particularly alcohol and other drug violations. The University may also notify parents/guardians of non-dependent students who are under age 21 of alcohol and/or drug policy violations. Where a student is non-dependent, Ashford University will contact parents/guardians to inform them of situations in which there is a health and/or safety risk. Ashford University also reserves the right to designate which University officials have a need to know about individual conduct complaints pursuant to the Family Educational Rights and Privacy Act (FERPA).

Notification of Outcomes

The outcome of a Student Community Standards hearing is part of the education record of any student personally identified, and is protected from release under FERPA, a federal law. However, Ashford University observes the following legal exceptions:

- Complainants and accused in sexual misconduct and sexual harassment incidents have a right to be informed of the outcome and sanctions of the hearing, in writing, without condition or limitation, and to be kept apprised of the status of investigations;
- The University may release the final results of a disciplinary proceeding in which a student who is an alleged perpetrator of a crime of violence or non-forcible sex offense, is found in violation of the University's Student Community Standards. A crime of violence includes arson, burglary, robbery, criminal homicide (manslaughter by negligence, murder, and non-negligent manslaughter), forcible sex offenses, assault, destruction/damage/vandalism of property and kidnapping/abduction. The University may not disclose the name of any other student, including the victim or witness, without the prior written consent of the other student. The University will also release this information to the complainant in any of these offenses regardless of the outcome;
- In the event that the alleged victim is deceased as a result of the crime or offense, the

notification will be made to next of kin (upon written request).

Remedy of the effect of a sexual offense may include changes to the academic and residential housing of the complainant.

Defenses

It has become common for students accused of policy violations to try to defend their actions with excuses, such as prescription drug interactions, self-defense, alcohol, etc. Defending actions is admitting to a policy violation. While a student's defense will not excuse his or her actions, Ashford University will take the legitimacy of his or her defense into consideration in addressing the proper sanction.

Emergency Administrative Leave

In situations requiring immediate action, and after consultation with concerned individuals (e.g., students, faculty, administrators, other staff members, internship, or student teaching supervisors, etc.), the Conduct Administrator or designee may place the student on an emergency administrative leave. Students placed on Emergency Administrative Leave are removed from all current and future courses.

During Emergency Administrative Leave, the University administration will conduct a timely investigation. Students will remain on an administrative leave no more than 14 days from the student's last date of attendance. Within that 14-day period, the University administration will follow University procedures for administration of the Student Community Standards and render a decision as to any change in status and/or and sanctions to be imposed by the University. Students on Emergency Administrative Leave are not permitted to return to campus or to participate in University classes or events.

Involuntary Leave

Ashford University considers the safety and well-being of its students, faculty, and staff as a top priority. The Involuntary Leave policy is not intended to be a substitute for appropriate disciplinary action when discipline is warranted, but may be used in cases when regular disciplinary proceedings cannot or should not be used, and after attempts to encourage the student to initiate a Voluntary Leave have been exhausted. Involuntary Leave is available to protect the health and safety of the University Community and is not a penalty.

Grounds for Involuntary Leave

A student may be subjected to Involuntary Leave if there is evidence that the student's continued

attendance presents an unreasonable risk of harm to members of the University Community. The leave will endure for a pre-determined period, or until the student no longer poses an unreasonable risk of harm, at which time the leave will end and the student will be reinstated. Grounds for Involuntary Leave include representing a significant threat to the safety and/or health of members of the University Community

Procedure

When the Conduct Administrator or designee receives credible information regarding a student's behavior, statements, or actions that may constitute grounds for Involuntary Leave, the Conduct Administrator or designee will meet with the student to review the reported behavior, actions, and/or statements. If the Conduct Administrator or designee has a reasonable basis to believe that that the student meets the criteria for Involuntary Leave, he or she may take any of the following actions:

- Impose an immediate Emergency Administrative Leave if there is compelling evidence that the student poses high probability of substantial harm to others that cannot be mitigated by appropriate accommodations; and/or
- Require the evaluation of the student by an appropriate professional chosen by the University. The cost of the evaluation shall be paid for by the University. The evaluation shall be completed within 10 business days after the initial meeting with the Conduct Administrator or designee, unless an extension is granted.

Evaluation

In situations where a mandatory evaluation by a professional is expected, the student will be expected to sign written authorization to allow for the exchange of relevant information between the University and the evaluating professional. Failure to cooperate with the evaluation or sign the written authorization may result in a referral to the student conduct process. The professional making the evaluation shall assess the student's ability to safely participate in the University's educational program. The assessment shall inform the Office of Student Affairs' determination of:

- The severity of risk posed by the student to the health and safety of members of the University community;
- The probability that potential harm may occur; and,
- Whether reasonable modification of policies, practices, and procedures will sufficiently mitigate the risk.

If the evaluation results in a determination that the student's continued attendance poses no significant threat to the health and safety of others, the University will take no further action under the Involuntary Leave policy.

If the evaluation results in a determination that the continued attendance of the student presents a significant threat to the health and safety of others, the University may refer the matter to the Student Affairs department and/or will conduct an Involuntary Leave hearing to make an individualized and objective assessment of the student's ability to safely participate in the University's educational program. The assessment will include a determination of the severity of risk posed by the student, the probability that potential harm may occur, and whether reasonable modifications of policies, practices, and procedures will sufficiently mitigate the risk. The student may provide evidence showing he or she should not be placed on Involuntary Leave. If the hearing determines it is more likely than not that there is a direct threat of harm to others based on a high probability of substantial harm, the student will be placed on leave from the University until it can be demonstrated that the student no longer poses a direct threat and has met all appropriate conditions for return.

Appeals of an Involuntary Leave will be handled in accordance with the Ashford University grievance procedures.

During the period of either Emergency Administrative Leave or during a time period of Involuntary Leave after assessment, the student is not permitted to participate in University courses or events, or be present in any University facility or on any campus, except by the express permission of the Conduct Administrator or designee.

Appeal of Involuntary Leave after Evaluation or Emergency Administrative Leave

In situations where a student is involuntarily withdrawn as a result of either an Emergency Administrative Leave or as an action determined appropriate from the results of the assessment, a student shall be informed of his or her right to appeal the University's decision regarding the Involuntary Leave.

The appeal shall be in writing and directed to the VP/ Campus Director (Clinton Campus modality) or the Vice President of Student & Alumni Affairs (online modality) or designee and shall be received within ten (10) business days of the determination of the Involuntary Leave. Upon receipt of the appeal, the VP/ Campus Director (Clinton Campus) or Vice President

of Student & Alumni Affairs (online) or designee shall set a hearing date no later than 15 business days after receipt of the appeal. The hearing shall be an informal proceeding and is not considered adversarial.

At the hearing, the student will be provided with the opportunity to review any evaluations utilized by the University in the determination to invoke the Involuntary Leave policy. The student will also be provided with the opportunity to present relevant information from his or her perspective. The student may be accompanied by a person acting as an advocate who may be a family member or friend or member of the University community. The VP/Campus Director (Clinton Campus) or the Vice President of Student & Alumni Affairs (online) or designee will review all the information presented in the hearing and make a determination of whether to uphold the involuntary leave of the student or consider readmission to the University.

Readmission to the University

A student who is involuntarily withdrawn under the Involuntary Leave policy will have the opportunity to be reinstated according to the time period specified in the decision letter from the Conduct Administrator or designee. The University may impose conditions upon the re-enrollment status as appropriate.

Consequences to Course Grades and Tuition or Other Fee Charges

If the Involuntary Leave policy is invoked, the student will normally receive “W” grades (withdraw grades) in all courses in which he or she is currently enrolled, and will be considered eligible for a tuition credit upon re-enrollment. Regular tuition charges and other applicable fees will be refunded per the tuition refund policies outlined in the *Financial Information* section of this *Catalog*, based on the student’s last date of attendance.

Grade Appeals

Basis for a Grade Appeal

Grades may be appealed based on the student’s perception that any of the following conditions exist:

- An error was made in the calculation of the course grade.
- The instructor was incorrect with respect to an objective fact within the discipline and this error affected the student’s final grade.

Students experiencing extreme temporary hardship during the last 25% of a course should request an incomplete grade through their instructor prior to the course end date. However, there may be extreme

circumstances that prohibit a student from making this request prior to the conclusion of a course. To appeal for an “I” grade after the end date of a course, the student must fax or email the written grade appeal with official documentation of the hardship experienced. An incomplete grade or a grade of “W” may be approved and applied for the following documented reasons that directly impacted the student’s ability to complete the course requirements or program during the last 25% of the course:

- Documented military duty that resulted in an inability to continue in the course or program;
- Documented personal or family* medical emergency;
- Documented act of nature;
- Documented death in the family*; or
- Documented temporary severe economic hardship.

Students who are administratively dropped from a course for not meeting attendance requirements are not eligible to receive an “I” grade. Students who are not able to complete at least 75% of the course prior to requesting an incomplete grade are also ineligible.

Note: Please refer to the *General Academic Information and Policies* section in this *Catalog* for complete details on Ashford University’s *Incomplete Grade* policy.

*Family is defined as including husband, wife, domestic partner, grandparent, grandchild, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law, son-in-law, (step/adoptive) mother, (step/adoptive) father, (step/adoptive) brother, (step/adoptive) sister, and (step/adoptive) child.

Grade Appeal Procedure

1. If the student believes there is an error with the final grade issued in the class, the student should first discuss his or her concerns with the instructor who issued the grade. The student must appeal to the instructor in writing for reconsideration of the grade within seven (7) days of submission of the final grade.
2. If the student and instructor are not able to find resolution to the matter, the student can file a *Grade Appeal* form with the University, within fourteen (14) days of submission of the final grade. Grade appeals for online students will be reviewed by an Administrator in the Academic Resolution Department. Grade appeals submitted by Clinton Campus students will be reviewed by the College Dean or designee of the College in which the course is listed.

- Online students must submit the *Grade Appeal* form and documentation of communication with the instructor electronically to gradeappeals@ashford.edu.
 - Clinton Campus students must submit the *Grade Appeal* form and documentation of communication with the instructor either electronically or in hard copy to the Dean of the College in which the course is taught.
 - Students must be able to clearly identify and document either that:
 1. An error was made in the calculation of the final course grade, or
 2. The instructor was incorrect with respect to an objective fact within the discipline, and this error affected the student's final grade.
 - If the student is unable to demonstrate an instructor error as described above, the final grade will stand and the appeal will be closed without any further review.
3. Once the *Grade Appeal* form and supporting documentation are collected and thoroughly reviewed, and if the student is able to demonstrate a possible error as described previously, an Academic Resolution Administrator will facilitate the communication between the student and instructor and attempt to find resolution for online students, while the College Dean or designee will facilitate the communication for Clinton Campus students.
4. If the student is able to demonstrate a possible error as described previously, and the communication between those involved has not resulted in a resolution, the following steps will occur:
- For online students, the Academic Resolution Administrator will forward the *Grade Appeal* form and supporting documentation to the Executive Dean or designee. The Executive Dean or designee may either make a final determination, or elect to convene a faculty committee to make a final determination of the final grade.
 - For Clinton Campus students, the College Dean or designee may either make a final determination, or elect to convene a faculty committee to make a final determination of the final grade.

Tuition Credit Request Policy and Procedure

A tuition credit may be approved and applied for the following documented reasons that directly impacted a student's ability to continue in their course or program during the timeframe in which the course occurred:

- Documented military deployment that resulted in an inability to continue in the course or program*
- Documented emergency personal or family medical reasons
- Documented act of nature
- Documented death in the immediate family**
- Documented temporary severe economic hardship

Additional documented extenuating circumstances may also be considered. This process is accomplished by requesting a *Tuition Credit Request* form from the student's assigned Advisor.

*Students who experienced military deployment that resulted in an inability to continue in the course or program are also eligible for a tuition credit but should instead complete and submit a *Military Course Drop or Incomplete Request*. Please see *Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008* in the *General Academic Information and Policies* section of this *Catalog* for more information.

**Immediate family is defined as husband, wife, grandchildren, (step/adoptive) mother, (step/adoptive) father, (step/adoptive) brother, (step/adoptive) sister, (step/adoptive) child, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law, son-in-law, or grandparent.

Online Attendance Appeals

Basis for an Attendance Appeal in an Introductory Course

Students may appeal an administrative drop from an undergraduate introductory course, such as EXP 105 or PSY 202, due to unforeseen and extreme extenuating circumstances that directly impact the ability to meet attendance requirements. The appeal may be approved for the following reasons resulting in the inability to meet attendance requirements during the period of absence:

- Military deployment;
- Emergency personal or family reason;
- Work requirement;

- Act of nature; or
- Death in the family.

At the time of appeal, students must have also met the following requirements:

- Students must have attended at least once in the first seven days of the course. Thus, students may only appeal for an excused absence for week two (2) or beyond.
- Students must have a grade equivalency of a "C" or better in points earned for the course in which they are appealing attendance through the weeks prior to the missed attendance week as of the last date of attendance.

Note: Please refer to the *Online Undergraduate and Graduate Programs* sections in this *Catalog* for more details on Ashford University's *Attendance* policies. Please see *Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008* in the *General Academic Information and Policies* section of this *Catalog* for more information.

Attendance Appeal Procedure

- Students must submit their appeal to their Admissions Counselor, University Advisor, or Student Advisor.
- Appeals must include an explanation of the event that occurred which resulted in the inability to meet the attendance requirement and a rationale for the appeal that is documented.
- If an appeal is approved, students will be reinstated in their course.

Appeal

Informal Hearing

To appeal an informal hearing outcome:

- Accused student may petition within three (3) business days of the date of the hearing outcome. Such petitions will be in writing and will be sent to the Conduct Administrator.
- To be granted an appeal, the accused student must state the specific basis of the request for an appeal and indicate why he or she believes the informal hearing and/or outcome was fundamentally unfair.
- Except as required to explain the basis of new information, a review will be limited to review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:

- To consider new information, unavailable during the original hearing, that could be outcome determinative. A summary of this new evidence and its potential impact must be included;
- To assess whether a material deviation from written procedures impacted the fairness of the hearing;
- To decide if a sanction(s) is substantially disproportionate to the severity of the offense and/or the cumulative conduct record of the student;
- To assess whether bias on the part of a conduct committee member deprived the process of impartiality.

The Conduct Administrator or designee will have discretion over granting student appeals for informal hearings.

If a student is granted an appeal from an informal hearing, he or she will be granted a formal hearing with the Student Community Standards Committee. This formal hearing will be conducted in accordance to the Student Community Standards Committee formal hearing procedures as outlined in this *Catalog*.

Student Community Standards Committee Formal Hearing

To appeal a Student Community Standards Committee hearing outcome:

Accused students or complainants may petition within three (3) business days of the date of the hearing outcome. Such petitions will be in writing and will be delivered to the Director of the Conduct Administrator or designee. In Student Community Standards Committee cases that already involve the Director of the Conduct Administrator or designee, petitions will be delivered to the VP/Campus Director (Clinton Campus) or the Vice President of Student & Alumni Affairs (online).

- If the reviewing body described previously determines that one of the five bases for appeal listed subsequently has been met, the reviewing body may either reconsider the original determination and/or sanction(s) or refer the matter back to the Student Community Standards Committee for reconsideration. The reviewing body serves as the final level of review in the conduct matter.
- Except as required to explain the basis of new information, a review will be limited to review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:

- To consider new information, unavailable during the original hearing, that could be outcome determinative. A summary of this new evidence and its potential impact must be included;
- To assess whether a material deviation from written procedures impacted the fairness of the hearing;
- To decide if a sanction(s) is substantially disproportionate to the severity of the offense and/or the cumulative conduct record of the student;
- To assess whether bias on the part of a conduct board member deprived the process of impartiality.

Every opportunity should be taken to return the complaint to the Student Community Standards Committee for reconsideration, where possible. Where only one party to a complaint elects to appeal, all parties will be joined in the appeal process. Where the parties request appeals on different bases, those bases will be consolidated into one final appeal process. On appeal by any party to the complaint, Conduct Administrator or designee or the Student Community Standards Committee (by majority vote) may support or change a decision, increase, decrease, or modify a sanction. An appeal is not a rehearing, though witnesses may be called or parties questioned as necessary. The reviewing body will be deferential to the original decision maker, making changes to the finding only where there is clear error and to the sanction only if a compelling justification to do so exists.

Graduation/Completion Rates

As required by federal law, Ashford University provides the following information regarding its graduation/completion rate. The rate reflects only the graduation/completion status of students who enrolled as first-time, degree-seeking students during the 2007-2008 school year and for whom 150% of the normal time-to-completion has elapsed.

During the fall semester of 2007, 799 first-time, full-time, degree-seeking students entered Ashford University. After six years, (as of September 2, 2013) 21% of these students had graduated from Ashford University. Please contact the Registrar's Office with any questions. Please note that the graduation/completion rate does not include any student who attended a college or university after high school and then enrolled at Ashford University.

Graduation/Completion Rate by Gender	
Male	25%
Female	19%
Graduation/Completion Rate by Race or Ethnic Group	
American Indian or Alaska Native	(1)
Asian	(1)
Black or African-American	13%
Hispanic/Latino	(1)
Native Hawaiian or Other Pacific Islander	N/A
White, non-Hispanic	23%
Two or More Races	(1)
Nonresident alien	(1)
Race/ethnicity unknown	28%

Graduation/Completion Rate by Financial Aid Category	
Pell Grant Recipients	24%
Subsidized FFEL or Direct Loan Recipients (excludes Pell Grant Recipients)	30%
Neither Pell Grant nor Subsidized FFEL or Direct Loan Recipients	(1)

Source: Institutional Research Services, 2014

(1) Denotes 10 or fewer students, which is suppressed to protect the privacy of students.

N/A indicates that no students were in this category.

Alumni Employment Information

Please refer to the Ashford University website (www.ashford.edu/alumnistatistics.htm) for information regarding Ashford University Alumni employment statistics. Alumni Statistics include types of employment obtained by Ashford University graduates and employment rates.

Retention Rate

The retention rate for First-time/Full-time freshmen at Ashford University beginning in Fall 2012 was 36%.

(Source: IPEDS Fall Enrollment Survey 2013 - 2014)

Student Body Diversity

Ashford University provides the following information regarding its student body. This information is based on data reported in the 2013-2014 IPEDS Fall Enrollment Survey.

Gender	Percentage
Male	28%
Female	72%
Race	Percentage
American Indian or Alaska Native	1%
Asian	1%
Black or African American	36%
Hispanic/Latino	9%
Native Hawaiian or Other Pacific Islander	1%
White, non-Hispanic	47%
Two or more races	3%
Nonresident alien	0%
Race and ethnicity unknown	2%
Pell Grants	Percentage
Students who received Pell Grants	59%

(Source: Institutional Research Services, 2014)

SECTION THREE



STUDENT SERVICES, HEALTH, AND SAFETY



Student Services

Ashford University has a commitment to the educational goals of a regional, national, and international student population. This mission, shared by the entire University community, is that students live and learn in an environment that fosters a supportive and caring community. The Office of Student Affairs makes every attempt to meet the needs of the University's globally diverse students through various programs designed to enhance the experience of all students.

The University provides a wide range of student-centered services. Many are part of the Office of Student Affairs, while others are provided elsewhere throughout the University. Services provided are subsequently detailed.

Website

Ashford University's website, www.ashford.edu, provides students with up-to-date information about academic offerings and student events.

Student Affairs Resources

The Office of Student Affairs develops, implements, and continually evaluates the University's living and learning programs and services offered to University students. These programs and services are actively integrated throughout the University and encompass values that enhance and enrich the moral, intellectual, spiritual, and psychological growth of the whole student. The office includes the Associate Director of Student Affairs, Career Development and Activities, Student Affairs Activities, Residence Life, Disability Support Services, Alumni, Clinton Campus Public Safety, University Retention Services, Career Lab, Student Center, Clare's Corner, Orientation, and Health Service Referrals.

The Student Affairs Office works in collaboration with Clinton Campus Public Safety to coordinate student ID/Access Cards. In addition, the Student Affairs Office also coordinates the health information forms.

Students are encouraged to contact the Student Affairs Office with any questions or concerns.

Career Services

Career Services provides personal coaching services and self-directed resources for active, degree-seeking students and alumni. Some of the services offered are career exploration, resume and cover letter guidance, interview preparation, job search assistance, access to job postings and internships, and career self-assessments. More information can be found on

Ashford University's website at www.ashford.edu/student_services/careerservices.htm.

Through skills and personality assessments, individuals may explore their interests, abilities, values, and career options and goals. Annually, the Clinton Campus hosts various events to provide assistance with job searching, interview experience, job shadows, and the opportunity to explore the current job market. Services are also provided via career services workshops on a variety of career-related topics and networking opportunities.

Alumni Services

As a graduate of Ashford University, alumni will receive a complimentary membership in the Ashford University Alumni Association (AUAA). This membership in the AUAA entitles alumni to valuable benefits including: career and professional development webinars, continued access to career services, discounts on select products and services, access to online social communities such as Facebook and LinkedIn, and subscription to Ashford Connections, the official Ashford alumni magazine.

Alumni Services local alumni nights in and around the Clinton community, regional networking events around the United States, and various online events.

Limitations Regarding Career and Alumni Services

Ashford University does not guarantee employment to any applicant as a result of his or her application, acceptance, attendance or graduation in any program. Ashford University does not verify the content of job postings that are presented on the career services webpage of the University website, and therefore makes no representations or guarantees about the accuracy of positions or contact information listed on the University website. Ashford University is not responsible for consequences that may follow from application to jobs listed on the University website. The inclusion of an employer's job posting on this site shall not be construed as an endorsement of the employer (or of any religious or political point of view promoted by the employer) by Ashford University or any of its affiliates, and does not constitute a guarantee that a job is available with a given employer.

It is the responsibility of the student or alumnus to perform his or her own careful background research when selecting a position, evaluating an employer, interviewing for, or accepting any position. It is the sole responsibility of the student or alumnus to obtain or confirm any necessary information concerning an employer. Ashford University is in no way responsible

for the safety, wages, working conditions, or other aspects of employment.

Ashford University's website also contains links to other websites as a convenience for its users and is not responsible for the contents of any linked site. Anyone who discovers misuse or abuse of our website is encouraged to report the matter to the Office of Career Services, either in person or via CareerServices@ashford.edu.

The Office of Career Services abides by the principles of professional conduct set forth by the National Association of Colleges and Employers (NACE).

The Office of Career Services is committed to partnering with employment professionals that comply with the Equal Employment Opportunity (EEO) laws in all recruiting activities.

The University's programs and services are designed to prepare students and graduates to pursue employment in their field of study or related field; however, the University does not guarantee that students or graduates will be placed in any particular position or employment. Any statistics referenced on the University website and attributed to a source other than Ashford University have not been independently verified by Ashford University.

Employment Services

Ashford University does not guarantee employment to any applicant as a condition of their application, acceptance, or attendance in any program. Ashford University does not promote employment services or make student referrals to prospective employers based on direct contact with the employer regarding current job openings to any student attending Ashford University online programs.

Academic Advisement (Online Modality)

Ashford University has supportive faculty and staff members in the online modality who work with each student to help support the student's success at the University. Advising is managed by a staff Student Advisor and based on academic policies set by faculty and operational procedures that uphold consistency and service to students.

A Student Advisor is assigned to each degree-seeking student upon enrollment. This approach provides students with an available point of contact for academic and administrative direction. The advisor assists the student in course scheduling/registration, developing a degree-completion plan, and clarifying University policies and procedures.

Registrar's Office

The Ashford University Registrar's Office works closely with members of the admission, academic, and student services departments to facilitate inclusive student recruitment and retention efforts in compliance with regulatory requirements. This office collects, records, maintains and reports all student records within FERPA guidelines, e.g., grades, registration information, transcripts, and student academic progress. The Registrar's Office determines student admissibility by reviewing student's admission application as well as requesting and evaluating all student transcripts to determine applicability to programs. Program change requests, name changes, official and unofficial transcript requests and graduation functions are all handled by the Registrar's Office. Students in need of these services should contact the Registrar's Office for more information.

Students who attempt coursework access their final grade information on their Ashford University Student Portal.

Student Portal

Ashford University students use the Student Portal as a self-service resource center. The Student Portal provides one location for students to access and print versions of their schedule, degree progress report, and ledger card; access additional learning resources; receive important information regarding the University; and connect with their advisors. Online students also use the Student Portal to access the online classroom. Additionally, the Student Portal allows students to do the following:

- Make payments online;
- Use a GPA calculator;
- Download copies of their unofficial transcripts;
- View their financial aid award information;
- Generate financial receipts; and
- Receive important alerts and news regarding the University.

Student Organizations

The University offers many opportunities for students to become involved in clubs and organizations on campus. Clinton Campus organizations include, but are not limited to, service organizations, religious groups, special interest groups, special event planning committees, support groups, honor societies, and recreation clubs. Anyone interested in forming a club or organization on campus should contact the Student Affairs Activities Office for more information. For a full

list of campus organizations, please refer to www.ashford.edu/student_services/organizations.htm.

Online student organizations are also available. For a full list of online student organizations, please see www.ashford.edu/student_services/online-organizations.htm. Information about getting involved in an online student organization or creating a recognized student organization can be obtained by emailing studentorgs@ashford.edu.

Residence Life

The Residence Life Program seeks to create a living and learning environment in which students, faculty, and staff benefit from the scholarly exchange of insights, ideas, and experiences. To this end, the University adheres to a residence requirement to provide adequate time for such an exchange and for the student's development both inside and outside the classroom. See *Residence Life Guidebook* for more information regarding Residence Life policies.

The residence halls are an integral part of the total education program for students. Therefore, to develop a student-centered, group-living experience that encourages self-responsibility for decisions, behaviors, and a sense of community among all residents, students need to comply with all policies and regulations. Each resident, as a member of the overall residence hall community, is required to attend all hall and floor meetings.

The philosophy of the Residence Life Program is designed to complement and enhance the educational mission of the University. This philosophy is based on self-governance within a matrix that includes the Student Affairs staff, the Student Community Standards, the Residence Life staff, and the Hall Council. Within this structure, the Clinton Campus Associate Directors of Student Affairs and Hall Coordinators foster self-governance by working closely with the residents and student staff as educators, mediators, and advisors. The Associate Director of Student Affairs oversees the Resident Directors, Hall Coordinators, and Resident Assistants, as well as the development and implementation of residential policies in conjunction with the Director of Clinton Campus Student Affairs and Admissions.

The overall Residence Life Program is committed to:

- Providing a support system of professional staff and paraprofessional student staff who work to promote respect for individual differences, while encouraging residents to meet academic goals and the many social and emotional needs of a positive University residence hall community;

- Placing an emphasis on living and learning as a community, while teaching residents how to take responsibility for their own actions and resolving their own problems;
- Providing opportunities for residents to experience a balance of educational, recreational, cultural, and social programs within the halls; and
- Encouraging residents to govern themselves, within their living and learning environments, by providing guidelines and regulations.

The University residence halls are available by granted access to all members of the Clinton Campus community. The halls provide lounges, reception, and living accommodations for all residential students. Durham Hall, Regis Hall, and The BW serve the residential needs of the University. All rooms are equipped with beds, storage space, desks, and chairs. Each room is Internet and cable ready. Indoor and outdoor recreational facilities, designed to enhance the living and learning environment, are centrally located and open to all residents of the Clinton Campus community (e.g., sand volleyball, basketball, etc.).

Students are strongly encouraged to play an active role in all aspects of the hall's functioning. Hall Council fosters community within and between each hall through a governing structure that includes student staff members, residents of each hall, and the Clinton Campus Associate Directors of Student Affairs. Hall Council is an organization that serves as the representative body for resident students and provides many excellent opportunities for students to become involved. A liaison between the Residence Life Office and the residents, Hall Council provides the residence hall community with educational, social, cultural, and programming opportunities.

Student Center

The Student Center is located in St. Francis Hall, and is designed for meetings, social events, and an opportunity to gather, socialize, and relax. The Student Center features a television lounge with an unattached activities area. The space is available for both commuter and residential students. Clare's Corner provides a snack bar environment for all students and it serves as an alternative dining option for residential students. Vending machines and a microwave are also available for student use. Students who use the lounge are asked to respect the rights of others by keeping the area neat and clean.

Departments, organizations, or individuals wishing to schedule an activity, event, or information table within the Student Center must contact the Student Affairs Office for reservation information.

Durgin Educational Center

The Durgin Educational Center includes the University gymnasium (Kehl Arena) and the Golinvaux Fitness Center and provides facilities and equipment for recreational and physical education activities, both organized and informal.

The University gymnasium is open for student use, dependent on scheduling; physical education classes, intercollegiate athletics, and intramural athletics shall have first priority for use. Special events occasionally require the temporary closing of specific areas. Students should check the area bulletin boards or ask at the athletics offices regarding any closings.

The Golinvaux Fitness Center offers state-of-the-art facilities for full body workout and exercise including free weights, plyometric boxes, aerodyne bicycles, elliptical machines, and treadmills. Hours will be posted. The Fitness Center is closed during all University athletic home events at Kehl Arena. Students should check the Fitness Center bulletin board for event schedules and facility closings.

The Fitness Center is open only to the following individuals: registered Ashford University students, alumni of the University who have an earned degree, and faculty/staff of the University and their families. Upon request, a valid Ashford University student ID/ Access Card must be presented for admission to the Fitness Center and to all other areas of the Durgin Educational Center. (Family members under the age of 16 must be accompanied by an adult.) All users of the Fitness Center are required to sign in upon arrival.

Note: Use of Durgin Educational Center is allowed only during posted hours, with the exception of sports teams supervised by coaching staff.

Food Service

The food service at the University is operated by AmeriServe, Inc. AmeriServe operates three dining options for the University, the main dining hall, BW dining hall, and Clare's Corner.

Main and BW Dining Halls

Payment for a meal is required for admission to the Dining Hall. Meals are served primarily in the Dining Hall (lower level of St. Clare Hall) and the BW Dining Hall (in the BW Residence Hall) during the following times:

Monday - Friday:

Breakfast: 7:00 a.m. - 9:00 a.m.

Continental Breakfast: 9:00 a.m. - 9:30 a.m.

Lunch: 11:00 a.m. - 1:30 p.m.

Dinner: 4:45 p.m. - 6:30 p.m. (Monday - Thursday)

Dinner: 4:45 p.m. - 6:00 p.m. (Friday)

Saturday - Sunday:

Brunch: 11:30 a.m. - 12:30 p.m.

Dinner: 4:45 p.m. - 6:00 p.m.

Note: Dining hours and services are subject to change and may not be available during scheduled holidays and breaks.

The University board program provides three meals per weekday, Monday–Friday, and brunch and dinner on the weekend. All resident students must participate in the University’s board program plan. Each meal, whether it is breakfast, lunch, brunch, or dinner, is deducted from the total number of meals. Unused meals are not carried over and are nonrefundable and nontransferable.

No food or tableware can be taken from the main Dining Hall. Requests for meals for resident students who are ill or who have university-related conflicts must be made through the Food Service Director.

Special Diets: If a resident has any special dietary needs, food service will attempt to tailor a program to those needs. Please inform the Food Service Director in writing. Vegetarian and low-fat items are always offered on the daily menu.

Nonresident/commuter students wishing to eat in the main Dining Hall may purchase a meal plan or pay for each meal at the door before entering. Contact the Campus Public Safety Office for more information.

A valid Ashford University student ID/Access Card must be presented by resident students for admission to the Dining Hall. Lost or stolen IDs should be reported to the Student Affairs Office immediately. Replacement cards may be obtained for a fee.

Clare’s Corner

Clare’s Corner offers a snack bar environment for all students and it serves as an alternative dining option for residential students. Residential students may use their student ID/Access Card in Clare’s Corner under their meal plan offered by the University. Commuter students may either purchase food items or utilize the vending machines. A microwave is also available for student use.

Clare’s Corner operates during the following times:

Monday - Thursday: 10:00 a.m. to 8:00 p.m.

Friday: 10:00 a.m. to 3:00 p.m.

Note: Services are subject to change and may not be available during scheduled holidays and breaks.

Online Bookstore

Students in the online modality can order books, memorabilia, and supplies through the online bookstore. Students can access the online bookstore through Student Portal or through the Ashford University website at www.ashford.edu.

Clinton Campus University Bookstore

School supplies, University memorabilia (including insignia clothing and souvenirs), and limited personal supplies are available at the University Bookstore.

Textbooks for the Clinton Campus courses may be obtained utilizing the MBS Direct site provided to campus students. Ashford University has partnered with MBS Direct as the official textbook supplier for Iowa campus students.

Clinton Campus Bookstore Refund Policy

Textbooks purchased from MBS Direct at the beginning of each semester may be returned for a full refund, subject to the following conditions:

- Students have until the last day of the drop/add deadline to return texts for classes they have officially dropped. Refunds will be issued from MBS Direct in the same manner the original payment was made (cash, check, credit card or charge to student ledger card).
- New books must be free of all markings and in original wrap (if originally wrapped).
- Defective books will be replaced as an even exchange.

Clinton Campus Book Buyback Policy

During the last two days of final exams at the end of each semester, the Bookstore will hold a textbook buyback opportunity. Students should bring all textbooks to the buyback unless the books will be kept for future reference. Textbooks will be purchased if:

- the book will be used during the following academic year by Ashford and MBS Direct does not have sufficient texts in stock for the anticipated class enrollment; or
- the textbook supplier conducting the buyback has other customers requesting the textbook.

The Bookstore reserves the right to refuse to buy back any book not in resale condition.

Workbooks, lab manuals, mass market paperbacks, and study guides will not be bought back by the Bookstore.

The Bookstore does not guarantee that any textbooks will be bought for any specific price. Price paid for

texts are determined by the textbook supplier based on market conditions. Payment is made in cash at the time the texts are accepted for buyback. New editions and the selection of textbooks for student use are beyond the control of the University Bookstore management.

Student Activities

Students attending the University on the Clinton Campus can choose from a variety of activities to participate in as part of their University experience. Some of these activities are subsequently detailed.

Student Affairs Activities Office

The Student Affairs Activities Office provides support, resources and advice to assist students in planning programs and developing organization and leadership skills. The Office works closely with the Clinton Campus Associate Director of Student Affairs, the Student Government Association, and student organizations in the programming of student activities.

The Student Affairs Activities Office is also responsible for coordinating many of the University's "learning and living" co-curricular activities and events, both on and off the Clinton Campus. The philosophy of the office centers on a holistic approach to education, one in which high standards and expectations are placed upon students toward the development of mind, body, and soul. The Office's key principle is that of community involvement: a concept through which students, faculty, and staff actively participate in the mission of the University, shaping its image and making the student's University experience even more meaningful and successful for all members of the community.

Student Affairs Activities Office events include Welcome Week and Homecoming. The Office also coordinates events such as movie nights, bowling, comedians, and other such entertainment. Additionally, the Student Affairs Activities Office provides support services and resources to all students and student clubs in the area of leadership development. The Office works directly with the Student Government Association, student organizations, and other clubs in coordinating activities and events.

Recreational Program

The recreational program is intended to allow all current students, faculty, staff, and their spouses to become involved in recreational activities regardless of skill level or past experience, in order to develop a lifetime interest in recreational activities and to maintain a healthy lifestyle. The recreational program is student run and is coordinated by the Student Affairs

Office. In addition to participating, students serve as event supervisors, league commissioners, officials, floor athletic directors, and team captains. For more information, contact the Student Affairs Activities Office.

Student Government Association

The Ashford University Student Government Association provides a means of expression for the student body and an opportunity for students to participate in and share the responsibility for student life. All Clinton Campus students automatically become members of the Student Government Association with their payment of the University activity fee. The nonrefundable activity fees comprise the budget of the University Student Government Association. The activity fees subsidize the cost of events sponsored by the Student Government Association.

The Student Government Association is the representative body of the students and directs student elections, social and cultural activities, and special events. Any department, group, or individual who wishes to sponsor an entertainment or social activity for students is asked to coordinate the event with the Student Government Association. For more information, contact the Student Government Association President.

The Student Government Association consists of the following:

- Executive Officers, who are elected in the spring of the previous academic year. The Student Government Association, with guidance from the Clinton Campus Associate Director of Student Affairs, shall decide the number and specific titles of these positions.
- Senators representing a cross-section of the student body.
- One representative from each recognized club/organization.

Student Government Association Mission Statement

We are dedicated to representing the student body with integrity, by the following standards:

- We are dedicated to a commitment to our vision while creating partnerships with a sense of personhood.
- We are dedicated to knowing the strengths and weaknesses of ourselves and applying them while keeping the diversity of the students in mind.
- We are dedicated to being academically and socially sound role models.

- We are dedicated to an awareness of diversity and take pride and embrace our differences.
- We are dedicated to the intellectual and emotional growth of ourselves and the student body we represent.

Clinton Campus Publications

The Clarion: The University publishes a student newspaper called *The Clarion*. This publication offers interested students the opportunity to participate in various aspects of newspaper production including reporting, writing, editing, layout, photography, advertising, and management. All students are invited to apply for a position on the newspaper staff. Students enrolled in the News Writing course may earn limited academic credit for serving on the newspaper staff.

Athletics

Intercollegiate Athletics

Athletic activities at the University include men's and women's basketball, bowling, cross country, soccer, indoor and outdoor track and field, golf and tennis; men's baseball; and women's softball and volleyball. The University is a member of the National Association of Intercollegiate Athletics (NAIA) and has conference affiliation in the Association of Independent Institutions. To participate in intercollegiate sports, a student must be enrolled in a minimum of 12 institutional credit hours, attain the prescribed grade point average, and have accumulated a specified number of credit hours. Details regarding athletic eligibility may be found in the *Student Athlete Handbook* or by contacting the Athletics Office.

Additional Clinton Campus Student Information

Signs and Posters

The posting of signs and posters for clubs, organizations, and activities on and off campus; community events; or publicity information must be approved through the Student Affairs Office. All items must be stamped and initialed prior to posting. The Student Affairs Office reserves the right to remove any item(s) posted improperly. Requirements for the posting of signs and posters are subsequently shown.

- Signs and posters may be displayed on designated bulletin boards, cork strips, or non-painted surfaces only. Posting is prohibited on campus buildings, trees, cars, sign posts, windows, glass doors, and painted surfaces without special permission from the Student Affairs Office.

- Please use masking tape (not transparent tape), tacks, or appropriate hardware to display signs and posters. All signs and posters should be removed within 24 hours after the event advertised.
- Items posted should be legible and attractive. The club, organization, or event moderator should check signs/posters made by students for grammar, spelling, and appropriateness of content.
- The posting of notices and/or advertisements that include the sponsorship, distribution, consumption or sale of alcohol at an event/function, whether held on or off campus, is strictly prohibited. The distribution of such notices and/or advertisements into campus mailboxes is prohibited.

Note: Prior to posting, employment notices, job openings, and other career-related items must be approved by the Campus Associate Director of Career Services or the Student Affairs Office.

Lost and Found Articles

The Student Affairs Office works with Campus Public Safety regarding lost and found items. The lost and found service is located at the Information Desk, second floor, St. Clare Hall. Students should check with the Information Desk for missing items or to turn in items found on campus.

The University does not accept responsibility for the loss of students' possessions and advises students to secure their items properly. Any suspected thefts should be reported immediately to the Campus Public Safety Office so that a description of the missing property can be circulated.

Publicity and Photo Release

All media releases of information originating from the University should be channeled through the Communications Office. Media inquiries directed toward students, faculty, and staff at the University are to be directed to the Communications Office, and administrators, faculty, staff, or students who are contacted directly by the media should refer the media to the Communications Office. Comments should not be given to the media until the Communications Office has been contacted.

All students authorize the University to record and use their names, images, likenesses and voices in all media, for instructional or promotional purposes, unless a written request to withhold directory information is on file in the Registrar's Office.

Students, faculty, and staff are encouraged to inform

the Communications Office about newsworthy events and developments regarding class and campus events of interest. Students should also contact their advisers regarding newsworthy information.

General Main Campus Information

Ashford University's San Diego Campus is located at 8620 Spectrum Center Blvd, San Diego, CA 92123. There is one 11-story building consisting of approximately 273,764 square feet. The building is leased through February, 2020 to support the administrative functions of Student Services, Financial Aid and Services, Academics, Admissions, Student Affairs, Planning and Effectiveness, Faculty, and Executive/Senior Management.

General Clinton Campus Information

General Hours of Clinton Campus Facilities

General campus office hours are 8:00 a.m. until 4:30 p.m. Monday through Friday. Hours of operation for each department and facility will be updated and posted on campus throughout the academic year. No one will be allowed to use a campus facility after the posted hours end.

Physical Clinton Campus Facilities

Ashford University's Clinton Campus is located in Clinton, Iowa, at 400 N. Bluff Blvd, Clinton, IA, 52732. There are seven major buildings on the 16-acre Bluff Campus: Durgin Educational Center, St. Clare Hall, Library, Durham Hall, St. Francis Hall, Ladd Science Building and Regis Hall. Durgin Educational Center is a multipurpose center designed to meet the academic, athletic, recreational and social needs of students. St. Clare Hall, the administration building, contains administrative offices, classrooms, faculty offices, the Dining Hall and conference rooms. The Library is the center for books, periodicals, audio-visual materials and research services and houses the Flavian Achievement Center. St. Francis Hall houses the Student Center, Admissions Office, Student Affairs Office, Bookstore and St. Francis gymnasium. The Ladd Science Building includes classrooms, faculty offices and laboratories. Durham Hall and Regis Hall are two of Ashford's three residence halls. "The BW," located at 2300 Lincoln Way, Clinton, IA 52732, is Ashford's third residence hall. For a campus map and additional information about the physical campus facilities, please visit the Ashford website at www.ashford.edu.

Located on the 128-acre site of the former Clinton Country Club, Ashford's South Campus includes an artificial-turf soccer field and outdoor track for both the men's and women's programs. The Athletic Complex

is located at 1650 South 14th Street, Clinton IA 52732. The Ashford University Community Tennis Center is the home of the Saints' men's and women's tennis programs.

Campus ID/Access Cards

Each Clinton Campus student receives a campus Student ID/Access Card. Access Cards are generally obtained through the Clinton Campus Public Safety Office at the beginning of each semester. The campus Access Card is required for electronic building access after normal business hours; check out of Library materials; use of Transportation Shuttle Buses; admission to University social, cultural, and athletic events; access to the University Fitness Center; and access to the Dining Hall for those students on a board plan.

An Access Card is nontransferable. Suspension of activity privileges and access to the Dining Hall and Fitness Center may be imposed if an Access Card is used by anyone other than the person to whom it was issued.

Replacement Access Cards may be obtained through the Clinton Campus Public Safety Office; a \$40.00 fee will be charged for replacement cards. A student who withdraws from the University must return his or her campus Access Card to the Clinton Campus Public Safety Office.

Student Mailboxes

All resident students are assigned a campus mailbox. This mailbox may remain the same for the duration of the time a student is enrolled at the University. Faculty, staff, administration, and students may use these mailboxes to communicate with individual students. All students are responsible for checking their mailboxes frequently. A fee is charged if a key needs to be replaced. Vandalism of student mailboxes will be considered a criminal trespass. U.S. Postal delivery service is provided to resident students within their regular student mailboxes. Please contact the Business Office with any problems or questions.

Locker Sign-Up

Lockers are available for any student; a locker sign-up sheet is kept in the Student Affairs Office. A student may select any empty locker for his or her use and must indicate the locker number chosen on the sign-up sheet. Lockers in use without proper sign-up may be subject to lock removal. The student who selects a particular locker is responsible for making sure that locker is cleaned out. Anything left in lockers at the end of an academic term may become the property of Ashford University.

Health Information

Drug Free Schools and Communities Act Program

Students may obtain information on the illegal possession, use, or distribution of alcohol and illicit drugs, as well as the University's standards of conduct, associated health risks, drug or alcohol counseling and treatment programs, University disciplinary actions, and federal, state, and local sanctions for violations of law by viewing the Drug Free Schools and Communities Act Program Report, located on the Ashford University website at www.ashford.edu/DFSCA.

Counseling, Treatment, and Rehabilitation Programs

The following national toll-free telephone numbers are provided to assist any member of the University who may require assistance in dealing with a drug or alcohol problem.

- American Council on Alcoholism (800) 527-5344: Addresses alcoholism as a treatable disease through public education, information, intervention, and referral;
- Al-Anon (888) 425-2666: Helps families and friends of alcoholics recover from the effects of living with the problem drinking of a relative or friend; and
- The Substance Abuse and Mental Health Services Administration (SAMHSA) Treatment Referral Helpline (800) 662-HELP/(800) 662-4357/(800) 487-4889 (TDD): Provides information, support, treatment options, and referrals to local rehab centers for any drug or alcohol problem.

Help Lines/Hotlines

24 Hour National Suicide Prevention Lifeline/
Veterans Crisis Line (800) 273-TALK (8255)
TTY Line: (800) 799-4889

24 Hour National Domestic
Violence Hotline (800) 799-SAFE (7233)
TDD Line: (800) 787-3224

American Social Health Association:
STI Resource Center (800) 227-8922

CDC National AIDS Hotline/
National STD Hotline (800) CDC-INFO
(232-4636)

National AIDS Hotline for the Hearing Impaired
TDD Line: (888) 232-6348

24 Hour National Alcohol & Substance
Abuse Information Center (800) 784-6776

Gay and Lesbian National Hotline (888) THE-GLNH
(843-4564)

The Youth Law Hotline (IA) (800) 728-1172

Poison Control Center (800) 222-1222

National Child Abuse Hotline (800) 4-A-CHILD
(422-4453)

Emergency (police, fire, and rescue) 911

Other Important Telephone Numbers

Director of Clinton Campus Security
& Safety/University Security (563) 242-4023 ext. 7960

Clinton Campus Help Services Numbers and Hotlines:

**Clinton YWCA Domestic Violence/
Sexual Assault Resource Center**
317 7th Avenue South, Clinton, IA 52732

Website: www.ywcaclinton.org

Clinton County Office (563) 242-2118

Jackson County Office (563) 652-4162

Transitional Housing Program (563) 242-2118

Fax: (563) 244-8341

Alcoholics Anonymous/Narcotics Anonymous
250 20th Avenue North, Clinton, IA 52732

Website: www.aaquadcities.com

Phone (563) 242-8136

Center for Alcohol and Drug Services
4869 Forest Grove Road, Bettendorf, IA 52722

Website: www.cads-ia.com

Phone (563) 332-8974

**Center for Alcohol and Drug Services - Intake
Outpatient Administration**
1523 South Fairmount Street, Davenport, IA 52808

Website: www.cads-ia.com

Phone (563) 322-2667

Center for Alcohol and Drug Services - Country Oaks
12160 Utah Avenue, Davenport, IA 52804

Website: www.cads-ia.com

Phone (563) 326-1150

Bridgeview Community Mental Health Center

638 South Bluff, 2nd Floor Bluff Bldg, Clinton, IA 52732

Website: www.bridgeviewcmhc.com

Phone (563) 243-5633

Sexual Assault/Battered Women

(24-Hour Hotline) (563) 243-7867

Women's Health Services

2635 Lincoln Way Clinton, IA 52732

Website: www.womenshealthservices.org/

Phone (563) 243-1413

**Iowa Suicide Prevention Hotline/
Foundation 2 Crisis Center**

1714 Johnson Avenue N.W. Cedar Rapids, IA 52405

Website: www.foundation2.org

Phone (800) 332-4224/(319) 362-2174

Quad Citizens Affirming Diversity (QCAD)

1608 2nd Ave. Rock Island, IL 61201

Phone (309) 786-2580

**Family Resources Inc., Wittenmyer Youth Center/
Leslie East**

2800 Eastern Avenue, Davenport, IA 52803

Website: www.famres.org

Phone (563) 326-6431

**Genesis Multiple Addictions Recovery Center
(MARC)**

West Central Park at Marquette, Davenport, IA 52804

Website: www.genesishealth.com

Phone (563) 421-1000

New Life Outpatient Center Inc.,Paul Revere Square, Suite 2000 North, 2322 East
Kimberly Road, Davenport, IA 52807Website: www.newlifeopc.com

Phone (563) 355-0055

For Non-emergency Help:Student Affairs Office
(Mon-Fri 8:00 a.m.-4:30 p.m.) (563) 242-4023 ext. 7794**After office hours, please call:**

Clinton Police Department (563) 243-1458

Director of Campus
Security & Safety (563) 242-4023 ext. 7960**Smoking Policy**

The University complies with the Iowa Smoke-free Air Act. Smoking is prohibited on the University's Clinton

Campus. All smokers should be respectful of their fellow University members by disposing of their waste in the proper container.

Health and Wellness RequirementsAll students attending on-campus classes are required to complete an *Emergency Contact* form and return it to the Student Affairs Office prior to their first day of classes. Students are responsible for notifying the Student Affairs Office if there are any changes to the *Emergency Contact* form thereafter.All new on-campus resident students are required to have an updated *Student Immunization Record* form on file with the Student Affairs Office prior to moving into the Residence Halls. Students participating in intercollegiate athletics are required to have a physical examination each academic year. This physical must be completed before the student begins athletic practice. All information provided is confidential and kept on file in case of a campus emergency.**Health Insurance Requirements**

It is recommended that all resident students maintain full health insurance that includes coverage for major medical events and hospitalization and to know the details of their coverage and policy numbers. Students are responsible for their own health and accident insurance. Students participating in intercollegiate athletics, as well as active physical education classes, are required to have full health and accident coverage through either a family or individual policy. Resident international students must purchase health insurance that provides coverage in the United States.

The University provides referrals to insurance plans, through a third-party vendor, for on-campus students. Details concerning insurance plans are available in the Office of Student Access and Wellness. Students must sign up for coverage to be eligible. **Exclusions and limitations apply.** The University will not be held responsible for medical bills that are incurred by students. It is the student's responsibility to maintain adequate medical insurance coverage.**Campus Accessibility for
Students with Disabilities****Use of Mobility Devices**

Ashford University will maintain facilities accessible to persons with disabilities in compliance with the Americans with Disabilities Act, as amended. Individuals with disabilities who utilize power driven mobility devices, (e.g., any mobility device powered by batteries, fuel, or other engines--whether or not designed primarily for use by individuals with mobility disabilities--that is used by individuals with mobility

disabilities for the purpose of locomotion, including golf cars, electronic personal assistance mobility devices [EPAMDs], such as the Segway® PT) may do so within University facilities only when operation of such mobility devices does not pose a substantial risk of harm to students, faculty, staff, or visitors to the campus. Use of power driven mobility devices for the purpose of ambulation between University facilities is permitted. Storage of power driven mobility devices within University facilities should not impede path of travel for pedestrian traffic areas. Responsibility for the securing of power driven mobility devices resides with the user. The University does not accept responsibility for damage, loss, or theft of property stored on its premises.

Use of Service Animals

Service animals, performing a specific task for an individual with a documented disability, are welcome in all University facilities and in all activities of the University. If it is not readily apparent that an animal is a service animal, or the service animal does not have visually identifiable apparel, apparatus, or other evidence that the animal is a service animal, faculty and staff may ask to confirm that the animal is a service animal.

A service animal, as defined by the Americans with Disabilities Act (ADA), is a guide dog, signal dog, or other animal (generally a dog) individually trained to do work or perform tasks in support of a person with a disability. An animal whose sole function is emotional support does not qualify under this definition.

Students and visitors to the University are responsible for the care and supervision of the service animal while on University premises or while engaged in University activities. Care includes, but is not limited to, feeding, toileting and hygiene.

Health and Wellness Referrals

University life presents many new challenges and situations that individuals may not have experienced previously. While many of these experiences may be welcomed, they may also overwhelm and/or leave one feeling confused, discouraged, and anxious.

The Office of Student Access and Wellness provides assistance utilizing short term counseling, as well as a wellness approach for the student population and hosts many special events/workshops on health or wellness related areas. The Office will also provide information on human services in the local area and provide assistance with study habits, time management, stress management, communication, problem solving, transition to college, and many other college success topics. The Office will also make referral

to short term counseling provided by the Student Assistance Program for students in need of emotional support or guidance.

Student Assistance Program

The Student Assistance Program is a service available to Clinton Campus students at no charge and provides confidential counseling via telephone 24 hours per day, 7 days a week, or in person during regular business hours. The program counselor at the Student Assistance Program may refer a student for limited visits with an area network mental health provider or assist the student with locating resources within the community. The program can assist with issues such as budget and debt assistance, new parent transition, relationships, depression, anxiety, substance abuse, and any other relevant concerns. Additional information about the Student Assistance Program can be located in the Student Affairs Office.

Medical Care

The City of Clinton has several medical clinics including the following:

- Medical Associates, 915 13th Ave. North (at the corner of 13th Ave. North and Springdale Drive), (563) 243-2511; and,
- Mercy Medical Center (hospital), located at 1410 North 4th Street, (563) 244-5555.

Health Alerts, Communicable Disease Control, and Needle Safety Procedures

The University recognizes its responsibility to exercise reasonable care in protecting students, faculty, staff, administrators, and visitors from health dangers while on the campus. In April 2004, a bill was passed by the State of Iowa relating to distribution and collection of data regarding Meningococcal Disease vaccination. Colleges and universities are now mandated to inform all students who are enrolled in an institution of higher education that has an on-campus dormitory or residence hall of the Meningococcal Disease vaccination, the annual Anonymous Data Collection for the Iowa Department of Public Health, and the location where students can find out more information about Meningococcal Disease (American College Health Association website, www.acha.org). Questions should be directed to a health care provider.

The Centers for Disease Control and Prevention and the United States Public Health Service report procedures and recommendations for dealing with communicable diseases. The University uses such guidelines in determining reasonable care on a case-by-case basis. Students who know or suspect they

may have a communicable disease should contact the Associate Director of Student Affairs so that reasonable care and protection can be assured to them and to others.

Resident and on-campus commuter students taking medication routinely administered by injection, such as insulin, must contact the Office of Student Affairs for access to and proper disposal and replacement of a sharp disposal container for used needles and syringes. This container is a requirement of the Occupational Safety and Health Administration (OSHA). Needles and syringes must never be disposed of in regular waste receptacles. Needles and syringes must only be disposed of in proper disposal containers.

Medical Emergencies

In the case of a medical emergency, call 911 immediately. Then promptly report the emergency to the Clinton Campus Public Safety Office at (563) 242-2752 or to a Residence Life staff member.

Safety Information

Campus Security and Fire Safety Report

The Ashford University Campus Security and Fire Safety Report is available for students' review. This report is required by federal law and contains policy statements and crime and fire statistics compiled by the University. The policy statements address the University's policies, procedures, and programs concerning safety and security, for example, policies for responding to emergency situations, fire safety, and sexual offenses. Statistics for the previous three calendar years are included for certain types of crimes that were reported to have occurred on campus, in or on off-campus buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. This report is available online at www.ashford.edu/campus_security_and_fire_safety_report. Students may also request a paper copy of the report be mailed to them by emailing their request to studentaffairs@ashford.edu.

Severe Weather

In the case of severe weather, listen for a warning siren and/or radio announcements. (On the Clinton Campus, the public address system will be used to make announcements in conjunction with a city activated warning siren.) If appropriate, the SendWordNow system may be used to transmit a

message regarding severe weather. The severe weather/tornado siren sounds a steady blast or tone for three minutes. When a severe weather/tornado warning occurs, be prepared to take cover in a designated shelter area. Clinton Campus Public Safety staff, faculty, staff members, and Residence Life staff will assist students in moving to designated areas on campus. All students must move to the designated areas for the duration of the warning. Please note that it is everyone's individual responsibility to be prepared and to educate themselves accordingly in the event of impending severe weather.

Clinton Campus Public Safety and Residence Life staff will notify students when the "all clear" signal has been issued by the County Emergency Management. Students will then be allowed to leave the designated areas. Students are asked to cooperate with all directives given by University staff.

NEVER USE THE FIRE ALARM FOR NOTIFICATION OF SEVERE WEATHER.

In the case of severe weather, listen to local radio stations KROS, AM 1340; The Eagle, FM 94.7; or KCLN, AM 1390 or watch Quad-City area television stations WHBF, Channel 4; KWQC, Channel 6; or WQAD, Channel 8.

Firearms/Explosives

Shotguns, rifles, handguns, air guns, bows and arrows, simulated weapons, ammunition, and other types of potentially dangerous weapons are not permitted anywhere on campus or at University sponsored events that take place off campus unless properly authorized by University President or VP/Campus Director. All types of explosives (incendiary and chemical) and fireworks (including smoke bombs) are prohibited in all areas of the University. Any object has the potential to become a weapon; therefore, the University reserves the right to further define a "weapon" based on its potential damage or threat.

Missing Student Notification

Each student who resides in on-campus housing has the option to identify and register a confidential contact with the Office of Student Affairs. Only staff of the Office of Student Affairs and local law enforcement will have access to the confidential contact information and only for the purpose of a missing student investigation. This confidential contact will be notified by the Office of Student Affairs not later than 24 hours after the time that the student is determined missing in accordance with the notification procedures set forth subsequently.

**CONTACT INFORMATION FOR THE
OFFICE OF STUDENT AFFAIRS TO
REGISTER A CONFIDENTIAL CONTACT**

Director of Clinton Campus
Student Affairs and Admissions (563) 242-4023 ext.
7794
Room F1205

Clinton Campus Associate
Director of Student Affairs (563) 242-4023 ext. 7789 or
ext. 7382 or (563) 321-1880, Room F2130

If the missing student is under 18 years of age and is not an emancipated individual, then the University must notify a custodial parent or guardian, in addition to any confidential contact, not later than 24 hours after the time that the student is determined missing in accordance with the notification procedures subsequently set forth.

The Clinton Campus Public Safety Office will notify the local law enforcement agency not later than 24 hours after the time the student is determined missing and the confidential contact information will be made available to local law enforcement at that time.

NOTIFICATION PROCEDURES

It is the obligation of the entire University community to immediately report a student who has been missing for 24 hours to the Office of Student Affairs.

Any official missing person report relating to such student must be referred immediately to the Clinton Campus Public Safety Office. If, upon investigation of the official report, the Clinton Campus Public Safety Office determines that the missing student has been missing for more than 24 hours, the Office will contact the individual's confidential contact registered with the Office of Student Affairs, and if the student is under the age of 18, the student's custodial parent or guardian via telephone within 24 hours.

Regardless of whether the student has identified a contact person, is above the age of 18, or is an emancipated minor, the Clinton Campus Public Safety Office will inform the local law enforcement agency within 24 hours of a student determined to be missing.

Personal Safety Tips

Ashford University is committed to the safety of its students, faculty and staff. It is essential that every member of the University community practice personal safety. Some personal safety suggestions include the following:

- Walk only in well-lit areas. Do not take shortcuts through dark or deserted areas. Avoid walking alone at night.
- Immediately report unfamiliar persons or people who are acting strangely to the Clinton

Campus Public Safety Office at (563) 242-2752 or to a Residence Life staff member.

- Immediately report all thefts, harassing phone calls, personal attacks, threats, or similar incidents to Clinton Campus Public Safety and/or Residence Life staff. Such contact may be enable University personnel to locate the person(s) involved while they are still on campus.
- Lock both your room and your car doors at all times, and carry your keys with you. Never lend your keys to anyone. Do not leave keys or valuables in your student mailbox. Keep your campus lockers secured at all times.
- Close all outside doors during locked hours. Do not prop open locked building doors.
- Do not carry large amounts of cash. Store all money and valuables in appropriate places.
- Secure your bicycle with a high-safety lock.
- Do not let unfamiliar people or personnel into campus buildings. Do not open your room door to individuals who are unknown to you. Never give your name, address, or phone number to unknown persons.

Clinton Campus Parking Information

Students are not permitted to bring personal vehicles onto Ashford's Clinton Campus. Student vehicles must be parked in designated areas only. These include: Cemetery (E Lot), South Campus and the "BW" residence hall area. All student vehicles must be properly display a permit registering the vehicle to Ashford University. All vehicles are the responsibility of the person most currently registered as the vehicle owner. A student may have 2 (two) vehicles per 1 (one) permit when registering.

- The Parking regulations are enforced 24 hours per day, 7 days a week. Special allowance to the Parking Regulations will only be altered for special events happening on Ashford University property in direct relation to student activity. The Parking policy and regulations including all violations and amounts will be available from the Clinton Campus Public Safety Office.
- The first permit obtained will be free of charge to any student, however if a second permit is needed for any reason; a \$10.00 fee will apply. Permits will not be available through the Clinton Campus Public Safety Office unless specially obtained. Permits will be accessible via <https://ashford.thepermitstore.com> where a student can register for free, and have the permit mailed to the school or student's home if the student commutes. Staff/Faculty permits

- will register their vehicles through the Clinton Campus Public Safety Office.
- **Special Permits:** Any special permits will be obtained directly through the Clinton Campus Public Safety Office, and are only for a temporary period (length of time to be determined on a case by case situation). These permits would be for only those with distinctive needs that go outside the scope of a normal student environment, example being an injured student who is unable to walk long distances.
 - **Parking Fines:** Parking Violations are distributed to any vehicle that does not comply with the parking policy set forth by Ashford University. The basic fine is \$25.00 and can be paid either online through www.scapay.com or through the Business Office during normal business hours. Fines that are distributed will not double in amount until 30 days after being issued.
 - Any violation received can be appealed by using the same website to pay a parking fine. Once an appeal has been submitted, the 30 day count down to a ticket being doubled will be put on hold until a decision has been made from the appeal submitted. If an appeal is denied or adjusted, the timer will continue to count down until the 30 days have finalized. At this time, if there is still a remaining balance, that amount will then double. A full list of fines and costs will be available through the Clinton Campus Public Safety Office including towing/boot violations.

Clinton Campus Parking Policy

To more effectively serve the parking needs of Ashford University's faculty members, staff, and students, the following official parking policy is in effect. For purposes of this policy, the term "on-campus parking" includes all parking facilities at the Bluff Campus, including the St. Clare (A Lot), Durgin (C Lot), Regis (A Lot), Durham (Visitors Lot), Admissions (B Lot), Cemetery (E Lot), Ladd Science Building (A Lot), and Bluff parking lots (F Lot).

- This policy will be in effect 24 hours a day, 7 days a week.
- Parking at all Ashford University properties requires a permit. Vehicles which have not been registered and permitted are subject to citation and removal from Ashford property.
- Access and Wellness Parking is NOT allocated parking for any Ashford University employee or student (24 hours a day, 7 days a week).
- In order to park in any Ashford University parking lot, students, faculty, staff, and employees of the University's full-time contractors, including AmeriServe, G4S Security, are required to register their vehicle(s) through the online "IPARQ" system. When driving into the parking lots, DO NOT drive around the gate. Any individual who drives around the gate is subject to a \$25 citation. If the individual's ID is not working for any reason, he or she should park the car in the visitor lot and call Public Safety. The Director of Clinton Campus Security and Safety can determine why an individual's ID is no longer working.
- The parking spaces along Springdale Drive are open spaces and do not require a permit. However, city ordinances do apply and include the following: "When any vehicle is left parked for a continuous period of 24 hours or more on any street or 48 hours or more in any municipal parking lot; in order for any vehicle to be exempt from the provisions set forth in this division, the vehicle must move at least 25 feet under its own power."
- When parking a vehicle, do not block any refuse containers. Parking in front of the containers does not allow the refuse company to empty the container properly and timely. This is a citable parking violation.
- Any changes to the *Clinton Campus Parking Policy* will be sent out by email to Students, Staff and Faculty using Ashford University email accounts.

Faculty and Staff Parking

- Permits will be effective for as long as an employee remains employed by Ashford University.
- All full-time faculty and staff, as well as full-time employees of the University's regular contractors, will be assigned a specific parking lot. Employee parking spaces within each parking lot will be on a first-come, first-served basis. Employees who are assigned to a lot should only park in that particular lot.
- A section of parking will be designated for BridgePAC members. Only those who have been assigned this permit can park in these spaces.

Student Parking

- Permits will be effective for as long as a student remains an active student at Ashford University. Students who change residency are responsible to update their permit through the website <https://ashford.thepermitstore.com>.
- A portion of the Cemetery lot will be available for parking by commuter students on a first-come, first-served basis. This section will be the only permitted student parking at the Bluff Campus (except as noted in this policy).
- Commuter students will be issued a parking permit that allows parking in the Cemetery lot's available parking spaces as well as the South Campus. Please ensure proper parking when parking in the Cemetery Lot. Vehicles parking in the grass or an undesignated parking area will be subject to citations and towing when necessary.
- Students who require parking on campus for disability/medical reasons must complete an *Accommodations Request* form and submit the form to Access and Wellness, Rm RH2310. Upon approval from Access and Wellness the required paperwork will be sent to the Security Director for parking accommodations. Additional accommodations such as transportation by the accessibility shuttle can be scheduled through the Access and Wellness Office at (563) 249-7823 ext. 7169.
- For resident students living at the BW, a limited number of parking spaces at the BW will be available. Free permits for these parking spaces will be awarded through a random drawing of BW residents (if needed). Residents who are not awarded a BW parking permit must park their vehicles at the South Campus parking lot.

SOUTH CAMPUS PARKING (HARRISON DRIVE ADJACENT TO ASHFORD ATHLETIC FIELD):

- A permit will be required to park in the South Campus parking lot.
- The parking lot will have 24 hour/7 day a week security.
- A free shuttle will run on a regular schedule between Ashford University facilities, including the Main Campus, South Campus and the BW.
- Ashford University faculty members, staff, and students must present their University ID card to ride the shuttle. Persons accompanied by Ashford faculty members, staff, or students

will also be permitted to use the shuttle service. The faculty, staff member, or student will be responsible for his or her guests.

PARKING ENFORCEMENT STRUCTURE:

- 1st violation - the offender will receive a warning;
- 2nd violation - the offender will receive a citation;
- 3rd and subsequent violations - the offender will receive a citation, tow, and boot.

The University discourages parking by faculty, staff, and students in the neighborhoods surrounding the Bluff Campus.

Failure to pay violations incurred during each school year may result in the suspension of the required parking permit that allows parking on Ashford University property.

Open Parking on campus can be designated at any time by the Director of Campus Security and Safety. When open parking is designated enforcement of specific designated parking will still apply. Specific designated parking areas are Handicap parking, Access and Wellness parking, and Visitor Parking.

This parking policy will be enforced by Clinton Campus Public Safety.

Public Transportation

Information on local bus service and regional bus service for the Clinton area can be obtained from the Student Affairs Office.

Clinton Campus Offices

To reach campus offices or resident students, please dial (563) 242-4023 and then the extension.

Deans/Faculty Support Services	ext. 7834
Admissions	ext. 7383
Alumni Office	ext. 7380
Athletics Department	ext. 7862
Athletic Training	ext. 7846
Bookstore	ext. 7725
Business Office	ext. 7722
Clinton Campus Director's Office	ext. 7707
Clinton Campus Public Safety Office	(563) 242-2752
Career Services Office	ext. 7794
Communications Office	ext. 7730
Director of Student Affairs	ext. 7794
Duty Radio	(563) 242-2752 ext. 4900

STUDENT SERVICES, HEALTH, AND SAFETY

Facilities	ext. 7025
Financial Aid	ext. 7727
Fitness Center	ext. 7817
Flavian Achievement Center	ext. 7767
Food Service, AmeriServe, Inc.	ext. 7864
Menu Hot Line	ext. 5199
Information Desk	ext. 7714
I.T. Help Desk	ext. 7752
Library	ext. 7823
after 5:30p.m.	ext. 5536
Mailroom	ext. 7778
Maintenance	ext. 7975
Registrar's Office	ext. 7163
Residence Life Office	ext. 7794
Student Activities	ext. 7794
Student Affairs Office	ext. 7794

A complete University Directory is available by
contacting the Office of Student Affairs.



FINANCIAL INFORMATION



Financial Information

Ashford University is committed to helping students understand and manage the financial aspects of obtaining their education. For questions regarding tuition, fees, and payment options for Clinton Campus programs, students should contact the Clinton Campus Business Office. For cost of attendance information for Clinton Campus programs, please visit www.ashford.edu/admissions/campus_financial_services.htm. For questions regarding tuition, fees, and payment options for online programs, students should contact their Student Advisor. For cost of attendance information for online programs, please visit www.ashford.edu/admissions/online_financial_services.htm.

Tuition and Fees 2014-2015

Tuition rates and fees may change at any time without prior notice; however, students will not be charged retroactively for tuition and fee increases for coursework already completed or for coursework the student was in the process of completing.

Clinton Campus Programs (2014-2015 Academic Year)

Tuition and Fees:

Full-time per semester (12 to 18 credits)	\$8,250.00
Part-time (11 credits or less) or in excess of 18 credits (per credit)	\$480.00
Per credit for audit, senior citizens (age 60 and over) and high school students (not enrolled in the State of Iowa's Post-Secondary Enrollment Option)	\$230.00

Room and Board Fees:

Room and Board (19 meals per week) per semester (non-refundable) ¹	\$3,150.00
Room reservation (refundable until June 1)	\$100.00

Other Fees:

Books (estimated amount per semester, actual amount may vary)	\$550.00
Technology fee per semester (non-refundable)	\$210.00
Technology fee for part-time (per credit) (non-refundable)	\$15.00
Activity fee per semester (non-refundable)	\$80.00

Activity fee per credit for part-time (non-refundable)	\$6.00
Insufficient funds fee	\$30.00
Graduation fee	\$150.00
Replacement/Duplicate Diploma	\$45.00
Replacement ID/Access Card	\$40.00
Replacement mailbox key	\$10.00
Additional parking permit	\$10.00
Official transcript	\$10.00
CLEP testing fee per exam	Cost of exam plus \$13.00
Independent study fee (per credit)	\$150.00
College of Education Transcript Analysis Fee, for non-degree seeking students who are not alumni, pursuing endorsements only in the State of Iowa	\$100.00
College of Education credential file request	Between \$3.50 and \$30.00

¹Housing contracts are based on a two (2) semester term which equals one academic year

Indirect costs which are not billed directly by the University may be found at www.ashford.edu/admissions/campus_tuition_fees.htm.

Early Termination Fee for New/Incoming Residents

A contract cancellation fee of \$1,000.00 will be assessed for terminating a housing contract once the student has taken occupancy. A \$100.00 housing prepayment/room reservation is refundable until June 1 for fall semester and November 1 for spring semester unless forfeited due to early cancellation of the housing contract.

Early Termination Fee for Returning Residents

Loss of the \$100.00 prepayment and a contract cancellation fee of \$500.00 will be assessed for canceling a housing contract before June 1 and \$1,000.00 will be assessed for canceling a housing contract after June 1 for the upcoming term(s) still on contract.

Off Campus Housing Request Fee for Returning Residents

Returning residents who submit an *Off Campus Housing Request* after July 1 and are approved will be assessed a \$100.00 fee.

Online Undergraduate Programs

The following is a list of tuition and fees applicable to Associate's and Bachelor's degree programs and/or undergraduate courses offered through the online modality. Tuition rates and fees may change at any time without prior notice; however, students will not be charged retroactively for tuition and fee increases for coursework already completed or for coursework the student was in the process of completing.

Tuition per credit:

100- to 400-level Courses	\$420.00
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Fees:

Technology Fee (per course)*	\$50.00
Books, course digital materials** and instructional materials (average per course)	\$100.00
Prior learning assessment - sponsored professional training (per credit evaluated)***	\$30.00
Prior learning assessment - experiential learning essay assessment (per evaluation)***	\$125.00
Late payment fee	\$30.00
Insufficient funds fee	\$30.00
Graduation fee	\$150.00
Replacement/Duplicate Diploma	\$45.00
Official transcript	\$10.00
Education records - Per page	\$0.50

*The Technology Fee covers access to University systems such as the online classroom, the Student Portal, and other academic resources. The Technology Fee is fully refundable if a student does not attend beyond Week 1 of a course (Week 3 if covered under the Ashford Promise Refund Schedule). After this time, the fee becomes non-refundable. Students are charged the Technology Fee for repeated coursework.

**The Course Digital Materials (CDM) fee is \$85.00 and is fully refundable if a student does not attend beyond Week 1 of a course (Week 3 if covered under the Ashford Promise Refund Schedule). After this time, the fee becomes non-refundable. Students are not charged the CDM fee for repeated coursework if previously charged

***Payment for evaluation does not guarantee that credit will be awarded.

Indirect costs which are not billed directly by the University may be found at www.ashford.edu/admissions/online_tuition_fees.htm.

Online Graduate Programs

The following is a list of tuition and fees applicable to Master's degree programs and/or graduate courses offered through the online modality. Tuition rates and fees may change at any time without prior notice; however, students will not be charged retroactively for tuition and fee increases for coursework already completed or for coursework the student was in the process of completing.

Tuition per credit:

Master of Arts in Education	\$548.00
Master of Arts in Teaching and Learning with Technology	\$548.00
Master of Arts in Health Care Administration	\$612.00
Master of Arts in Organizational Management	\$612.00
Master of Business Administration	\$612.00
Master of Public Administration	\$612.00

Fees:

Technology Fee (per course)*	\$50.00
Books, course digital materials** and instructional materials (average per course)	\$140.00
Late payment fee	\$30.00
Insufficient funds fee	\$30.00
Graduation fee	\$150.00
Replacement/Duplicate Diploma	\$45.00
Official transcript	\$10.00
Education records - Per page	\$0.50

*The Technology Fee covers access to University systems such as the online classroom, the Student Portal, and other academic resources. The Technology Fee is fully refundable if a student does not attend beyond Week 1 of a course (Week 3 if covered under the Ashford Promise Refund Schedule). After this time, the fee becomes non-refundable. Students are charged the Technology Fee for repeated coursework.

**The Course Digital Materials (CDM) fee is \$85.00 and is fully refundable if a student does not attend beyond Week 1 of a course (Week 3 if covered under the Ashford Promise Refund Schedule). After this time, the fee becomes non-refundable. Students are not charged the CDM fee for repeated coursework if previously charged.

Indirect costs which are not billed directly by the University may be found at www.ashford.edu/admissions/online_tuition_fees.htm.

Sales Tax Disclaimer

Ashford University is required to charge sales tax for tuition and/or fees in certain jurisdictions based on state reporting obligations and the taxability of services and digital goods in accordance with local laws on the date of charge. For sales tax purposes, electronically-delivered services and digital goods are considered to be received at the student's physical address. For specific sales tax charges, students should consult with their Student Advisor (online) or Financial Aid Office (Clinton Campus).

Tennessee Tuition and Fee Guarantee

TN Residents Only

Applicants to an online program who reside in the state of Tennessee (as evidenced by the address on file at Ashford University) will qualify for the Tennessee Tuition and Fee Guarantee under the conditions set forth in this section. The Tennessee Tuition and Fee Guarantee is a commitment that the net cost of tuition and fees will not increase for a 12 month period, beginning on the date the student begins credit-bearing coursework. This benefit is applicable only to students who maintain a physical residence in the state of Tennessee. Upon expiration of the 12 month period, tuition and fee amounts for any such students are subject to adjustment to reflect the rates in effect at that time, and will also be subject to any future adjustments.

Students who relocate to another state are no longer eligible for the Tennessee Tuition and Fee Guarantee, and tuition and fees will be adjusted to reflect the rates in effect at that time, and will also be subject to any future adjustments, starting on the date their address is changed in University records. No retroactive tuition and fee adjustments for past classes are applied at the time of any address update. No retroactive tuition and fee adjustments for current classes are applied at the time of any address update, unless the address change is updated in University records within the first week of a student's current course.

Students who apply to a new degree program are eligible for the Tennessee Tuition and Fee Guarantee for a new 12 month period beginning on the date the student begins credit-bearing coursework. Students who re-enter the University after being out of attendance for 180 or more days are also eligible for the Tennessee Tuition and Fee Guarantee for a new 12 month period beginning on the date the student begins credit-bearing coursework.

Students who change their program of study are eligible for the Tennessee Tuition and Fee Guarantee

for a new 12 month period beginning on the date the student begins credit-bearing coursework only if completed courses from the current payment period do not apply to the new program of study. Students who change programs and do not meet the above condition do not qualify for a new or renewed Tennessee Tuition and Fee Guarantee period.

California Student Tuition Recovery Fund

CA Residents Only

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of

your tuition and fees either by cash, guaranteed student loans, or personal loans, and

2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

Terms of Billing and Payment

Tuition and fees are billed on a financial aid payment period basis, regardless of payment option. For online undergraduate programs, a payment period is a minimum of 20 weeks of instructional time and 12 successfully earned credits. This is typically four courses taken sequentially during the payment period. For online graduate programs, a payment period is a minimum of 18 weeks of instructional time and 9 successfully earned credits. This is typically three courses taken sequentially during the payment period. Clinton Campus payment periods align with enrollment terms. Tuition and fees that are associated with future courses are subject to change.

Tuition is due according to the terms and conditions of a student's selected Payment Option. See the section on *Payment Options* for more information.

Ashford University reserves the right to cancel the registration of any student whose account is delinquent. Diplomas or certificates will be withheld, graduation participation will be delayed, and transcript of credits will not be forwarded to another institution or potential employer until all accounts with Ashford University are paid in full.

Summer Online Course Payment Policy (Clinton Campus Students Only)

Payment must be paid in accordance with a student's selected finance option for a summer online course. Clinton Campus students should work with their assigned Finance Planner to determine viable payment options for courses being completed in a non-term format over the summer.

Excess Credit Account Adjustment

Online undergraduate students who need 0.01-1.00 or 1.01-2.00 credits (1 or 2 credits) in order to meet the

total number of credits required to graduate may be issued an excess credit account adjustment. An excess credit account adjustment may be issued to the paying party in the amount of tuition paid in excess of what is required after satisfying the total credit requirement. Partial credit account adjustments will not be issued.

Bankruptcy

A student who has filed for bankruptcy or had a loan discharged for disability may need to give additional documentation before receiving aid. A student interested in using financial aid as a payment option upon re-entry or upon reapplication to the University may be required to do so as a secondary payment option and deferment of tuition and fee payment will not apply. The student may be required to pay any tuition and/or fee balance in full on an as-incurred basis.

Payment Plans

Ashford University offers Payment Plan options in select circumstances to online students with outstanding balances. Students are allowed customizable term lengths up to 36 months, as long as the monthly payment is a minimum of \$50. Students are always encouraged to pay any outstanding balances due in full, and only utilize a Payment Plan if needed.

All students must select their payment option type, manual-pay or auto-pay, at the time of payment plan approval. Students must make an initial payment after Payment Plan approval regardless of Payment Plan length or payment type. If the student elects to go on auto-pay, he/she is required to pay one (1) monthly payment amount initially (first payment). However, if the student decides to leverage a manual pay option, he/she must pay 10% of total balance owed or the equivalent of three (3) monthly payments as the initial (first) payment, whichever is greater. Payment Plans should never extend more than six months beyond a student's estimated graduation date.

If students have difficulty making payments or have questions, they should contact an Accounts Receivable Specialist by dialing (866) 974-5700 and following the appropriate prompts for Finance and payment arrangements.

Clinton Campus students in traditional programs who are in need of a more flexible payment schedule may use the subsequent option (Level-Pay Plan). Arrangements to participate in this plan must be made with the Clinton Campus Business Office at the beginning of each term.

Payment Options

Ashford University offers a variety of options for

covering the costs of a student's education. During the online application process, students select their primary payment option and any secondary payment option(s), if required. Funds are applied in the order received by the University, regardless of designation of primary or secondary.

Students utilizing the Cash Plan, Tuition Reimbursement, and/or Military Veterans' Benefit Plan may choose to have their tuition and/or fees automatically charged to their credit card (recurring payment).

Ashford University will also accept debit cards that are endorsed by Visa or MasterCard. Students using endorsed debit cards should ensure they have sufficient funds in their account if they choose to use a debit card for automatic payments to avoid overdraft fees through their bank or late payment and/or a credit card decline fees owed to the University.

Endorsed debit cards may also have daily limits that cannot be exceeded. It is the student's responsibility to understand these limits and ensure any payments on endorsed debit cards will not exceed these limits.

There may be differences in fraud protection features of debit cards and credit cards, particularly because debit card purchases are withdrawn directly from a checking or savings account. Students should be aware of these differences prior to submitting this information to any other entity.

Cash Plan

For online students who have selected the Cash Plan as a primary payment option, 100% of tuition and any applicable fees are to be paid on or before each course start date. Students may choose to have their tuition and/or fees automatically charged to their credit card when Cash Plan is their payment option. Automatic credit card payments are charged on the start date of each course; otherwise, full payment must be received on or before the start date of each course.

When selected as a secondary payment option, any amount not covered by the primary payment option can be applied in any acceptable form of payment.

For Clinton Campus students, the Cash Plan requires that 100% of tuition, room, board and any applicable fees be paid upon receipt of the bill for the term. Students may choose to have all charges paid by credit or debit card.

Students are advised that credit cards are accepted as a convenient method of payment. Credit cards bearing high interest rates should not be used as a long-term financing method for educational costs. Ashford University encourages all students to utilize

the free financial aid information that is available in the Financial Aid Office.

For online students, any delay in payment may result in administrative withdrawal of the student from his or her current course during Week One. The student will then be scheduled for a future course and is not permitted to re-enroll in the course from which he or she was removed due to non-payment.

Level-Pay Plan (Clinton Campus Programs ONLY)

The Level-Pay Plan offers students an opportunity to spread the cost of tuition, fees, books, room, and board (whichever are applicable) over the term. Additional details about this program can be obtained from the Clinton Campus Business Office.

Tuition Reimbursement Plan

The Tuition Reimbursement Plan is available as a primary payment option if students qualify for their employer's tuition reimbursement program and if their employer reimburses at least 50% of their annual tuition.

Under this plan, tuition payments, excluding fees, are deferred a maximum of 90 days from the course/term start date, regardless of when the student receives disbursement/reimbursement from his or her employer.

Tuition must be paid in full 90 days after the start date of a course/term; otherwise, the student's credit card will be automatically charged. Applicable fees are due on or before the start date of each course/term. If fees are not paid in full on or before the start date of a course/term, the student's credit card will be automatically charged. A declined card will automatically result in a late fee. Students who have two declined credit card payments will be required to comply with the terms of the Cash Plan and will no longer qualify for the Tuition Reimbursement Plan.

The conditions of this plan are not dependent upon the receipt of a course grade or completion of the course.

To qualify, prior to the start of the course/term, students must submit a signed *Tuition Reimbursement Certification and Authorization* form that includes a valid credit card number with authorization to charge the card if the tuition is not paid within the 90-day time frame.

Documentation required for the Tuition Reimbursement Plan includes the following:

- *Student Finance Agreement*; and
- *Tuition Reimbursement Certification and Authorization*.

Direct Bill Plan (Third-Party Direct Billing)
Ashford University offers Third-Party Direct Billing as a primary payment option to students sponsored by a Third-Party Agency with a Direct Bill Memorandum of Understanding on file. The Third-Party Agency must offer a tuition benefit of at least \$2,500 annually for a student's tuition to be eligible for this option. The Third-Party Agency is expected to remit payment to Ashford University within 90 days of the course start date. Any amounts not paid by the Third-Party Agency are the responsibility of the student. Vouchers, purchase orders, and other approved authorized mediums should be sent to directbill@ashford.edu or faxed to (877) 279-1203 at least five days prior to the start of each course or payment period. Failure to supply vouchers, purchase orders, and other approved mediums in a timely fashion may result in the loss of Third-Party Direct Billing benefits.

Documentation required for Direct Bill Plan:

- Direct Bill Memorandum of Understanding
- *Student Finance Agreement* indicating Direct Bill;
- *Direct Bill Certification and Authorization*; and
- Voucher, purchase order, or other authorized medium approved by Ashford University.

Leader Development Grant

Ashford 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), books, course digital materials, instructional materials, graduation fee, and Prior Learning Assessment (PLA) fees. As such, the Leader Development Grant is only available as a primary payment option.

Students who choose to participate in the LDG program are not able to receive funding from the federal student financial aid programs (such as Pell Grant and Direct Loans); this is a condition of participation in the LDG program. The choice to participate in the LDG program is optional and any eligible federal student financial aid is always available to students who choose that payment option in lieu of participation in the LDG program. Students will become ineligible for the LDG program if they choose to receive funds from any federal student financial aid program for the same enrollment period.

Students will become ineligible for the LDG if they receive more than two (2) unsuccessful grades (defined as an “F,” “WF,” “W,” or for General Education Competency courses, below a “C-”) during their program of study or if they violate University policies as outlined in the Ashford University Academic Catalog. Students must also abide by all applicable Undergraduate Program Satisfactory Academic Progress (SAP) Standards or Graduate Program SAP Standards. Students are always expected to understand, meet, and abide by any Third Party Agency requirements in order to continue to receive Leader Development Grant benefits. Ashford University or the Third Party Agency may remove a student from the Leader Development Grant at any time.

Students may appeal the loss of their LDG eligibility to the Leader Development Grant Review Committee, which consists of at least an Ashford representative and a representative from the Third Party Agency. Concurrent enrollment, defined as the enrollment in more than one class in every five (undergraduate) or six (graduate) week module, is prohibited for LDG recipients, unless pre-approved on a case-by-case basis by the Leader Development Grant Review Committee.

All required Leader Development Grant forms (detailed below) must be completed, submitted, and approved prior to application for each new participating student. 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.

The University provides a matching grant in conjunction with the funding provided by the Third Party Agency. The Third Party Agency must supply a qualified tuition benefit for their students to be eligible for the University LDG match. Failure of the Third Party Agency or student to supply any required payment may result in loss of LDG benefits for the grant recipient.

Documentation required for the Leader Development Grant:

- *Leader Development Grant Agreement* (executed between the University and Third Party Agency);
- *Leader Development Grant Disclosure and Waiver*;
- *Student Leader Development Grant Acknowledgement*;
- *Student Finance Agreement* indicating Leader Development Grant

- *Authorization to Release Student Records*;
- *Leader Development Grant Student Payment Authorization* (if applicable); and
- Net Price Calculator Results, Shopping Sheet, and Data Summary.

Military Veteran's Benefits Plan

Ashford University is approved by the Department of Veterans Affairs. The Military VA Plan requires that all tuition be paid on or before each course start date, with the exception of the first 60 days in the student's first academic year. Under this plan, tuition payments are deferred for the first 60 days of continuous enrollment in a degree program, regardless of when the student receives disbursement from the Department of Veterans Affairs. Applicable fees are due on or before the start date of each course/term. To qualify, students must submit a signed *Student Finance Agreement*, prior to the start of the course/term.

Degree seeking students may choose to place a credit card on file for automatic recurring payment processing. Non-Degree Seeking students will be required to place a credit card on file when selecting this option with authorization to charge the card if tuition is not paid within a sixty (60) day timeframe. Questions should be directed to the Veterans Affairs Coordinator at VACertification@Ashford.edu.

VA Classification of Ashford University Online

Students: Students enrolled in an online undergraduate program are classified as three-quarter time. The only way to receive the full-time payment rate is to double up on courses after successful completion of two courses with Ashford University. Students enrolled in an online graduate program are classified as full time.

GI Bill Application Procedure: The student must obtain the appropriate form(s) from www.gibill.va.gov under *Apply for Benefits*. Forms can be submitted online directly to VA. The signature page from the appropriate form(s) will need to be mailed directly to VA at:

VA Regional Office
PO Box 33860
St. Louis, MO 63166-6830

Students must double check that their name and Social Security Number appear on the bottom of the signature page. Ashford University requires a signed copy of the appropriate completed form(s), as follows, for the student's file:

- 22-1990 (Application for VA Education Benefits) for veteran students who are using their GI Bill for the first time.

- 22-1995 (Change of Program/Training) for veteran students who have used their GI Bill benefits before.
- Chapter 35 Dependent/Spouse benefit forms are available for each branch of service on the website subsequently listed.
- DD-214 (Release from Duty). Ashford University requires a copy of this form for the student's file if available. This form does not hold up certification.

The University's VA Certifying Official will periodically review and certify the student for courses throughout the year on the VA-ONCE website.

Procedures While Enrolled:

- After the student receives an award letter from the VA, he or she is required to begin monthly self-verification of enrollment by the 30th of each month. This is accomplished by using the Web Automated Verification of Enrollment (WAVE) or by Interactive Voice Response (IVR).

WAVE = www.gibill.va.gov/resources/verify_attendance*

IVR = (877) 823-2378

*Students utilizing Chapter 33 – Post 9/11 GI Bill are exempt from verifying through the WAVE process.

- Students should allow 10 to 12 weeks after completion of all paperwork to receive the first payment. Certification will begin with the student's first date of eligible attendance in an Ashford University degree program. The VA Office will process any subsequent payment monthly.
- Payment of VA benefits may be mailed directly to the student or sent directly to the school, depending on the chapter of benefits the student is utilizing. Payment of VA benefits may be mailed directly to the student. Students are responsible for paying Ashford University tuition and fees at the start of each course, unless there is alternative, approved financial aid. Payment by Direct Deposit/Electronic Funds Transfer is strongly encouraged. Payments are sent directly to student savings or checking account. To establish or change direct deposit information, students should click on the 'Direct Deposit Enrollment Form' link after they have logged into WAVE. Changes and enrollments are usually processed the next business day.
- The University's VA Certifying Official will

report course drops and withdrawals to the VA on a weekly basis. Course drops may affect eligibility for VA benefits.

Military Tuition Assistance Plan

Ashford University is approved for active duty Military Tuition Assistance. Students are expected to submit Tuition Assistance (TA) vouchers to the Tuition Assistance Administrator prior to the start of each course. Any tuition and applicable fees not covered by the TA program must be paid prior to the start date of each course. TA forms, vouchers, and questions should be directed to MilitaryTA@Ashford.edu. Failure to have a voucher on file with Ashford prior to the corresponding course may result in being administratively removed from the scheduled course.

Documentation required for the Military TA Plan:

- Military Tuition Assistance forms (branch specific); and
- *Student Finance Agreement*.

Online Military Tuition Assistance Procedure:

- Military students must first complete the *TA Authorization* form;
- After command approval has been received, the student digitally signs the *TA Authorization* form and then sends it by fax or email to

Ashford University
 Military Tuition Assistance
MilitaryTA@Ashford.edu
 Fax: (858) 408-3511

- The *TA Authorization* form must be received before the fee waiver or course cost adjustments will be applied. TA vouchers must be received prior to the start of each course.
- Once the *TA Authorization* form has been received by the Ashford University Military Tuition Assistance Office, an invoice will be sent to the military. A copy of this invoice may be mailed or faxed to the student upon request.

Clinton Campus Military Tuition Assistance Procedure:

- Military students must first complete the *TA Authorization* form;
- The *TA Authorization* form must be received before the fee waiver or course cost adjustments will be applied. TA vouchers must be received prior to the first class date of each term.

- Once the *TA Authorization* form has been received by the Clinton Campus Financial Aid Office, an invoice will be sent to the military. A copy of this invoice may be mailed or faxed to the student upon request.
- After command approval has been received, the student digitally signs the *TA Authorization* form. The form should be faxed to (563) 242-8684 or delivered to the Clinton Campus Financial Aid Office.

Ashford University Military Grant

Online Undergraduate Students: Students enrolled in an online undergraduate program may be eligible for the Ashford University Military Grant. Eligible students include Active Duty, National Guard, Reservists, spouses of Active Duty, National Guard, and Reservists, students using VA Education Benefits, Department of Defense employees, Veterans Affairs employees, and Civilian employees of the United States Coast Guard. Veterans of the US Armed Forces must be certified for VA benefits through the US Department of Veterans Affairs and by Ashford University. Grants are only applied to an eligible student's account upon receipt of an approved VA certification. All other eligible students must provide the University with an approved *TA Authorization* form or appropriate verification of military service.

Grants are applicable to courses for which tuition is in excess of \$250 per credit hour. For courses with tuition of \$420 per credit hour, the grant is \$170 per credit hour. In addition, this grant also covers the Technology Fees and course materials required for an eligible student's program of study, including standard shipping costs where applicable, when purchased through Ashford University's bookstore or textbook partner. The cost of required electronic materials is also covered by the grant. When course materials are available in both electronic format and hard copy, students may opt to purchase a hard copy textbook and are charged the difference in cost plus shipping. Military students who reside in a forward location may opt for a hard copy textbook at no additional charge.

Students who exceed 30 days of consecutive non-attendance and are not on an approved Academic Leave will be asked to recertify eligibility for the Ashford University Military Grant upon return by providing appropriate verification of military service.

Online Graduate Students: Students enrolled in an online graduate program may be eligible for the Ashford University Military Grant. Eligible students include Active Duty, National Guard, Reservists, spouses of Active Duty, National Guard, and Reservists,

students using VA Education Benefits, Department of Defense employees, Veterans Affairs employees, and Civilian employees of the United States Coast Guard. Veterans of the US Armed Forces must be certified for VA benefits through the US Department of Veterans Affairs and by Ashford University. Grants are only applied to an eligible student's account upon receipt of an approved VA certification. All other eligible students must provide the University with an approved *TA Authorization* form or appropriate verification of military service.

The grant covers the Technology Fees and course materials, including standard shipping costs where applicable, required for an eligible student's program of study and purchased through Ashford University's bookstore or textbook partner. The cost of required electronic materials is also covered by the grant. When course materials are available in both electronic format and hard copy, students may opt to purchase a hard copy textbook and are charged the difference in cost plus shipping. Military students who reside in a forward location may opt for a hard copy textbook at no additional charge. Grants are only applied to an eligible student's account upon receipt of an approved VA certification. All other eligible students must provide the University with an approved *TA Authorization* form or appropriate verification of military service.

Students who exceed 30 days of consecutive non-attendance and are not on an approved Academic Leave will be asked to recertify eligibility for the Ashford University Military Grant upon return by providing appropriate verification of military service.

Clinton Campus Students: Students enrolled in a Clinton Campus program may be eligible for the Ashford University Military Grant. Eligible students include Active Duty, National Guard, Reservists, spouses of Active Duty, National Guard, and Reservists, students using VA Education Benefits, Department of Defense employees, Veterans Affairs employees, and Civilian employees of the United States Coast Guard. Veterans of the US Armed Forces must be certified for VA benefits through the US Department of Veterans Affairs and by Ashford University. Grants are only applied to an eligible student's account upon receipt of an approved VA certification. All other eligible students must provide the University with an approved *TA Authorization* form or appropriate verification of military service. Students should contact the Clinton Campus Financial Aid office for additional information.

Military Grant Grandfathering

Students who previously received the Ashford University Military Grant, and who subsequently enroll in another degree program after graduating, are permitted to continue to receive the grant without recertifying eligibility, unless they have been out of attendance more than 30 days.

Ashford University Alumni Tuition Grant

Students who graduate from an Ashford University or University of the Rockies degree program and enroll in an online Ashford University or University of the Rockies degree program qualify for an Alumni Tuition Grant.

Students who qualify for the Alumni Tuition Grant must successfully complete four attempted courses after matriculation into an undergraduate degree program or three attempted courses after matriculation into a graduate degree program. The tuition grant will then be applied to the student's account in the amount of tuition charged for the fifth or fourth attempted course to apply to the cost of the course, depending on the student's degree program.

Alumni who paid a one-time Technology Services Fee (between \$250 and \$1,290) will also have each course's Technology Fee waived.

Outside Scholarships

Students are encouraged to search for outside funding for their education. Any student who receives additional funds from any source, such as an outside scholarship, before or after receiving financial aid from the University, must report the source and the value of the award to the Financial Aid Office. Additional funds could require an adjustment or cancellation to a portion of the existing financial aid award to avoid an "overaward" as defined by federal and state regulations. Scholarship searches are available at:

- www.fastweb.com
- www.finaid.org/scholarships
- www.scholarshipamerica.org

Ashford University is not responsible for the content of these websites and does not endorse any particular outside scholarship website. Please beware of sites that ask for payment for scholarship information and/or applications and review all information carefully before applying.

Private Loan

Before considering a private education loan, students are recommended to first apply for available federal student financial aid (Title IV) to ensure any eligible federal grant aid is utilized. If a student wishes to apply for a private education loan, Ashford University will work with any lender participating in a private student loan program from which a student wishes to borrow. Please contact the Financial Aid Office for additional information about all available education funding options.

Financial Aid Plan

The University will provide assistance to all students and families who are eligible for federal student financial aid (Title IV). The University provides a convenient online application process to complete the necessary financial aid documents listed below.. All students seeking federal, financial aid must be admitted to an eligible degree program to determine financial aid eligibility. To complete the process for the Financial Aid Plan, students must provide the following:

- The Institutional Financial Aid Application;
- The PIN registration at www.pin.ed.gov;
- The Free Application for Federal Student Aid (FAFSA)*;
- Entrance Loan Counseling, if applicable;
- A Direct Loan Master Promissory Note (MPN), if applicable; and
- All related paperwork and documentation requested by the University.

**Note: New online students enrolled March 1 through June 30 are highly encouraged to complete the current and future FAFSA. Completing both FAFSAs in this timeframe will allow the Financial Aid Office to determine all eligible aid.*

Federal Student Aid Eligibility

Eligibility for federal student aid is based on financial need and on several other factors. To be eligible for most types of federal financial aid, a student must:

- Demonstrate financial need (for most programs);
- Have a high school diploma or a General Education Development (GED) certificate;
- Be a US citizen or eligible noncitizen;
- Have a valid Social Security Number;
- Register with the Selective Service (if required);

- Be enrolled as a regular student in an eligible degree program;
- Maintain satisfactory academic progress once in school;
- Certify that no federal student loan is in a default status and no money is owed on a federal student grant; and
- Certify that use of federal student aid is only for educational purposes.

Financial Aid Student's Rights

As a financial aid applicant or recipient, a student has the right to:

- Be advised on the different financial aid programs available and how to apply for them;
- Be advised on deadline dates for submitting applications for each financial aid program available;
- Be advised on how the student's financial need was determined;
- Be advised on how financial aid will be disbursed;
- Be advised on each of the various programs in the student's packaging;
- Be advised on the impacts of withdrawal, such as refunds or repayments of financial aid;
- Be advised on the requirements for maintaining financial aid eligibility and satisfactory academic progress;
- Have all application information treated with the highest confidentiality; and
- Be advised on the names of the organizations that accredit or license the University.

Financial Aid Student's Responsibilities

As a financial aid applicant or recipient, a student has the following responsibilities:

- To apply for financial aid by appropriate deadlines if he or she wishes to be considered for financial assistance;
- To submit all required forms accurately and completely;
- To provide documentation, verification of income, corrections and/or any information to complete his or her financial aid file;
- To notify the Financial Aid Office when additional aid is received from outside sources;

- To accept responsibility for all forms and agreements he or she signs;
- To use financial aid only for his or her actual educational expenses; and
- To complete exit counseling online or to schedule an exit interview with the Financial Aid Office within 30 days of graduating or withdrawing from the University for any reason.

Cost of Attendance

Cost of Attendance (COA) budgets are estimated costs for completing a full academic year and provides students and parents with reasonable projected educational costs associated with full-time attendance at Ashford University. The University uses these costs to develop budgets for awarding federal financial aid. Costs will vary according to the individual student profile; for example, whether the student is an undergraduate or graduate student, living at home with parents, a campus resident or living on his or her own.

The COA includes direct and indirect expenses:

- Direct expenses for online students include tuition, fees, books, and supplies. Indirect expenses include room and board, as well as allowance for personal expenses.
- For Clinton Campus resident students, direct expenses include tuition, fees, room and board, books and supplies. Also included in the budget are allowances for personal and travel expenses.
- For all other students enrolled in the Clinton Campus programs, direct expenses include tuition, fees, books, and supplies. Indirect expenses may include off-campus room and board, travel, and allowance for personal expenses.

Federal Direct Annual Loan Limits:	Dependent Undergraduate Students	Independent Undergraduate Students*	Graduate Students
First Year Students On-Campus Programs: 0–30 credits Online Programs: 0–24 credits	Total: \$5,500 Max Subsidized: \$3,500	Total: \$9,500 Max Subsidized: \$3,500	Total Unsubsidized: \$20,500
Second Year Students On-Campus Programs: 31–60 credits Online Programs: 25–48 credits	Total: \$6,500 Max Subsidized: \$4,500	Total: \$10,500 Max Subsidized: \$4,500	Total Unsubsidized: \$20,500
Third Year Students and Beyond (each year) On-Campus Programs: 61 credits or greater Online Programs: 49 credits or greater	Total: \$7,500 Max Subsidized: \$5,500	Total: \$12,500 Max Subsidized: \$5,500	Total Unsubsidized: \$20,500

Students who successfully complete the weeks and credits required in an academic year will be eligible to be packaged for the next grade level for registered coursework following completion of the academic year. Transfer students who are awarded credits equal to or greater than the number required for completion of an academic year are eligible to be packaged for the next grade level, where applicable (e.g., students transferring in 24 credits or greater to an online program are eligible to be packaged as a second year student).

Federal Direct Aggregate Loan Limits*:

	Dependent Undergraduate Students	Independent Undergraduate Students**	Graduate Students
Maximum Total Debt	\$31,000 Max Subsidized: \$23,000	\$57,500 Max Subsidized: \$23,000	\$138,500 Max Subsidized: \$65,500 (includes undergraduate borrowing)

*A borrower who has reached his or her aggregate borrowing limit may not receive additional loans until he or she has reduced his or her aggregate loan amount.

**A dependent student whose parent is denied a PLUS loan is allowed to borrow additional Unsubsidized Direct amounts equal to the amount that independent borrowers are able to borrow.

How to Apply for Financial Aid

Complete an application for admission to the University. A student must be accepted by the University before a financial aid award can be determined. Complete the Free Application for Federal Student Aid (FAFSA), and list the University (School Code: 001881) as a college to receive information. The University recommends students enrolled in Clinton Campus programs apply each year by March 1 for the upcoming academic year. Students enrolled in online programs must apply 90 days prior to the start of each academic year. Complete an Institutional Application for financial aid, a Master Promissory Note (if applicable), and Entrance Loan Counseling (if applicable). The University may also require additional documents to verify aid eligibility (for additional information, please see the *Verification for Federal Student Aid Eligibility* in this section of the *Catalog*). It is highly recommended that the student or parent apply for the federal Personal Identification Number (PIN) through the US Department of Education at www.pin.ed.gov. The PIN serves as the student’s

electronic signature and can be used to electronically apply for federal student aid and access Federal Student Aid records online. The PIN should be kept in a safe location and should not be shared with anyone.

Free Application for Federal Student Aid (FAFSA)

The FAFSA is available online at www.fafsa.gov. The completed form should be signed electronically with the applicant’s PIN so that the student’s financial need can be evaluated.

Verification for Federal Student Aid Eligibility

The federal government requires colleges and universities to verify, or confirm, the data reported by students and their parent(s) on the FAFSA. The verification process ensures that eligible students receive all the financial aid to which they are entitled and prevents ineligible students from receiving financial aid to which they are not entitled. A subset of

financial aid applications are randomly selected by the US Department of Education for verification.

If a student is selected for verification there is an asterisk next to the Expected Family Contribution (EFC) on the Student Aid Report (SAR). The SAR may be viewed online at www.fafsa.gov under Step 3, "View and Print Your Student Aid Report."

Applications selected for verification are placed into a Verification Tracking Groups (V1 – V6). The SAR indicates with a tracking flag for which group the student has been selected. Items to be verified are based on the specific Verification Tracking Group. If a student is selected for verification, the Financial Aid Office notifies the student of required documentation.

The student (and parent(s) of dependent students), are required to provide appropriate and legible supporting documents to the Financial Aid Office. Depending on the category selected, one or more of the following documents may be requested:

- Verification Worksheet;
- IRS Tax Return Transcript or use of IRS Data Retrieval Process;
- Documentation of Supplemental Nutrition Assistance Program (SNAP), if applicable;
- Documentation of child support paid, if applicable;
- Documentation of other untaxed income, if applicable;
- Verification of high school completion (or equivalent), if applicable; and,
- Identity and Statement of Educational Purpose, if applicable.

Please note that additional documents may be requested at the Financial Aid Office's discretion.

Participation in the verification process is not optional. Students with verification categories of V1 - V3, and V6, who do not submit the required documentation within 30 days of request may experience financial aid processing delays, and may be administratively withdrawn until all supporting verification documents have been received by the University's Financial Aid Office. New online students who are selected for the customized verification categories of V4 or V5 must submit the required Identity and Statement of Educational Purpose documentation prior to progressing beyond conditional admission status or they will be administratively withdrawn prior to attending week four of their first course. Any other required documentation must be completed within 30 days of request. Continuing online students who are selected for the customized verification categories of

V4 or V5 must submit the Identity and Statement of Educational Purpose within 14 days of notification and any other requested documentation within 30 days. If clarification is needed on a verification document or the Student Aid Report, an advisor from the Financial Aid Office will contact the student for additional information. Possible corrections may be required on the SAR. If a student's financial aid award in any way changes as a result of verification, a new award letter is generated and available via the portal to view or print.

Verification Worksheets can be obtained from the Financial Aid Office or on the Student Portal. Financial aid will not be processed or disbursed if an applicant fails to provide the appropriate and legible verification documentation.

Fraudulent Activity

If Ashford University obtains any credible information indicating that an applicant for federal student financial assistance may have knowingly engaged in fraud or other criminal misconduct in connection with his or her application for federal student financial assistance, that individual will be referred to the Office of Inspector General (OIG) of the US Department of Education. Examples of this type of misconduct may include, but are not limited to:

1. False claims of independent student status;
2. False claims of citizenship;
3. Use of false identities;
4. Forgery of signatures or certifications; and
5. False statements of income.

Code of Conduct and Federal Student Aid Eligibility

In addition to being referred to the OIG, students suspected and being investigated for Academic Dishonesty and/or knowingly furnishing false, falsified or forged information to the University will be placed on a hold and unscheduled from future courses. For those students utilizing financial aid, this hold will prevent a financial aid disbursement until the issue is resolved through either the appeal process or through a Student Community Standards Formal Hearing. For more information on the code of conduct review process please see that section in this *Catalog*.

NSLDS Fraud Loan Flag and Federal Student Aid Eligibility

Students who have been convicted of fraudulently obtaining federal loans are no longer eligible for Federal Title IV aid. Students will be flagged on the Student Aid Report (SAR) as comment code 272. Students with this comment codes must refer to the loan holder for resolution. A financial aid hold

will be immediately placed on the students account and students will be unscheduled from all future courses. For those students utilizing financial aid, this hold will prevent a financial aid disbursement until the issue is resolved. If a student is still within the first week of their course, or within the Ashford Promise (CAP) period, those students will be removed from their current course as well. Students will be administratively withdrawn from the University after 14 days of non-attendance.

Identity Reject Flag and Federal Student Aid Eligibility

Students who meet certain conditions related to identity issues will be flagged on the Student Aid Report (SAR) as comment code 281 and are no longer eligible for Federal Title IV aid until resolved. A financial aid hold will be immediately placed on the students account and students will be unscheduled from all future courses. For those students utilizing financial aid, this hold will prevent a financial aid disbursement until the issue is resolved. If a student is still within the first week of their course, or within the Ashford Promise (CAP) period, those students will be removed from their current course as well. Students will be administratively withdrawn from the University after 14 days of non-attendance.

This comment code can only be overridden by the Department of Education. Students should contact Federal Student Aid at 202-377-3889 for resolution. The Department will work with students regarding requesting documentation directly to clear the issue. If the comment code is determined to be in error or is resolved, the school will receive a reprocessed ISIR with an override comment code 283.

Unusual Enrollment History and Federal Student Aid Eligibility

Students who are flagged on the Student Aid Report (SAR) as comment code 359 or comment code 360, who did not successfully complete coursework during an academic year in which they also received a Pell grant, may be required to submit a letter of explanation and appropriate college history documentation for review by Ashford. The letter and explanation must show that there were extraordinary or unusual circumstances that occurred which prevented the student from being successful in his or her studies. Requested documentation related to comment code 359 or 360 must be submitted by new students and approved by Ashford University prior to a student progressing beyond conditional admission status or the student will be administratively withdrawn. For continuing students, if any requested documentation

related to comment code 359 or 360 is not received or approved by Ashford University within 14 days of request, students are administratively withdrawn from classes. Financial aid will not be processed or disbursed if an applicant fails to provide the requested documentation.

General Financial Aid Reapplication Process

It is the student's responsibility to reapply for funding as necessary by completing the FAFSA and any subsequent document requested by the Financial Aid Office. Students enrolled in an online program must reapply 90 days prior to the start of each academic year. Students enrolled in a Clinton Campus program are responsible for reapplying for funding each year by March 1. Tardiness in applying could result in disqualification of the Financial Aid Plan and requires compliance with the terms and conditions of the Cash Plan.

If a student does not complete the financial aid process in advance of his or her last date of attendance, he or she forfeits eligibility for financial assistance that might otherwise have been available during that period of enrollment, and becomes fully responsible for all remaining balances. This also applies to Clinton Campus students with institutional scholarships or grants.

Online Undergraduate Programs

Renewed Loan Eligibility: A student enrolled in the online undergraduate program may renew his or her loan for the next academic year once these conditions have been met:

- If required, submission of a new award year FAFSA and any subsequent documents requested by the Financial Aid Office;
- The student has completed the initial 40-weeks of instructional time and the loan period has ended;
- The student has successfully completed 24 undergraduate-level credits; and
- The student is registered for another course.

Online Graduate Programs

Renewed Loan Eligibility: A student enrolled in the online graduate program may renew his or her loan for the next academic year once these conditions have been met:

- If required, submission of a new award year FAFSA and any subsequent documents requested by the Financial Aid Office;

- The student has completed the initial 36-weeks of instructional time and the loan period has ended;
- The student has successfully completed 18 graduate-level credits; and
- The student is registered for another course.

Entrance Counseling for Federal Loan Recipients

All first-time Federal Direct loan recipients who have received a Financial Aid Award offer and have accepted the Federal Direct Loan(s) are required to complete online Federal Direct Loan Entrance Counseling and to sign a Federal Direct Loan Master Promissory Note prior to the school receiving the funds. First-time borrowers of federal loans at Ashford University must complete entrance counseling as mandated by federal regulations. This requirement is met by completing an entrance counseling exercise online. Federal loans (Direct Loans and Grad PLUS) cannot be released to a student's account until this federal requirement is satisfied. Students applying for the TEACH Grant must also complete an Entrance Counseling as well as the TEACH Grant Agreement to Serve (ATS). Students will be provided information on how to complete the required counseling exercises along with their financial aid award information.

Types of Financial Aid

In general, financial aid is provided in the form of grants and loans. Part-time work programs are available for students enrolled in Clinton Campus programs. While some students may qualify for one type of financial assistance, others may qualify for a combination of two or more programs. The financial aid packaging process is awarding aid without exceeding the student's financial need. This packaging of financial aid allows Ashford University to assist a larger number of students and to award aid suited to the student's individual needs. Each student may be expected to make a financial contribution toward educational costs based on family circumstances and ability to pay. The family's share of the cost and eligibility for aid are determined through the Free Application for Federal Student Aid (FAFSA).

University Awards (for Clinton Campus Programs)

The University awards institutional aid based on a student's demonstrated financial need and academic record. For more information, please see the Ashford website at www.chooseashford.com or inquire in the Admissions or Financial Aid Offices.

State Aid Programs

Please visit the Education Resource Organization Directory (EROD) at wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_cd=SGT for a list of state grant agencies by state. Students may contact these agencies directly for information regarding state grants that may be available.

Federal Aid Programs (Title IV)

Federal Pell Grants: Federally funded grants for undergraduate students who have not earned a bachelor's or professional degree. These grants are based on financial need and enrollment status at the University. Pell Grants provide a foundation of financial aid for many students to which other aid may be added. To determine eligibility for Federal Pell Grants, the US Department of Education uses a standard formula to evaluate the information supplied to them from the student. This formula produces an Expected Family Contribution (EFC) amount. The amount a student receives for a Pell Grant depends on a student's EFC, cost of attendance, status as either a full-time student or part-time student, and whether the student will attend school for a full academic year. Pell Grants are limited each award year in amounts depending upon program funding and a maximum per-student amount. Grants are currently awarded up to a maximum of \$5,730 per academic year. The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited to be the equivalent of six years or 600% of Pell Grant funding.

Federal Supplemental Educational Opportunity Grants (FSEOG): Grants funded by the federal government and the University to aid undergraduate students with exceptional financial need. The University determines who will receive FSEOG based on factors such as need, Pell Grant eligibility, and availability which may vary by payment period. The award amount could be up to \$1,500 per academic year at Ashford University based on allocations.

Direct PLUS Loans (PLUS): Long-term, low-interest rate loans made available to eligible parents to help pay student expenses at an approved postsecondary educational institution. These are loans that must be repaid. An eligible parent may borrow up to the student's cost of attendance, minus all other financial aid resources. The lender is the U.S. Department of Education. Repayment begins once the loan is fully disbursed. The parent borrower may contact his or her loan servicer to request a deferment. These loans are subject to credit approval and are available only to aid dependent students.

Direct Graduate PLUS Loans (Available for Graduate Programs Only): Long-term, low-interest unsubsidized loans for graduate students. These are loans that must be repaid. The student may borrow up to the cost of attendance, minus the Unsubsidized Direct Loan (if applicable), all other financial aid received, and any other aid resources. An eligible student may borrow directly from the Federal government. Repayment begins six months after the student ceases to be enrolled at least half-time. These loans are subject to credit approval.

Federal Direct Loans: Direct Loans are low-interest loans for students to help pay for the cost of a student's education when attending post-secondary education after high school. These are loans that must be repaid. The lender is the US Department of Education. Students may borrow directly from the federal government through the Direct Loan servicer. While the federal government is the lender for Direct Loans, the application and origination process occurs through the University. To be eligible for a Direct Loan, a student must be enrolled in an eligible degree program on at least a half-time basis. The Direct Loan Program offers a lower interest rate than most commercial loans. The federal government pays the interest on a Subsidized Direct Loan* for undergraduate students while attending at least a half-time program or during a period of deferment, as long as the student shows a demonstrated financial need. An origination fee may be deducted from the student's loan amount that is disbursed. If a student does not demonstrate a financial need or is a graduate student, the Unsubsidized Direct Loan may be available and begins to accrue interest while the student is in school. Please refer to the *Federal Direct Annual Loan Limits* and *Federal Direct Aggregate Loan Limits* tables in this section of this *Catalog*. If a student received federal student financial aid funds, and withdraws from the institution, after review of the student's account to determine if there are payments in excess of charges, the student is entitled to receive a refund of funds not paid from federal financial aid funds. The standard repayment plan begins six months after the student graduates or is no longer enrolled at least half-time, and up to 10 years may be allowed to repay the loan(s). Students who meet eligibility requirements may request a deferment or forbearance of their loan payment. The following are circumstances under which a student may qualify for a deferment/forbearance: currently enrolled in school on at least a half-time basis; graduate fellowship; rehabilitation training; unemployment; economic hardship; military service; or post-active duty student. Please refer to www.studentaid.ed.gov for more information about

current loan interest rates and how to apply for a Direct Loan and other repayment options.

**Beginning with the 2013-2014 Financial Aid year, there is a limit on the maximum period of time (measured in academic years) that a student can receive Subsidized Direct Loans. This applies to first-time borrowers only (or students who had previously borrowed and paid off federal student loans). In general, a student may not receive Subsidized Direct Loans for more than 150% of the published length of his or her program. Student's who change programs may have their subsidized eligibility impacted and should contact their Student Advisor for more information.*

TEACH Grant (Clinton Campus only): Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. In exchange for receiving a TEACH Grant, students must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves students from low-income families. As a recipient of a TEACH Grant, students must teach for at least four academic years within eight calendar years of completing the program of study for which a TEACH Grant was received, complete the FAFSA and have a cumulative Grade Point Average (CPGA) of 3.25 or higher and meet all Title IV eligibility requirements. If the student does not complete the service obligation, all TEACH grants are converted into a Direct Unsubsidized Loan with interest charged from the date the TEACH grant was disbursed and will need to be repaid.

Federal College Work-Study Program (FWS) (Clinton Campus only): Funded by the federal government and the University. To be eligible, a student must be a Clinton Campus student, complete the FAFSA, have a documented financial need and maintain satisfactory progress, as defined for financial assistance. Students may be employed by the University or off-campus federal, state, and local public agencies. They may also be employed by certain private nonprofit. Work-Study awards do not guarantee a student employment with an eligible employer. In addition, funds earned through the FWS program do not automatically count against the student's billed tuition. Contact the Clinton Campus Financial Aid Office for additional information.

Iraq and Afghanistan Service Grant: Federally funded grants for undergraduate students. Students may be eligible for this grant if the student was not eligible for a Federal Pell Grant on the basis of their

Expected Family Contribution but meets the remaining Federal Pell Grant eligibility requirements, and the student's parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001; and if at the time of the parent or guardian's death the student was either less than 24 years old or was enrolled in college.

Other Available Financial Aid

Students should check with their high school, area civic groups, businesses, and churches to determine availability. See *Outside Scholarships* and *Private Loan* in this section of the *Catalog*.

Financial Aid Plan for Online Programs

To select the Financial Aid plan as the primary payment option for enrollment in an online program, at least 50% of a student's annual tuition and applicable fees must be funded through federal financial aid benefits.

Under this plan when used as a primary payment option for enrollment in an online program, students are expected to submit all financial aid documents prior to their start date. If a student fails to supply all required documents by 11:59 pm in the Pacific Time Zone on Monday of the first week, the student will be withdrawn from his or her current course. Students who are otherwise qualified may restart their program at a later date when all required financial aid documentation is submitted. If a student is unable to qualify for financial aid, he or she must select another payment option and is held responsible for any outstanding balances incurred.

Continuous attendance with no attendance breaks greater than 14 days or approved an Academic Leave greater than 45 days is required to retain eligibility for disbursed federal financial aid funds. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break. The University may be required to return the federal funds of students with reduced financial aid eligibility due to attendance breaks or Academic Leaves, leaving the student responsible to the University for any balance on the student's account. Students who are awarded Title IV aid in an amount exceeding the tuition and fees assessed by the University, and/or students who withdraw before completion of the term or program, may be required to return unearned funds to the Department of Education and/or Ashford University. Students in this situation who received excess funds stipend checks may be required to return those funds to the institution. Students are strongly encouraged to contact their

Student Advisor to understand the potential impact attendance changes may have on their financial aid as far in advance as possible.

Financial Aid Specific to Online Undergraduate Programs

Definition of Academic Year

Week = 7 calendar days

Full Academic Year Definition = a minimum of 40 weeks of instructional time and 24 successfully earned credits that apply toward the student's program of study. Please note: courses are offered 50 weeks in each calendar year. Therefore, students can complete five academic years in four calendar years.

A full Academic Year consists of two (2) increments that may be referenced as payment periods, financial aid payment periods or Satisfactory Academic Progress (SAP) increments.

- The first payment period in the Academic Year ends when half of the credits and weeks required for a completed Academic Year have been met.
- The second payment period in the Academic Year ends when the requirements for a completed Academic Year have been met.

Final Academic Year Exceptions:

- For any remaining portion of a program that is half of an Academic Year or less, the remaining portion is treated as a single payment period.
- For any remaining portion of a program that is more than half of an Academic Year but less than a full Academic Year, the remaining portion is divided into two payment periods and the first payment period is the period in which the student successfully completes half of the credits and half of the weeks of instructional time in the remaining portion.

Satisfactory Academic Progress (SAP) is evaluated at the end of each payment period.

Loan Disbursement Information

Loan periods for online undergraduate programs are 40 weeks in length. Online undergraduate students can expect two (2) disbursements (one per payment period) each academic year. An academic year for undergraduate students is comprised of eight (8) successfully completed courses. Each payment period is four (4) successfully completed courses. The beginning of the loan period for online programs will coincide with the beginning date of the first course in the student's academic year. See *Financial Aid Specific to Online Undergraduate Programs* Definitions in this

section of the *Catalog* for more information about loan periods.

First Disbursement: To receive a disbursement, students must have successfully completed the financial aid application process, including verification, if applicable. The first disbursement will be delivered no earlier than the first week a student has posted attendance in the first course. For students who are conditionally admitted with the Ashford Promise, the first disbursement will be delivered no earlier than at the time of matriculation during the 4th week of attendance in the first course. For first-time undergraduate borrowers, the first disbursement cannot be disbursed until 30 days after the first day of the student's program of study. The first disbursement is intended to be applied toward the first four (4) successfully completed courses and any applicable fees.

Second Disbursement: The second disbursement will be delivered once a student has successfully completed at least 12 undergraduate-level credits and is intended to be applied toward the remaining four (4) successfully completed courses and any applicable fees in the second payment period. A student must also be registered for and start the next class in the second payment period, and at least half of the loan period (20 weeks) must have passed. For students in a final academic year that is less than a full academic year but more than half of an academic year, the second disbursement will occur when the student has completed half the credits and half the weeks of instructional time remaining. In order to be eligible for a Post Withdrawal Disbursement (PWD) or Late Disbursement for a second/subsequent disbursement, a student must have graduated or completed the payment period for which the loan was intended.

Note: Grades of "W," "WF," "I," or "F" do not count toward successfully completed courses. Grades of "D+," "D," or "D-" that do not count toward successful completion of required competency courses and thus must be repeated, also do not count toward successfully completed courses. In addition, students who are required or choose to repeat courses will not have the repeated course counted toward successfully completed courses. Once a grade of "I" is successfully completed for a permanent grade as outlined previously, the course will count toward successful completion.

Financial/Financial Aid Implications for Residents of Mississippi and Tennessee: Financial aid may be certified but will not be disbursed until proof of graduation from high school or equivalent has been received by Ashford University. To allow time for receipt of this proof, students choosing the "financial

aid" payment option will have their first disbursement of financial aid delayed until the later of eleven (11) calendar weeks post start date or the conclusion of the first six (6) attempted credits. Students whose proof of graduation from high school or equivalent is not received within the time frame described previously will:

- a. be placed on finance hold and unscheduled from future courses until proof of graduation from high school requirements are satisfied and financial aid is certified, or
- b. pay cash to bring their account current and for all courses they take until proof of graduation from high school requirements have been received and financial aid has been disbursed.

Tuition Payment and Financial Aid

Each financial aid disbursement is intended to cover tuition costs for at least 12 undergraduate-level credits. However, students who do not meet the minimum 12 successfully completed undergraduate level credits may be required to pay out of pocket for additional courses, including dropped or failed courses, before a subsequent disbursement can be released. Students who fall below the minimum number of credit hours may have their financial aid funds reduced or prorated.

Students who do not consistently register for sequential courses may not receive their financial aid disbursements.

Online Bookstore Voucher (Online Undergraduate)

Online undergraduate students may be eligible for a voucher to purchase required books and supplies through the University's online bookstore. Vouchers are automatically generated and emailed to eligible students within the first seven days of the financial aid payment period.

This online bookstore voucher allows the student to purchase required books and supplies with an automated charge posted to his or her student account against anticipated financial aid, and only when the anticipated financial aid is greater than the amount of tuition and fees for the payment period. These voucher purchases will be paid by the student's financial aid funds once disbursements are posted to the student's account. In all cases, the student is obligated to reimburse Ashford University in full for the amount of charges incurred when the bookstore voucher is used whether or not sufficient financial aid funds are available on the student's account. Such a situation may occur, but is not limited to, when:

- the bookstore charges are not able to be charged against financial aid;
- the student does not receive the anticipated financial aid; or
- the student does not receive sufficient financial aid to cover the full amount of the bookstore charges.

Online bookstore vouchers will only be issued to students who:

- are eligible for a Federal Pell Grant; and
- are estimated to be eligible for federal aid disbursements in excess of tuition and fee charges; and
- complete their financial aid file 21 calendar days prior to the start of the financial aid payment period, or have their financial aid package completed 10 calendar days prior to the start of the payment period.

Online bookstore vouchers expire 21 days after the financial aid payment period begins and may only be used at the University's online bookstore. These vouchers are not transferrable and cannot be redeemed for cash. Only one voucher per eligible student will be issued each financial aid payment period. Students are not obligated to use the voucher to purchase their books. Students may opt out by simply not using the book voucher and purchasing their books using personal funds.

Questions pertaining to the Online Bookstore Voucher should be directed to the student's Student Advisor.

Financial Aid Specific to Online Graduate Programs

Definition of Academic Year

Week = 7 calendar days

Full Academic Year Definition = a minimum of 36 weeks of instructional time and 18 successfully earned credits that apply toward the student's program of study.

A full Academic Year consists of two (2) increments that may be referenced as payment periods, financial aid payment periods or Satisfactory Academic Progress (SAP) increments.

- The first payment period in the Academic Year ends when half of the credits and weeks required for a completed Academic Year have been met.
- The second payment period in the Academic Year ends when the requirements for a completed Academic Year have been met.

Final Academic Year Exceptions:

- For any remaining portion of a program that is half of an Academic Year or less, the remaining portion is treated as a single payment period.
- For any remaining portion of a program that is more than half of an Academic Year but less than a full Academic Year, the remaining portion is divided into two payment periods and the first payment period is the period in which the student successfully completes half of the credits and half of the weeks of instructional time in the remaining portion.

Satisfactory Academic Progress (SAP) is evaluated at the end of each increment.

Loan Disbursement Information

First Disbursement: To receive a disbursement, students must have successfully completed the financial aid application process, including verification, if applicable. The first disbursement will be delivered no earlier than the first week a student has posted attendance in the first course. For students who are conditionally admitted with the Ashford Promise, the first disbursement will be delivered no earlier than at the time of matriculation during the 4th week of attendance in the first course. The first disbursement is intended to be applied toward the first three (3) successfully completed courses and any applicable fees.

Second Disbursement: The second disbursement will be delivered once a student has successfully completed at least 9 graduate-level credits and is intended to be applied toward the remaining three (3) successfully completed courses and any applicable fees in the second payment period. A student must also be registered for and start the next class in the second payment period, and at least half of the loan period (18 weeks) must have passed.

Note: Grades of "W," "WF," "I," or "F" do not count toward successfully completed courses. In addition, students who are required or choose to repeat courses will not have the repeated course counted toward successfully completed courses. In addition, students who are required or choose to repeat courses in which they earned a grade of "C," will not have the repeated course counted toward successfully completed courses. Once a grade of "I" is successfully completed for a permanent grade as outlined previously, the course will count toward successful completion.

Tuition Payment and Financial Aid

Each financial aid disbursement is intended to cover tuition costs for at least 9 graduate-level credits.

However, students who do not meet the criteria listed previously for receipt of loan funds may be required to pay for more than the minimum number of courses before a subsequent disbursement is available.

Students who do not consistently register for sequential courses may not receive their financial aid disbursements.

Financial Aid Plan for Clinton Campus Programs

Under the Financial Aid plan for enrollment in Clinton Campus programs, if a student fails to supply all required documents by Friday of the second week at 4 pm in the Central Time Zone, the student will be immediately withdrawn from all courses in that semester. Students who are otherwise qualified may be rescheduled to restart their program at a later date when all required financial aid documentation is submitted or when a different method of payment is selected. If a student is unable to qualify for financial aid, he or she must select another method of payment and is held responsible for any outstanding balances incurred.

Loan Disbursement Information

Loan periods for all Clinton Campus based programs are generally comprised of two terms (fall and spring). The beginning date of the loan period for Clinton Campus programs will coincide with the start date of the first term in the loan period.

Disbursement Eligibility: The first disbursement will be delivered after the census date in the term. First-time undergraduate borrowers cannot receive their disbursement until 30 days after the first day of the student's program of study. Clinton Campus programs use a schedule academic year in determining the frequency of annual loan limits. The summer term is considered a trailer to the fall/spring academic year. A student enrolled in a Clinton Campus program gains eligibility for up to the Direct annual loan limit for a scheduled academic year that begins with the fall term. If a student exhausts his or her annual loan limit during the fall/spring terms, he or she is ineligible for additional loan funds for attendance during the summer term. If the student has remaining annual loan limit eligibility after attending the fall and/or spring terms, he or she may receive the remainder of his/her annual loan limit for summer attendance during a loan period that includes only the summer term. The beginning date of the loan period for a summer loan will coincide with the start date of the summer term. The first disbursement of a summer-only loan will be delivered after the census date in the term.

Repeating Coursework (Clinton Campus Students)

Retaking coursework previously passed in Ashford University Clinton Campus programs may impact a student's enrollment status (e.g., full time, half time, etc.). Courses attempted a third time when the prior two attempts resulted in a passing grade will not be included in the enrollment status calculation for the term. This may affect the student's eligibility for financial aid funds. Students are encouraged to contact the Financial Aid Office for more information.

Clinton Campus Bookstore Vouchers/Charges

All Clinton Campus students have the option to purchase books and required course supplies with a charge posted to their student account against anticipated financial aid, scholarships, or payments. Vouchers are automatically generated for eligible registered Pell Grant recipients.

Students are obligated to pay Ashford University in full for the amount charged in the bookstore whether or not sufficient financial aid funds are available on the student's account. Such a situation may occur, but is not limited to, when:

- the bookstore vouchers/charges are not able to be charged against financial aid;
- the student does not receive anticipated financial aid or scholarships; or
- the student does not receive sufficient financial aid to cover the full amount of the bookstore vouchers/charges.

The Clinton Campus Bookstore Vouchers are not transferrable and cannot be redeemed for cash. Only one voucher per eligible student will be issued each financial aid semester. Students are not obligated to charge their books to their student account. Students may opt out by purchasing their books using personal funds.

This option is only available during the first 10 class days of each semester. Questions pertaining to the Clinton Campus Bookstore purchases should be directed to the student's Finance Planner.

Financial Aid and Satisfactory Academic Progress Requirements

Students are required to make satisfactory academic progress in order to maintain eligibility for Title IV federal financial aid. See the *Satisfactory Academic Progress (SAP)* policy in the *Clinton Campus Programs, Online Undergraduate Programs* or *Online Graduate Programs* section of this *Catalog* for further details related to SAP review and requirements, and

information related to conditions of Academic and Financial Aid Warning, Academic and Financial Aid Probation and Probation-Academic Plan during which students maintain Title IV eligibility.

Note: Grades of “W,” “WF,” “I,” or “F” do not count toward successfully completed courses. Grades of “D+,” “D,” or “D-” that do not count toward successful completion of required competency courses and thus must be repeated, also do not count toward successfully completed courses. In addition, students who are required or choose to repeat courses will not have the repeated course counted toward successfully completed courses. Once a grade of “I” is successfully completed for a permanent grade as outlined previously, the course will count toward successful completion.

Exit Counseling for Federal Loan Recipients

Students who leave the University or whose student status falls below half-time must complete exit counseling for federal loans (Direct and Grad PLUS) within 30 days of separation from the school as mandated by federal regulations. Students will be emailed instructions on how to complete their exit counseling online. Students may contact the Financial Aid Office to receive individual repayment or account information.

Return of Title IV Funds

The Financial Aid Office is required to perform a Return of Title IV Funds calculation when a Title IV recipient withdraws from his or her program. A student may withdraw from the University at any time either verbally or in writing. It is highly recommended that online students speak with their Student Advisor prior to withdrawing. Clinton Campus students who wish to withdraw must notify the Registrar’s Office.

The standard formula for Return of Title IV is calculated on a percentage basis by comparing the total number of days the student completed to the total number of days in the payment period. The calculation determines the amount of Title IV the student is eligible to keep and the amount of Title IV funds which are required to be returned. The Return of Title IV calculation may result in the student owing the University for unpaid tuition and fees and Department of Education for grants and Direct Loans.

For Return of Title IV calculation purposes, the payment period for students attending the Clinton Campus programs is defined as the semester from which the student withdraws. Official and unofficial withdrawal dates for Clinton Campus students are defined as the last documented date

of academically related activity by the student. For students participating in online classes, a payment period consist of one-half of the credit hours and weeks required for the academic year being attended at the time of withdrawal. For additional information on academic year and payment period, please refer to *Definition of Academic Year* in this section of this *Catalog*.

If a return of Title IV funds creates a balance on the student’s account, the student will be responsible for full payment. A student will not be allowed to re-enter, register, or receive an official academic transcript until the outstanding balance has been paid in full or is currently on an approved payment plan. If loan funds need to be returned by the student, the student may pay these funds back under the original terms of the loan. If grant funds need to be returned by the student, the student must pay these funds back to the Federal Grant program. The University will return the unearned Title IV funds in the following order:

- Unsubsidized Direct Loan
- Subsidized Direct Loan
- Direct Graduate PLUS
- Direct Parent PLUS
- Federal Pell Grant
- FSEOG
- TEACH Grant
- Iraq and Afghanistan Service Grant

For information regarding the determination of withdrawal date, please see the *Withdrawal from the University* policy in the *General Academic Information and Policies* section in this *Catalog*.

Direct Loan Grace Period

Direct Subsidized and Unsubsidized Loans:

When a student graduates, withdraws or is no longer enrolled at least halftime in an eligible program, he or she will be granted a six-month grace period for his or her Direct Subsidized and Unsubsidized Loans for which the student is not required to make a loan payment. The grace period begins the day after the student stops attending or drops below half time enrollment. At the end of the grace period, repayment begins. For Direct Unsubsidized Loans any interest that accumulates during the deferment period will be added to the unpaid principal.

Direct Parent and Graduate PLUS Loan:

There is no grace period for Direct PLUS loans. However, parent PLUS borrowers, graduate, or professional PLUS borrowers can request to defer repayment for an additional 6 months after the

student graduates, withdraws or drops below half-time enrollment. In doing so, any interest that accumulates during the deferment period will be added to the unpaid principal. At the end of the grace period, repayment begins.

Direct Loan Repayment

There are several choices of repayment plans. The loan servicer will notify the student (and/or parent) of the date the loan goes into repayment. If the student does not choose a repayment plan, they will be placed on the standard repayment plan. The longer the loans are in repayment, the more interest that will be accrued. If a student obtains a loan to pay for their educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any funds returned to the lender determined after withdrawal during the Return of Title IV Funds calculation.

Standard Repayment Plan:

The student pays a fixed amount each month until the loan is paid in full. The monthly payments will be at least \$50, and up to 10 years repayment. Less interest is paid over time on this plan.

Graduate Repayment Plan:

The payments start out low and will increase every two years. The length of the repayment period will be up to 10 years. More interest is paid over time on this plan.

Extended Repayment Plan:

The student must have more than \$30,000 in Direct Loan debt. Under the extended plan the student can take up to 25 years for repayment and two payment options: fixed or graduated. Fixed payments are the same amount each month, while the graduate payments start low and increase every two years.

Pay As You Earn Repayment Plan:

Maximum monthly payments are 10% of discretionary income, the difference between the adjusted gross income and 150% of the poverty guideline for the family size and state of residence. Payments change as income changes. Student (or parent) must have a partial financial hardship. The length of the repayment period will be up to 20 years.

Income Contingent Repayment Plan:

(Not available for parent PLUS Loans)

This plan gives the flexibility to meet the Direct Loan obligation without causing undue financial hardship. Each year the monthly payments are calculated on the basis of the student's adjusted gross income (AGI, plus spouse's income, if married), family size, and the total number of Direct Loans. The maximum repayment period is 25 years.

Income-Based Repayment Plan:

The required monthly payment will be based on the student's (or parent's) income during any period when he or she has a partial financial hardship. The monthly payment is adjusted annually. The maximum repayment period may not exceed 10 years.

Payment Support

If the student (or parent) has trouble making the loan payment, he or she should contact the loan servicer as soon as possible. There may be options such as changing repayment plan, deferment, or forbearance. Receiving a deferment or forbearance is not automatic. The student must apply for it. If the student is not sure who his or her servicer is, he or she can go to NSLDS at www.nslsds.ed.gov and use his or her PIN to access all loan information.

Deferment:

A deferment is a period during which repayment of the principal and interest is temporarily delayed. Depending on the type of loan, the federal government may pay the interest on the subsidized loan during the period of deferment.

A student may qualify for a deferment while he or she is:

- Enrolled at least half time in an eligible program at an eligible institution
- Unemployed or meet the rules for economic hardship (limited to 3 years)
- Based on qualifying active duty service in the U.S. Armed Forces or National Guard.

Forbearance:

If the student cannot make his or her scheduled loan payment and does not qualify for a deferment, he or she may be able to receive a forbearance. Forbearance allows the student to temporarily stop making payments, temporarily make smaller payments, or extend the time for making payments. Interest will continue to accrue on the subsidized and unsubsidized loans (including all PLUS loans).

Some common reasons for receiving forbearance are:

- Illness
- Financial hardship
- Serving in a medical or dental internship
- Residency

If the student has defaulted on a student loan, he or she is not eligible for a deferment or forbearance.

Consolidation

Consolidation is the process of combining multiple federal student loans into one loan so there is only one monthly payment. Loan consolidation can greatly simplify loan repayment by centralizing loans into one bill and can lower monthly payments by offering up to 30 years repayment. However, by consolidating, the length of the repayment period is increased. Students should understand the advantages and disadvantages of consolidation before submitting an application for consolidation. For more information, please visit www.studentaid.ed.gov

Consequences for Not Making Loan Payments

If the student (or parent) does not make a loan payment or stops making payments and does not get a deferment or forbearance, the loan could go into default. To default means the student (or parent) fails to make the loan payment as scheduled according to the terms and conditions of the promissory note. Consequences for not making the loan payment could result in one or more of the following:

- The entire unpaid balance with interest due and payable;
- Loss of eligibility of deferment, forbearance or repayment plan;
- Loss of eligibility of future federal financial aid;
- The account being assigned to an outside credit agency;
- Loan being reported to the three major credit bureaus, damaging credit ratings;
- Federal and state income tax being withheld;
- Student loan debt increasing due to late fees, additional interest, court costs, collection fees, attorney's fee and any other costs associated with the collection process;
- Wage garnishment.

For more information regarding Direct Loan Repayment please visit www.direct.ed.gov.

Questions Regarding Financial Aid

Students should call, write, or visit the Financial Aid Office for help in completing forms, answering questions, and explaining the award process. The Financial Aid Office telephone number for Clinton Campus programs is (563) 242-4023; the fax number for Clinton Campus programs is (563) 242-8684. The Financial Aid Office telephone number for online students is (866) 974-5700.

University Refund Policies

The following policies govern refunds to students in case of course drop, withdrawal, or dismissal from the University. Students who do not have federal financial aid will have their charges and financial credits assessed in accordance with the refund policy. Any nonfederal aid will be prorated and refunded using the same percentages in the refund policy. No refund will be made if the student's withdrawal date occurs after 60% of the enrollment period has passed. For exceptions to this policy, please see specific state refund policies detailed subsequently.

Institutional Tuition Refund Policy

Students who drop or are administratively withdrawn from a course (or the institution) may be eligible for a tuition refund. Tuition refunds are based upon course length. Return of Title IV is based on the length of the payment period.

Online students should refer to the *Ashford University Tuition Refund Schedule* or applicable state refund policy for specific information regarding tuition refunds. Students whose last date of attendance (LDA) is during the indicated week will receive the tuition credit indicated. If an online student drops on or before the start date of a course, a 100% refund of the total cost of the course will be provided. Clinton Campus students should refer to the *Iowa State Refund Policy* table for specific information regarding tuition refunds. If a Clinton Campus student drops prior to census date (Friday of the second week of each term), no charges will be due. If a Clinton Campus student drops after census date, only tuition will be refunded in accordance with the *Iowa State Refund Policy*. Charges for room and board are not refundable except for special circumstances described previously. Charges for any other fees are not refundable.

Clinton Campus terms begin on Monday and end on Friday. Online course weeks begin on Tuesday and end on Monday.

Ashford University Tuition Refund Schedule

The Ashford University Tuition Refund Schedule applies to online students who drop or are administratively dropped from a course or the institution and who are not otherwise covered under a state-specific tuition refund policy.

PROGRAM	Course Length	1st* week	2nd* week	3rd* week	4th* week	5th* week	6th* week
Nonterm-Based Graduate Level Programs (Online Formats) Refund % by Course LDA	6	100%	50%	0%	0%	0%	0%
Nonterm-Based Undergraduate Level Programs (Online Formats) Refund % by Course LDA	5	100%	50%	0%	0%	0%	N/A
*Refund percentage applied based on week of last date of attendance (LDA).							

Ashford University First Course Refund Schedule (Ashford Promise)

The Ashford University First Course Refund Schedule (Ashford Promise) applies to degree-seeking online students who drop or are administratively dropped during their first course. The Ashford University First Course Refund Schedule (Ashford Promise) is applicable to the first course taken as a degree-seeking student at the undergraduate and graduate level.

PROGRAM	Course Length	1st* week	2nd* week	3rd* week	4th* week	5th* week	6th* week
Nonterm-Based Graduate Level Programs (Online Formats) Refund % by Course LDA	6	100%	100%	100%	0%	0%	0%
Nonterm-Based Undergraduate Level Programs (Online Formats) Refund % by Course LDA	5	100%	100%	100%	0%	0%	N/A
*Refund percentage applied based on week of last date of attendance (LDA).							

Georgia State Refund Policy

The Georgia State Refund Policy applies to residents of Georgia who are taking courses in the online modality.

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 0-8	100%
Day 9-17	50%
Day 18+	0%
*Refund percentage applied based on week of last date of attendance (LDA).	
If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-10	100%
Day 11-21	50%
Day 22+	0%
*Refund percentage applied based on week of last date of attendance (LDA).	

The University will refund any unused portion of fees if a student withdraws before completing 50% of the period of instructional time except for: (a) items that were special ordered for a particular student and cannot be used or sold to another student; (b) items that were returned in a condition that prevents them from being used by or sold to new students; or (c) non-refundable fees for goods and/or services provided by third party vendors.

Refunds will be made in full to the student within thirty (30) days of the date of withdrawal.

In the event that students drop or are administratively dropped due extenuating circumstances beyond the student's control (detailed in the *Tuition Credit Request Policy and Procedure* in the *Student Rights and Responsibilities* section of this *Catalog*), the school will refund a pro rata amount.

In the event the University cancels or changes a program of study or course (time or location) in such a way that a student who has started the program or course is unable to continue, the University will make arrangements in a timely manner to accommodate the needs of each student.

Indiana State Refund Policy

The Indiana State Refund Policy applies to residents of Indiana who are taking courses in the online modality.

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 0-8	100%
Day 9-17	50%
Day 18-26	25%
Day 27+	0%
*Refund percentage applied based on week of last date of attendance (LDA).	
If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-10	100%
Day 11-21	50%
Day 22-31	25%
Day 32+	0%
*Refund percentage applied based on week of last date of attendance (LDA).	

Iowa State Refund Policy

The Iowa State Refund Policy applies to residents of Iowa who are enrolled in online courses and all students enrolled in Clinton campus programs and courses.

If a student enrolled in an online course drops, or is administratively dropped, from the course and his or her last date of attendance (LDA) in the course is on or before the drop deadline listed in the following table, a 100% refund of the total cost of the course will be provided. If a student enrolled in a Clinton campus program or course withdraws from the University and his or her last date of attendance (LDA) at the University is on or before the drop deadline listed, a 100% refund of the total cost of the course will be provided.

Course/Term Length (weeks)	Drop Deadline
3	Day 3
5	Week 1
6	Week 1
8	Week 1
16	Week 2

If a student enrolled in an online course drops, or is administratively dropped, from the course and his or her last date of attendance (LDA) in the course is beyond the drop deadline, the tuition refund is calculated according to the subsequent formula. If a student enrolled in a Clinton campus program or course withdraws from the University and his or her last date of attendance (LDA) at the University is beyond the drop deadline, the tuition refund is calculated according to the following formula:

$$\text{Tuition } X \frac{\text{Remaining \# of calendar days in the course/term}}{\text{Total \# of calendar days in the course/term}} X 90\%$$

Kentucky State Refund Policy

The Kentucky State Refund Policy applies to residents of Kentucky who are taking courses in the online modality.

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 0-8	100%
Day 9-17	50%
Day 18+	0%

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

If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-10	100%
Day 11-21	50%
Day 22+	0%

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

Maryland State Refund Policy

The Maryland State Refund Policy applies to residents of Maryland who are taking courses in the online modality.

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 0-7	100%
Day 8-10	60%
Day 11-14	50%
Day 15-20	20%
Day 21+	0%

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

If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-7	100%
Day 8	80%
Day 9-12	60%
Day 13-14	50%
Day 15-16	40%
Day 17-25	20%
Day 26+	0%

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

Missouri State Refund Policy

The Missouri State Refund Policy applies to residents of Missouri who are taking courses in the online modality.

Some fees charged might be non-refundable depending on the student's last date of attendance. Refunds will be issued to the original payor.

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 0-7	100%
Day 8-14	50%
Day 15-21	15%
Day 22+	0%
*Refund percentage applied based on week of last date of attendance (LDA).	
If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-7	100%
Day 8-14	50%
Day 15-21	25%
Day 22+	0%
*Refund percentage applied based on week of last date of attendance (LDA).	

New Mexico State Refund Policy

The New Mexico State Refund Policy applies to residents of New Mexico who are taking courses in the online modality.

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 0-7	100%
Day 8-10	60%
Day 11-14	50%
Day 15-17	30%
Day 18-21	15%
Day 22+	0%
*Refund percentage applied based on week of last date of attendance (LDA).	
If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-7	100%
Day 8	75%
Day 9-12	60%
Day 13-14	50%
Day 15-16	45%
Day 17-21	30%
Day 22-25	15%
Day 26+	0%
*Refund percentage applied based on week of last date of attendance (LDA).	

Tuition/fee refunds will be made within thirty (30) calendar days of the University receiving notice of a student's withdrawal or of the institution terminating enrollment of the student, whichever is earlier. Upon request by a student or the New Mexico Higher Education Department, the institution shall provide an accounting for such amounts retained under this standard within five (5) work days.

Wisconsin State Refund Policy

The Wisconsin State Refund Policy applies to residents of Wisconsin who are taking courses in the online modality.

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 0-7	100%
Day 8-10	70%
Day 11-13	60%
Day 14-17	50%
Day 18-20	40%
Day 21+	0%
*Refund percentage applied based on week of last date of attendance (LDA).	
If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-7	100%
Day 8	80%
Day 9-12	70%
Day 13-16	60%
Day 17-20	50%
Day 21-25	40%
Day 26+	0%
*Refund percentage applied based on week of last date of attendance (LDA).	

The University will make every effort to refund prepaid amounts for books, supplies, and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned to the University or the supplier. A student will receive the refund within 40 days of the termination date. If a student withdraws after completing 60% of the instruction, and the withdrawal is due to mitigating circumstances beyond the student's control (detailed in the *Tuition Credit Request Policy and Procedure* in the *Student Rights and Responsibilities* section of this *Catalog*), the school will refund a pro rata amount.

A written notice of withdrawal is not required. The University will honor any valid notice of withdrawal within the three (3) business day cancellation period, and within thirty (30) calendar days after dismissal of the student or receipt of notice of withdrawal, shall refund to the student any amounts due and arrange for a termination of the student's obligation to pay any sum in excess of that permitted under the refund policy. For students receiving funds under Title IV, the school will comply with federal guidelines concerning constructive notice of withdrawal. All or a portion of the refund will be used to pay sponsors furnishing grants, loans, scholarships or other financial aid in conformity with federal and state law. After any disbursement to financial aid sponsors have been made, the student shall receive the balance, if any, for the amount due under the refund policy. The school will make a "good faith" effort to make a refund, if necessary, by sending certified mail to student's and parent's (where applicable) permanent address.

For information regarding the return of federal funds policies, please see the *Return of Title IV Funds* policy in this section of the *Catalog*. For information regarding the withdrawal policies, please see the *Withdrawal from the University* policy in the *General Academic Policies and Information* section in this *Catalog*.

Special Circumstances

Students called to active duty in the Armed Forces of the United States or leaving the University because of illness or other causes beyond their control may receive special consideration. Each case will be considered individually based upon the special circumstances involved.

Special circumstances may include, but are not limited to, the following:

- Loss of Income;
- Divorce;
- Death of a wage earner;
- Experience a natural or catastrophic disaster;
- Major medical/dental expenses not covered by insurance; or,
- Dependent Care

Online students should contact their Student Advisor and on-campus students should contact the Campus Financial Aid Department for additional information.

Dismissal/Expulsion

Students dismissed or expelled from the University are not authorized refunds of any kind other than those provided by the *Institutional Tuition Refund Policy* in this section of the *Catalog*.

SECTION FIVE



GENERAL ACADEMIC INFORMATION AND POLICIES



University School/College and Program Offerings

Associate's and Bachelor's programs are offered through three colleges and the Forbes School of Business. Master's programs are offered through two colleges and the Forbes School of Business.

Forbes School of Business

Bachelor of Arts

- Accounting
- Business Administration
- Business Economics
- Business Information Systems
- Business Leadership
- Computer Graphic Design
- Consumer and Family Financial Services
- eMarketing
- Entrepreneurship
- Finance
- Human Resources Management
- International Business
- Operations Management and Analysis
- Organizational Management
- Project Management
- Public Administration
- Public Relations and Marketing
- Real Estate Studies
- Service Management
- Sports and Recreation Management
- Supply Chain Management
- Sustainable Enterprise Management

Graduate Studies

- Master of Arts in Organizational Management
- Master of Business Administration
- Master of Public Administration

College of Education

Associate of Arts

- Early Childhood Education

Bachelor of Arts

- Child Development
- Cognitive Studies
- Early Childhood Education

- Early Childhood Education Administration
- Education (non-licensure)
- Education and Public Policy
- Education Studies
- Elementary Education
- English Language Learner Studies
- Instructional Design
- Library Science and Media
- Physical Education

Graduate Studies

- Master of Arts in Education
- Master of Arts in Teaching and Learning with Technology

College of Health, Human Services, and Science

Bachelor of Arts

- Applied Behavioral Science
- Complementary and Alternative Health
- Gerontology
- Health and Human Services
- Health and Wellness
- Health Care Administration
- Health Care Studies
- Health Education
- Health Marketing and Communication
- Natural Science
- Psychology

Bachelor of Science

- Biology
- Computer Science and Mathematics
- Health Information Management
- Health Science Administration
- Natural Science

Graduate Studies

- Master of Arts in Health Care Administration

College of Liberal Arts

Associate of Arts

- Military Studies

Bachelor of Arts

- Applied Linguistics
- Communication Studies
- Cultural Anthropology
- English
- English and Communication
- Environmental Studies
- History
- Homeland Security and Emergency Management
- Journalism and Mass Communication
- Law Enforcement Administration
- Liberal Arts
- Military Studies
- Political Science and Government
- Social and Criminal Justice
- Social Science
- Sociology

General Education Curriculum

Philosophy and Purpose

The higher education offered by the University and other colleges and universities differs from other forms of postsecondary education in the belief that education involves preparation for living life as a whole rather than simply training a student for a specific job. Typically, colleges and universities have sought to provide such preparation by requiring that students devote a substantial portion—often about one-third—of their coursework to General Education programs that provide sufficient breadth of education and mastery of essential learning skills to enable them to understand and to adapt to a changing world as well as to contribute to its betterment. While virtually all institutions of higher education have some sort of General Education requirements, there is much variety, and the pattern that a college's General Education program takes says a great deal about its values, its view of the world, and its personality.

The University's General Education requirements are grounded firmly in the University's mission statement, which places the University squarely within the liberal arts tradition of higher education. It speaks of intellectual growth and of a shared search for truth within a community that values diversity in ways of learning and forms of knowledge as well as in terms of the people the University seeks to serve.

In crafting a General Education program that reflects the mission statement, the faculty believed that students graduating from the University should first of all possess certain competencies that define a college-educated person. In curricular terms, this takes the form of a competency block in which students must demonstrate proficiency in applied ethics, information technology, critical thinking, mathematics, and written and oral communication.

These learning skills are valuable in and of themselves and, doubly so, when used as means to realize the "intellectual growth" and "shared search for truth" of the mission statement. They are also skills much in demand by employers.

A liberal arts education is rooted in the idea of preparing a person for life as a citizen in a free society and, so, demands breadth. In structuring this part of the General Education program, the faculty formulated eight general goals in the areas of cultural and aesthetic awareness, literature, science, history, diversity awareness, social and personal awareness, political science, and humanities. These goals were then defined in greater detail as learning outcomes within each subject area. Courses appropriate to the desired outcomes were identified and incorporated into the

General Education curriculum. Certain subject areas relate directly to elements of the mission statement. More generally, the distribution of coursework across eight subject areas requires students to take courses in many disciplines. By experiencing a diversity of subject matter and ways of knowing, students will emerge with a broadly based education that equips them, in conjunction with studies in their major and elective coursework, not only to pursue successful careers but also to lead meaningful lives.

General Education Requirements

The General Education program incorporates a framework that balances specified competencies and general subject areas.

In addition to satisfying the competencies, a total of 25 credits of General Education courses in eight subject areas are required for the Associate of Arts, Bachelor of Arts, and Bachelor of Science degrees.

General Education requirements for all Ashford University Associate- and Bachelor-level programs are outlined in this section; however, specific General Education courses may be required for some programs and majors. **Every Ashford University General Education course is not available in every modality and/or degree program.** Please refer to the program requirements section of this *Catalog* for information on specific degree program requirements.

General Education Total	52 credits
<i>Competencies</i>	<i>24 credits</i>
Applied Ethics	3 credits
Communication	9 credits
Information Technology	3 credits
Critical Thinking	3 credits
Mathematical	3 credits
Mathematical Competency Prerequisite	3 credits
<i>General Subject Areas</i>	<i>25 credits</i>
Cultural and Aesthetic Awareness	3 credits
Literature	3 credits
Science	4 credits
History	3 credits
Diversity Awareness	3 credits
Social and Personal Awareness	3 credits
Political Science	3 credits
Humanities	3 credits
<i>General Education Capstone</i>	<i>3 credits</i>

Competencies (24 credits)

Competencies are skills deemed necessary by the faculty to demonstrate a quality college education. The following general policies apply to the competencies:

- Prerequisite courses, if needed, must be completed before taking the competency course. However, required courses listed can be waived by means of high school advanced placement (AP) coursework and/or placement/competency testing. Students should consult their Student Advisors for additional information regarding a waiver of competency requirements;
- A minimum grade of “C-” will be required to satisfy competencies and competency prerequisites; and
- Competency courses may not simultaneously be used to satisfy subject area requirements.

Demonstration of the competencies subsequently listed is required for the AA, BA, and BS degrees. Courses offered by Ashford University to satisfy these competency requirements are listed in each area.

Applied Ethics Competency (3 credits)

The Applied Ethics competency involves two major components: (1) understanding principles of normative and non-normative ethical theories and (2) applying these principles in decision-making activities including case studies and contemporary social issues. Moral character is explored in all its dimensions: virtues and vices, commitments and attitudes, personal relationships, and community involvement, in addition to right and wrong conduct.

Learning Outcomes

Students meeting this competency will be able to do the following:

- a. Define the nature and scope of morality and ethics.
- b. Examine the historical perspective on the development of morality and ethics.
- c. Compare and contrast different theories of ethics.
- d. Apply critical thinking skills in analyzing ethical systems and issues.
- e. Evaluate contemporary issues using a variety of ethical perspectives.
- f. Examine through personal reflection one’s own response to ethical issues.

One applied ethics course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- ABS 415 Leadership & Ethics in a Changing World (3 credits)
- BUS 250 Corporate & Social Responsibility (3 credits)
- BUS 319 The Social Responsibility of Organizations (3 credits)
- GRO 440 Ethics & Legal Aspects of Aging (3 credits)
- HCA 322 Health Care Ethics & Medical Law (3 credits)
- HIM 252 Legal Aspects of Health Information (3 credits)
- HMC 334 Ethics in Health Marketing & Communication (3 credits)
- HSM 311 Ethics & Homeland Security (3 credits)
- LEA 316 Ethics in Law Enforcement (3 credits)
- MIL 275 Military Ethics (3 credits)
- PHI 107 Philosophy of Human Conduct (3 credits)
- PHI 200 Mind & Machine (3 credits)
- PHI 208 Ethics & Moral Reasoning (3 credits)
- PHI 307 Philosophy of Human Conduct (3 credits)
- PHI 402 Business Ethics (3 credits)
- PHI 445 Personal & Organizational Ethics (3 credits)
- REL 203/REL 303 Contemporary Human Problems (3 credits)
- SOC 120 Introduction to Ethics & Social Responsibility (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 331 Social Justice & Ethics (3 credits)

Typically, courses that deal with ethics or morality, usually with a PHI or REL prefix, may be applied in transfer to satisfy this competency.

A competency test is available to Clinton campus students upon request.

Communication Competency (9 credits)

The communication competency will enhance students’ written and oral/interpersonal communication skills. Students will examine and show competency through the use of different types of communication appropriate in professional and academic settings. Students will assess what communication is appropriate for certain audiences and ethical issues that arise from communicating

with others. Students will be able to effectively communicate through oral/interpersonal and written communication methods.

Communication I and II (6 credits)

Communication I and II Learning Outcomes

In writing, students meeting this competency will be able to do the following:

- a. Demonstrate communication methods that are appropriate for different occasions, audiences, and purposes.
- b. Apply the conventions of standard written English with proficiency.
- c. Assemble scholarly information from electronic and non-electronic sources, including the library, for use in academic research projects.
- d. Analyze information gathered from various sources.
- e. Demonstrate ethical use of information in academic writing and research assignments.
- f. Compose written assignments using the specified style of documentation.

Ashford University offers the following courses to satisfy the Communication I and II requirement:

- ENG 121 English Composition I (3 credits)
- ENG 122 English Composition II (3 credits)
- ENG 325 Intermediate Composition (3 credits)
- ENG 328 Scientific & Technical Writing (3 credits)
- COM 340 Technical Writing (3 credits)

Students have the option of using a passing score on a CLEP examination to fulfill the Communication I and II requirement. Clinton campus students may fulfill the Communication II requirement by earning a passing score on an Ashford English Department examination.

Please note: Students placed in ENG 100 must earn a grade of "C" before progressing to ENG 121.

Communication III (3 credits)

Online students must complete 3 credits from the Communication III requirement in either the Oral Communication area or the Interpersonal Communication area. Clinton campus students must complete 3 credits from the Oral Communication area.

Oral Communication Learning Outcomes

In Oral Communication, students meeting this competency will be able to do the following:

- a. Apply oral communication skills to achieve a variety of purposes (to inform, to persuade, to present formal speeches).

- b. Demonstrate competency in the use of technology and visual aids in presentations.
- c. Demonstrate competency in verbal and non-verbal aspects of delivery.
- d. Exhibit ethical use of credible information in oral presentations.
- e. Employ a variety of strategies to organize and present information in order to adapt the message to a specific audience and occasion, and to achieve a desired purpose.
- f. Apply active listening skills.

Ashford University offers the following courses to satisfy the Oral Communication area:

- COM 323 Persuasion & Argumentation (3 credits)
- COM 425 Communication in Organizations (3 credits)
- SPE 103 Oral Communication (3 credits)*
- SPE 315 Business & Professional Speaking (3 credits)

*SPE 103 is the only online course that satisfies the Oral Communication area. Clinton campus students must take their Oral Communication course in the Clinton campus modality to have it fulfill the Oral Communication requirement with the exception of SPE 103, which may be taken either in the Clinton campus or online modality. Clinton campus students may also satisfy the speech requirement by earning a passing score on an Ashford University speech examination or through a portfolio demonstrating a range of public speaking experiences.

Interpersonal Communication Learning Outcomes

In Interpersonal Communication, students meeting this competency will be able to do the following:

- a. Apply the principles of effective interpersonal communications.
- b. Demonstrate competency in the use of technology and visual aids in presentations.
- c. Examine the influence of gender, culture, perception, behavior, and values on interpersonal communications.
- d. Compare and contrast supportive and defensive communication methods.
- e. Employ a variety of strategies to organize and present information in order to adapt the message to a specific audience and occasion, and to achieve a desired purpose.

Ashford University offers the following courses to satisfy the Interpersonal Communication area:

- BUS 340 Business Communications (3 credits)
- CGD 240 Media Writing & Editing (3 credits)
- COM 200 Interpersonal Communication (3 credits)
- COM 323 Persuasion & Argumentation (3 credits)
- COM 325 Communication & Conflict (3 credits)
- COM 345 Media Writing for Communications (3 credits)
- COM 360 Advanced Communications in Society (3 credits)
- COM 425 Communication in Organizations (3 credits)
- HHS 307 Communication Skills for Health & Human Service Personnel (3 credits)
- JRN 331 Advanced Writing & Editing for the Media (3 credits)

Students have the option of using a passing score on a CLEP examination to fulfill the English Composition I and English Composition II requirement. Clinton campus students may fulfill the English Composition II requirement by earning a passing score on an Ashford English Department examination. Clinton campus students may also satisfy the speech requirement by earning a passing score on an Ashford University speech examination or through a portfolio demonstrating a range of public speaking experiences.

Please note: Students placed in ENG 100 must earn a grade of "C" before progressing to ENG 121.

Information Technology Competency (3 credits)

Information technology competency is defined as the level of computer, electronics, and telecommunications literacy necessary to understand the purpose of information technology. Students will discover how information technology assists individuals and organizations to work more efficiently, and how information technology influences society. In addition to learning the technical fundamentals of computer use, students will build a skill and knowledge base in researching information, making appropriate ethical choices about the use of informational technologies, and using technology to advance societal goals.

Learning Outcomes

Students meeting this competency will be able to do the following:

- a. Describe the basics of information technology, from hardware and software to future devices, social web, and trends in the digital age.

- b. Analyze ethical issues involving information technology
- c. Demonstrate the use of information technology as a problem solving and productivity tool.
- d. Utilize library and computer resources to locate reliable and relevant information for ethical use in research projects.

One information technology course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- GEO 308 GIS Software Application (3 credits)
- HHS 440 Technology in Health & Human Services (3 credits)
- INF 103 Computer Literacy (3 credits)
- INF 220 IS Principles (3 credits)
- INF 231 Programming Concepts (3 credits)
- INF 325 Telecommunication & Networking Concepts (3 credits)

Typically, introductory computer courses or courses stressing the application of computers to a specific industry may be applied in transfer to satisfy the information technology competency requirement. Most applicable courses will have a BPC, CIS, INF, or COMP prefix.

Upon request, Clinton campus students may take the INF 103 competency test in the Flavian Center.

Critical Thinking Competency (3 credits)

Critical Thinking competency is defined as a set of skills and strategies for making reasonable decisions about what we do and believe. These skills and strategies include understanding the use of thought and language, recognizing the most common logical fallacies, and using the essential skills of deductive and inductive argument analysis and evaluation. Students must demonstrate practical applications of critical thinking in academic disciplines.

Learning Outcomes

Students meeting this competency will be able to do the following:

- a. Define the concepts of critical thinking, logic, and argument.
- b. Assess the function of clarity in arguments.
- c. Compare and contrast the purposes of language in persuasive statements.
- d. Evaluate different types of inductive and deductive arguments.
- e. Distinguish fallacies from good arguments.

- f. Apply critical reasoning concepts in order to evaluate issues of contemporary importance.

One critical thinking course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- COM 323 Persuasion & Argumentation (3 credits)
- PHI 103 Informal Logic (3 credits)
- PHI 104 Fundamentals of Critical Reasoning (3 credits)

Typically, logic courses or courses stressing critical thinking may be applied in transfer to satisfy the critical thinking competency. Most applicable courses will have a PHI or LOG prefix.

A competency test is available to Clinton campus students upon request.

Mathematical Competency Prerequisite (3 credits)

Students in the online modality are required to successfully complete the mathematical competency prerequisite course with a grade of “C-” or better unless it is waived through an equivalent course in transfer or a passing score on the Math Skills Test.

Students are allowed two attempts and are allotted a total of one week (7 days) to submit both attempts, beginning from the time the test is first made available to the student. Ashford University offers the following course to satisfy this requirement:

- MAT 221 Introduction to Algebra (3 credits)

Mathematical Competency (3 credits)

Mathematical competency enables students to efficiently process data and to learn new material in fields inside and outside of mathematics. Students will develop a knowledge base that allows logical reasoning and valid problem-solving techniques that can be applied in the student’s personal and professional careers.

Learning Outcomes

Students meeting this competency will be able to do the following:

- a. Demonstrate knowledge of algebraic concepts.
- b. Demonstrate reasoning skills to analyze situations and draw valid conclusions.
- c. Analyze mathematical data.
- d. Identify mathematical connections to other disciplines.

One math course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- MAT 222 Intermediate Algebra (3 credits)
- MAT 225 College Algebra (3 credits)
- MAT 227 Pre-Calculus (3 credits)
- MAT 228 Mathematical Modeling (3 credits)
- MAT 270 Linear Algebra (3 credits)
- MAT 320 Discrete Mathematics (3 credits)
- MAT 332 Applied Statistics (3 credits)
- MAT 351 Calculus I with Analytic Geometry (3 credits)
- MAT 352 Calculus II with Analytic Geometry (3 credits)

A comparable course with a grade of “C-” or better may be applied in transfer to satisfy the mathematical competency.

Placement in math classes is based on standardized ACT/SAT mathematics sub-scores. Placement tests are available to Clinton campus students who would like to try and test into a higher level of math, other than placement determined by ACT/SAT mathematics sub-score.

General Education Subject Areas (25 credits)

A course may be applied only once to meet a General Education requirement. Whether a course may be applied simultaneously to a General Education requirement and to a major requirement depends on the requirements specified for each major. Courses offered to satisfy the General Education subject area requirements are subsequently listed:

Cultural and Aesthetic Awareness (3 credits)

The students will gain an understanding of, and appreciation for, the value of the arts as an expression of culture through individual expression and through an examination of the impact of the arts on society.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- a. Identify the role of the arts as both a reflection of, and an influence on, culture.
- b. Apply knowledge of the terminology and skills necessary to understand the artistic experience.
- c. Interpret aesthetic qualities in works of art.
- d. Examine the impact of the creative process on people’s cultural and ethical values and principles.

- e. Describe the communal and communicative value of the arts through participation in cultural events, programs, classes, and other experiences.

One cultural and aesthetic awareness course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- ART 101 Art Appreciation (3 credits)
- ART 102 Study of Art & Culture Abroad (3 credits)
- ART 103 Two-Dimensional Design (3 credits)
- ART 105 Drawing I (3 credits)
- ART 200 Art Appreciation II: Modern Art (3 credits)
- ART 202 Study of Art & Culture Abroad (3 credits)
- ART 300 Art Appreciation II: Modern Art (3 credits)
- ART 302 Study of Art & Culture Abroad (3 credits)
- ART 402 Study of Art & Culture Abroad (3 credits)
- CGD 218 Visual Literacy in Business (3 credits)
- ENG 225 Introduction to Film (3 credits)
- LIB 123 Leadership in Film (3 credits)
- LIB 304 Fine Arts Seminar: Creativity & Culture (3 credits)
- LIB 327 World Music (3 credits)
- LIB 328 Shakespeare & Music (3 credits)
- MUS 101 Masterpieces of Music (3 credits)
- MUS 255 Music in the United States (3 credits)
- MUS 257 The American Musical Theater (3 credits)
- MUS 355 Music in the United States (3 credits)
- SPE 301 Oral Interpretation (3 credits)

Typically, a course in one of the following subject areas may be applied in transfer to satisfy the cultural and aesthetic awareness requirement: art, film, photography, dance (non-PE activity), and music.

Literature (3 credits)

The student will develop life-long habits of reading literature for pleasure, information and personal growth. This subject area will provide students a disciplined study of literature and a skill set that includes critical thinking, reading and writing skills that will be applicable in personal, academic and professional settings.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- a. Analyze the influence of the reader's perspective on the interpretation of literature.
- b. Apply critical reading and analytical skills to make logical and interpretive inferences.
- c. Evaluate the influence of the author's perspective on the development of individual works of literature.
- d. Describe the interrelationship of imagination and experience in creative writing.
- e. Analyze the historical and cultural context of literature.
- f. Compose critical essays on literary topics using the specified style of documentation.

One literature course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- ENG 125 Introduction to Literature (3 credits)
- ENG 201 American Literature to 1865 (3 credits)
- ENG 202 American Literature after 1865 (3 credits)
- ENG 212 African-American Literature (3 credits)
- ENG 217 International Voices (3 credits)
- ENG 303 Survey of Shakespeare (3 credits)
- ENG 312 African-American Literature (3 credits)
- ENG 317 International Voices (3 credits)
- ENG 341 Studies in Literary Genres (3 credits)
- ENG 345 British Literature I (3 credits)
- ENG 346 British Literature II (3 credits)
- ENG 438 Literary Theory (3 credits)
- LIB 316 Historical Contexts & Literature (3 credits)
- LIB 328 Shakespeare & Music (3 credits)
- MIL 322 The Literature of War (3 credits)
- REL 107 Introduction to Sacred Scripture (3 credits)
- TVL 311 Literary & Historical Developments in 19th Century England (3 credits)
- TVL 312 Mark Twain: Writer & Observer of American Culture (3 credits)

- TVL 313 Literary & Historical Explorations of Classical Greco-Roman Culture (3 credits)
- TVL 314 Literary & Historical Developments in 19th Century America (3 credits)
- TVL 315 Historical & Literary Explorations of Post-Colonial South Africa (3 credits)

Typically, survey courses in American and British literature and courses dealing with works of major writers, applied in transfer, will satisfy the literature requirement.

Science (4 credits)

Students will utilize scientific inquiry as a method for studying the natural world as they explore the fundamentals of science. Through critical thinking and problem solving, students will apply scientific concepts and methods.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- Utilize the scientific method to analyze the effect of natural phenomena on living things and the physical world.
- Examine relationships between human activity and environmental sustainability.
- Apply problem solving skills in scientific laboratory experimentation.

One science course, 4 credits (with lab), is required. Students with transfer credits in science may substitute 6 credits of science without lab. Ashford University offers the following courses to satisfy this requirement:

- BIO 100 Life Science (4 credits)
- BIO 101 Humanity & the Environment (4 credits)
- BIO 103 Principles of General Biology I (4 credits)
- BIO 104 Principles of General Biology II (4 credits)
- BIO 201 Microbiology (4 credits)
- BIO 205 Human Anatomy & Physiology I (4 credits)
- CHE 108 Introductory Environmental Chemistry (4 credits)
- CHE 151 General Chemistry I (4 credits)
- CHE 152 General Chemistry II (4 credits)
- CHE 306 Environmental Chemistry (4 credits)
- ENV 101 Humanity & the Environment (4 credits)

- ENV 108 Introductory Environmental Chemistry (4 credits)
- ENV 306 Environmental Chemistry (4 credits)
- HPR 205 The Human Body, Health & Disease (4 credits)
- PHY 103 Weather & Climate (4 credits)
- PHY 105 Introduction to Physical Science (4 credits)
- PHY 201 College Physics I (4 credits)
- PHY 202 College Physics II (4 credits)
- SCI 201 Physical Geology (4 credits)
- SCI 207 Dependence of Man on the Environment (4 credits)
- SCI 208 Humans and the Environment (4 credits)

Typically, introductory courses with lab, in the following areas may be applied in transfer to meet the science requirement: natural sciences including chemistry, biology, astronomy, and physics.

History (3 credits)

Students will explore changes and continuities throughout history to better understand elements of the human experience. The history general education requirement will introduce students to the interrelations of political, social, economic, cultural, and religious perspectives from the recent and more distant past.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- Investigate the past as a context for explaining significant aspects of the present.
- Examine the development of selected societies, institutions, and processes over time.
- Distinguish between primary and secondary sources and explain the use of each in understanding the past.

One history course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- EDU 324 History of American Education (3 credits)
- HIS 103 World Civilizations I (3 credits)
- HIS 104 World Civilizations II (3 credits)
- HIS 203 American History to 1865 (3 credits)
- HIS 204 American History since 1865 (3 credits)

- HIS 303 The American Constitution (3 credits)
- HIS 306 Twentieth-Century Europe (3 credits)
- HIS 308 Modern Britain (3 credits)
- HIS 310 American Women's History (3 credits)
- HIS 330 World War I (3 credits)
- HIS 331 World War II (3 credits)
- HIS 335 The American Revolution (3 credits)
- HIS 340 Recent American History (3 credits)
- HIS 342 The Middle East (3 credits)
- HIS 344 The Cold War World (3 credits)
- HIS 351 Asia in the Age of Decolonization & Globalization (3 credits)
- HIS 378 Historiography & Historical Methodologies (3 credits)
- HIS 379 The Atlantic World (3 credits)
- LIB 316 Historical Contexts & Literature (3 credits)
- LIB 325 The Civil War in American Culture (3 credits)
- LIB 380 History & Culture of Mexico (3 credits)
- MAT 300 History of Mathematics (3 credits)
- MIL 310 American Military History I (3 credits)
- MIL 311 American Military History II (3 credits)
- POL 303 The American Constitution (3 credits)
- TVL 311 Literary & Historical Developments in 19th Century England (3 credits)
- TVL 312 Mark Twain: Writer & Observer of American Culture (3 credits)
- TVL 313 Literary & Historical Explorations of Classical Greco-Roman Culture (3 credits)
- TVL 314 Literary & Historical Developments in 19th Century America (3 credits)
- TVL 315 Historical & Literary Explorations of Post-Colonial South Africa (3 credits)

Typically, a course in World or Western Civilization, or an American history course, may be applied in transfer to satisfy the History requirement.

Diversity Awareness (3 credits)

Students will examine diverse cultures, while focusing on selected historical and contemporary examples. Students will study identities, influences, and practices that shape and contribute to the diversity of culture. The diversity requirement supports student awareness of contemporary issues in the global community.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- a. Identify sources and forms of cultural diversity.
- b. Examine major forms of interaction among different cultures.
- c. Analyze the implications of globalization on culture and diversity.

One diversity awareness course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- ANT 101 Introduction to Cultural Anthropology (3 credits)
- ANT 348 Native American Anthropology (3 credits)
- BUS 357 International Business (3 credits)
- COM 360 Advanced Communications in Society (3 credits)
- ELL 240 Linguistically & Culturally Diverse Learners (3 credits)
- ELL 359 Contemporary Issues in English Language Instruction (3 credits)
- ELL 361 Language Learning in a Global Context (3 credits)
- ENG 212/312 African-American Literature (3 credits)
- ENG 217/317 International Voices (3 credits)
- GEO 201/301 Survey of World Regional Geography (3 credits)
- HCS 316 Cultural Diversity in Health & Illness (3 credits)
- HHS 320 Cultural Awareness in the Human Services (3 credits)
- HIS 103 World Civilizations I (3 credits)
- HIS 104 World Civilizations II (3 credits)
- HIS 310 American Women's History (3 credits)
- HIS 342 The Middle East (3 credits)
- HIS 351 Asia in the Age of Decolonization & Globalization (3 credits)
- HIS 379 The Atlantic World (3 credits)
- LIB 307 Social Science Seminar: Race Relations in America (3 credits)
- LIB 320 Global Socioeconomic Perspectives (3 credits)
- LIB 332 Science & Culture (3 credits)

- LIB 380 History & Culture of Mexico (3 credits)
- LNG 360 Language & Society (3 credits)
- PSY 333 Psychology of Diversity (3 credits)
- REL 113 Comparative Religions (3 credits)
- REL 114 Comparative Religions II (3 credits)
- SOC 304 Social Gerontology (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 315 Cross-Cultural Perspectives (3 credits)
- SOC 318 Sociology of Sport (3 credits)
- SOC 326 Diversity & Aging (3 credits)
- SPA 103 Beginning Spanish I (3 credits)
- SPA 104 Beginning Spanish II (3 credits)
- TVL 315 Historical & Literary Explorations of Post-Colonial South Africa (3 credits)
- CRJ 303 Corrections (3 credits)
- CRJ 308 Psychology of Criminal Behavior (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- EDU 372 Educational Psychology (3 credits)
- HCA 415 Community & Public Health (3 credits)
- HHS 435 Contemporary Issues, Trends, Health Law Ethics in Health & Human Services (3 credits)
- LEA 316 Ethics in Law Enforcement (3 credits)
- LIB 125 Contemporary Issues in Organizational Leadership (3 credits)
- LIB 307 Social Science Seminar: Race Relations in America (3 credits)
- MIL 275 Military Ethics (3 credits)
- PSY 101 Introduction to Psychology (3 credits)
- PSY 202 Adult Development & Life Assessment (3 credits)
- PSY 301 Social Psychology (3 credits)
- PSY 302 Industrial/Organizational Psychology (3 credits)
- PSY 303 Abnormal Psychology (3 credits)
- PSY 304 Lifespan Development (3 credits)
- PSY 323 Perception, Learning & Cognition (3 credits)
- PSY 331 Psychology of Learning (3 credits)
- PSY 344 Issues & Trends in Adult Development (3 credits)
- SOC 101 Introduction to Sociology (3 credits)
- SOC 203 Social Problems (3 credits)
- SOC 304 Social Gerontology (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 312 Child, Family & Society (3 credits)
- SOC 313 Social Implications of Medical Issues (3 credits)
- SOC 318 Sociology of Sport (3 credits)
- SOC 322 Sociological Aspects of Adulthood (3 credits)
- SOC 326 Diversity & Aging (3 credits)

Typically, a course with a cross-cultural, global context, or a context other than the United States, may be applied in transfer to satisfy the diversity awareness requirement.

Social and Personal Awareness (3 credits)

The students will use fundamental concepts of social science methodology to identify and explain the relationship between the self and the world.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- a. Explain relationships between the individual and society.
- b. Evaluate the social implication of institutional change.
- c. Identify the fundamental concepts of social science methodology.

One social and personal awareness course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- ABS 200 Introduction to Applied Behavioral Science (3 credits)
- ANT 101 Introduction to Cultural Anthropology (3 credits)
- ANT 348 Native American Anthropology (3 credits)
- ANT 351 Anthropology of Religion, Magic, & Ritual (3 credits)
- CRJ 301 Juvenile Justice (3 credits)

- SOC 402 Contemporary Social Problems & the Workplace (3 credits)

Political Science (3 credits)

Political Science is instrumental for imparting knowledge of political processes, values, and public policy. It is designed to provide students with the analytical and critical thinking skills necessary for informed citizenship.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- Examine the ways in which power and authority are embedded in the structures and workings of the government and politics.
- Analyze political issues from diverse perspectives.
- Examine political behavior in various contexts.
- Analyze the causes and implications of conflict, compromise, and cooperation at the local, national, transnational, and global levels.
- Evaluate public policy as it relates to the ethics of political behavior.

One political science course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- COM 357 Political Communication (3 credits)
- CRJ 303 Corrections (3 credits)
- EDU 365 Politics of American Education (3 credits)
- ENV 310 Environmental Policies (3 credits)
- GRO 330 Social Policy & Aging (3 credits)
- HCS 226 Introduction to Health Care Policy (3 credits)
- HIS 303 The American Constitution (3 credits)
- LIB 320 Global Socioeconomic Perspectives (3 credits)
- LIB 323 Revolution & Terrorism in the Modern World (3 credits)
- LNG 360 Language & Society (3 credits)
- POL 201 American National Government (3 credits)
- POL 211 Introduction to Politics (3 credits)
- POL 303 The American Constitution (3 credits)
- POL 310 Environmental Policies (3 credits)
- POL 319 State & Local Government (3 credits)

- POL 325 Congress & the Presidency (3 credits)
- POL 353 Comparative Politics (3 credits)
- POL 355 International Relations (3 credits)
- POL 411 Political Behavior (3 credits)
- SOC 320 Public Policy & Social Services (3 credits)

Humanities (3 credits)

In studying the humanities, students will learn the various ways we as humans attempt to answer questions about the meaning of our world and existence. Through the examination of religious beliefs, philosophies and the human condition students will examine issues of morality, values, ethics, and tolerance. Students will develop analytical and critical thinking skills in addressing dilemmas and acknowledging ambiguity.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- Explore the concepts of values in a variety of contexts.
- Examine the sources of values and beliefs that guide individuals and groups.
- Analyze the principles of philosophical inquiry.
- Apply critical thinking and logic to philosophical issues.
- Analyze the effects of contemporary issues on the expression of values and beliefs.

One humanities course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- PHI 100 Human Person & Values (3 credits)
- PHI 101 Introduction to Philosophy (3 credits)
- PHI 107 Philosophy of Human Conduct (3 credits)
- PHI 200 Mind & Machine (3 credits)
- PHI 208 Ethics & Moral Reasoning (3 credits)
- PHI 210 Franciscanism Yesterday & Today (3 credits)
- PHI 307 Philosophy of Human Conduct (3 credits)
- PHI 310 Franciscanism Yesterday & Today (3 credits)
- REL 100 Introduction to Theology (3 credits)
- REL 101 Person & Faith (3 credits)

- REL 107 Introduction to Sacred Scripture (3 credits)
- REL 113 Comparative Religions (3 credits)
- REL 114 Comparative Religions II (3 credits)
- REL 125 Christianity (3 credits)
- REL 130 Quest for Judaic-Christian Values (3 credits)
- REL 203 Contemporary Human Problems (3 credits)
- REL 250 Judeo-Christian Thought (3 credits)
- REL 301 Person & Faith (3 credits)
- REL 303 Contemporary Human Problems (3 credits)
- REL 325 Christianity (3 credits)
- SRV 220 Service Learning: Values & Actions (3 credits)

General Education Capstone (3 credits)

This course provides students with a cumulative and integrative learning experience grounded in their general education experience. Through the study of selected interdisciplinary topics and course-embedded assessments students will demonstrate mastery of essential competencies and application of different ways of knowing. Students will apply the general education principles informed by ethical and critical sensibility and provide evidence of growth in acquiring the habits of active citizenship. Prior to beginning their capstone course for their major, students must successfully complete the General Education capstone, unless they previously completed a Bachelor's degree. Refer to *Completion of Additional Bachelor's Degrees* in this section of the *Catalog*. A minimum grade of "C-" is required to meet course requirements. Pre-requisite: 75 credits or permission of the student's college or school dean.

Learning Outcomes

Students meeting this requirement will be able to do the following:

- a. Demonstrate the application of ethics and moral reasoning with regard to academic knowledge and societal concerns.
- b. Apply the principles of critical thinking to contemporary issues.
- c. Exhibit clear communication skills through investigative research and writing.
- d. Utilize information technology skills appropriate to interdisciplinary studies.
- e. Articulate the responsibility of global citizenship and multicultural understanding

with regard to academic and professional pursuits.

One general education capstone course, 3 credits, is required. Ashford University offers the following course to satisfy this requirement:

- GEN 499 General Education Capstone (3 credits)

Freshman Experience Requirement

- EXP 103 Freshman Experience (3 credits) (Clinton campus only)

The primary goal of this course is to assist all first-year Clinton campus-based students in their personal adjustment to college life. This is accomplished by investigation and practice of specific academic skills, by inquiry into life skills necessary for citizenship in any diverse community, and by knowledge of history, traditions, and values at Ashford University.

Note: Faculty Academic Advisors, Registrar's Advisors, and Student Advisors assist students with course selection, but it is the student's responsibility to ensure he or she fulfills the previous requirements.

Course Delivery Methods

Ashford University offers programs using the following course structures and delivery modalities:

Clinton Campus Course Delivery

Generally, Ashford University courses are offered on the Clinton campus during two traditional 16-week semesters. A limited number of course offerings are also available during shorter May terms and summer sessions. Classes meet on campus throughout the weekdays.

Online Course Delivery

Generally, undergraduate students complete three credits in accelerated online delivery in five weeks. An accelerated online graduate course typically lasts six weeks. Specific log-in requirements are built into the design of each course and monitored over the Internet through the online learning instructional platform. The course structure allows students to take the initiative to learn content on their own time and provides carefully developed learning activities that allow students to optimize their knowledge processing/application efforts. Course objectives are clearly stated and measured through multiple measures.

Schedule Changes, Program Changes, and Course Cancellation

Ashford University reserves the right to make adjustments to student schedules including, but

not limited to course dates, sequence, and modality as deemed necessary by University administration. Registration in a particular course section or with a specific instructor is not guaranteed.

Ashford University may cancel or postpone courses or programs as deemed necessary by the University. In such situations, the University will work with students in an effort to provide them with the opportunity to reschedule or to transfer to a comparable University course or program, if available. Any payments made for canceled courses will be refunded or will be applied to another University course or program.

The University will make a reasonable attempt to notify affected students through various communication methods.

Prerequisite Courses

Students are required to fulfill any prerequisites for registered courses, even if those prerequisites are not a requirement within their selected majors. Any prerequisite courses that are not included in the student's major may be applied to his or her elective requirements.

Plans to Improve an Academic Program

Ashford University continuously looks for ways to improve our academic programs. In the event we plan to make a significant improvement to a program, as deemed so by the University, we will post that information on our Student Consumer Information page, located at www.ashford.edu/about/consumer-information.htm. Once an effective date for a significant improvement to an academic program is determined, information about the change will be posted on the website. Please note that significant improvements to academic programs generally only impact new students enrolling after the effective date. In the event that a significant improvement impacts current students in the program, students will be notified directly.

Classification of Students Degree-Seeking Students

A degree-seeking student is one who has been accepted into a degree program by the University as a degree candidate and is currently enrolled. A student who remains continuously enrolled is classified as a less than half-time, half-time, three-quarter time, or full-time student according to enrollment requirements for the degree program. Undergraduate students are further classified as a freshman, sophomore, junior or senior, according to the number of undergraduate credits earned.

Non-Degree Seeking Students

Students who wish to take a limited number of courses and do not wish to be enrolled in a degree program at Ashford University may enroll as non-degree seeking students (non-degree students or non-matriculated students) by completing an application for admission. Non-degree seeking students pay the standard tuition rate and are ineligible for financial aid or in-school Title IV loan deferment. Credit is granted when courses are successfully completed and all earned grades are recorded.

Applicants seeking to enroll in one or more courses as a non-degree seeking student are generally expected to meet the full admissions requirements for the degree program through which the course(s) are offered* and any prerequisite coursework required for an individual course. Non-degree seeking students are not eligible to take EXP 105, PSY 202, or Capstone coursework. Admission requirements for enrolling in coursework as a non-degree seeking student are outlined specifically in each degree-level section of this *Catalog*.

Registering as a non-degree seeking student in no way guarantees or implies admission to an Ashford University degree program. Non-degree seeking students planning to formally apply for admission to a degree program should have their intended course selections reviewed by their Student Advisors to determine relevance and potential applicability to the program. Students who wish to apply non-degree seeking coursework to an undergraduate or graduate-level degree program at Ashford University may apply up to 15 credits, unless otherwise approved by the Executive Dean of the School or College.

Individuals who previously have been denied regular admission, or those who have been dismissed or disqualified from Ashford University must petition the Registrar's Office and receive permission to register as a non-degree seeking student. Graduates of Ashford University are generally permitted to register for continued coursework as non-degree seeking students.

The number of non-degree seeking students in any class may be limited. Ashford University reserves the right to limit courses for which a non-degree seeking student may register, as well as to assess the suitability of a non-degree seeking student for any course.

**Note: Online applicants under the age of 22 cannot be enrolled in an Ashford University degree program unless they meet specific exceptions. Please refer to undergraduate online admission requirements for full admission requirements into an online degree-seeking program. All applicants applying under the age of 18 must have all legal documents signed by a parent or legal guardian.*

Undergraduate Restrictions of Minor/Specialization Pairings

The following undergraduate minor/specialization combinations are not permitted:

Minor	Specialization
Accounting	Sports and Recreation Management
Business Administration	Business Economics
	Sports and Recreation Management
Business Economics	Business Economics
	Finance
	International Management
Child Development	Child Development
	Early Childhood Education
Entrepreneurship	Entrepreneurship
Finance	Finance
	Sports and Recreation Management
History	History
Human Resources Management	Human Resources Management
Information Systems	Information Systems
	Project Management
International Management	International Management
	Marketing
Logistics Management	Logistics Management
	Operations Management
Marketing	International Management
	Marketing
	Mass-Market Retail Enterprise Management
	Sports and Recreation Management
Operations Management	Information Systems
	Operations Management
	Project Management
Political Science and Government	Political Science and Government
Project Management	Operations Management
	Project Management

Public Administration	Public Administration
Sociology	Long-Term Care
	Long-Term Care Management
Sports and Recreation Management	Sports and Recreation Management

Minor/Minor Overlap Exceptions

A maximum of 50% of required credits in a minor can overlap with courses fulfilling an additional minor's requirements in order to declare the given minor/minor combination. For students declaring more than two minors, all minors must meet the 50% unique credit requirement.

Note: Please refer to the Clinton Campus Programs and Online Undergraduate Programs sections in this Catalog for more details on Ashford University Minors policies.

Major/Minor Overlap Exceptions

A maximum of 50% of required credits in a minor can overlap with courses fulfilling major requirements in order to declare the given major/minor combination, unless otherwise specified by current program. For students declaring more than two minors, the major must meet the 50% unique credit requirement.

The following major/minors combinations are approved exceptions to the 50% rule:

Major	Minor
Business Administration	Information Systems
	Sports & Recreation Management
Biology	Chemistry
	Botany
Natural Science	Child Learning & Development
	Botany
Natural Science (BS)	Chemistry
	Botany
Public Relations & Marketing	Marketing Communications
Sociology	Social and Criminal Justice
Sports & Recreation Management	Business Administration

Completion of Additional Majors

Students who wish to pursue an additional major at the undergraduate level may do so by successfully fulfilling the requirements for that major. Students must complete a minimum of twenty-four (24) credits that are unique to each major. Coursework in the additional major must be completed within the normal timeframe for the degree. Students who wish to receive an additional major after earning an Ashford University Bachelor's degree should refer to the *Completion of Additional Bachelor's Degrees* section subsequently. Additionally, students must declare an additional major prior to end date of the last course in their degree program.

Completion of Additional Bachelor's Degrees

A student who has previously earned a Bachelor's degree at Ashford University or from a regionally or approved nationally accredited institution, and wishes to earn an additional Bachelor's degree must complete an additional 30 upper-division credits at the University and fulfill all graduation requirements applicable to the additional degree. Students should have a minimum of 24 unique credits in their major coursework in order to receive an additional Bachelor's degree. Students who completed a Bachelor's degree from countries other than the United States must have their degree evaluated by an approved evaluation service, and accepted by Ashford University, as equivalent to a Bachelor's degree in the United States. Unless the additional degree requires coursework that also fulfills General Education requirements, an appropriately accredited Bachelor's degree will meet all General Education requirements.

Completion of Additional Master's Degrees

A student who has previously earned a Master's degree at Ashford University, or from a regionally or approved nationally accredited institution, and wishes to earn an additional Master's degree must fulfill all degree and graduation requirements applicable to the additional degree. Students who completed a Master's degree from countries other than the United States must have their degree evaluated by an approved evaluation service, and accepted by Ashford University, as equivalent to a Master's degree in the United States. Any credits applied to a previously awarded degree cannot be applied to a subsequent degree. If a student has completed coursework that fulfills content requirements for the second Master's degree, the student must complete additional courses to fulfill total credit requirements for the additional degree. Completion of an additional area of specialization

within the same degree does not qualify for a second degree. For Ashford University graduates, a Forbes School of Business additional Master's degree cannot duplicate specializations with the prior Master's degree. The additional Master's degree must be taken with a new advanced sequence or a new specialization.

Completion of Concurrent Master's Degrees

For students who enroll concurrently in more than one Master's degree program, courses cannot be used to fulfill total credit requirements across more than one Master's degree program. Any credits applied to one Master's degree cannot be applied to another Master's degree. If a student completes coursework that fulfills content requirements for more than one Master's degree, the student must complete additional courses to fulfill total credit requirements for the additional degree. Students pursuing this option should discuss financial aid implications with their Student Advisor.

Graduate Restrictions for Degree Pairings

The following graduate degree program and specialization pairings are restricted. Students who wish to complete an additional or concurrent Master's degree that is restricted must choose a new specialization or degree program.

Restricted Program Pairings	
MBA, Health Care Administration Specialization	MA in Health Care Administration
MBA, Public Administration Specialization	Master of Public Administration
MA in Organizational Management, Public Administration Specialization	Master of Public Administration
MA in Organizational Management, Health Care Administration Specialization	MA in Health Care Administration
MAED, Distance Learning Specialization	MA in Teaching and Learning with Technology
MAED, Educational Technology Leadership Specialization	MA in Teaching and Learning with Technology

Degree Regression

Degree regression may occur if a student enrolls in a lower level degree than one previously earned. Students may experience regression when course content completed at a higher level is repeated for fulfillment of lower level degree requirements. Since students applying for lower level degrees risk regression, degree-seeking students must petition the Provost to enroll in a lower level degree, prior to being admitted to the program, in order to ensure credit requirements for the additional degree will not be considered regression.

Sequence of Courses

In most cases, students are not permitted to take a course for credit after they have completed a more advanced course in the same subject with a grade of "C-" or higher. Course sequencing requirements may be outlined for each degree program, major, minor, and/or specialization.

Capstone Courses

Most Bachelor's and graduate degree programs require students to successfully complete a capstone course. Capstone courses are designed as a comprehensive method for students to demonstrate achievement and understanding of their program learning outcomes. Students will be scheduled for their capstone course as the final course requirement to complete their degree with the exception of those pursuing an undergraduate specialization. Students may not take capstone courses for elective credit.

Academic Credit

Academic credit at Ashford University is granted using the semester credit hour system.

Grade Point Average

The grade point average is determined by dividing the total number of quality points earned by the total number of credits attempted for which quality points are given. The grades of "Incomplete" and "Passing" do not alter the grade point average. If a student repeats a course, only the most recent grade earned affects the grade point average; the grade point value of the first grade is no longer included in calculating the cumulative average. "W" grades are counted as credits attempted when calculating completion-rate requirements for satisfactory academic progress. "WF" grades are counted as credits attempted and equal the same grade points as an "F." No grades are awarded for transferred credits, and transfer credit hours are not reflected in the Ashford University grade point average.

Grading System and Grade Points

Credits are awarded in semester credit hours.

Note: Plus and Minus grades and/or "D" grades are not applicable to graduate programs.

Grades/Quality Points:

A	=	4.0	C-	=	1.7
A-	=	3.7	D+	=	1.3
B+	=	3.3	D	=	1.0
B	=	3.0	D-	=	0.7
B-	=	2.7	F	=	0
C+	=	2.3	WF	=	0
C	=	2.0			

Other Grading Designations

T	=	Transfer Credit
I	=	Incomplete Course (replaced when final grade is awarded)
AU	=	Audited Course (Clinton Campus Only)
P	=	Designates Pass/Fail credit earned for courses specifically designated as Pass/Fail. Credits earned count toward the degree requirements, although grade points will not be earned.
E	=	Enrolled in Course
W	=	Withdrew from Course
WF	=	Withdrawn Fail, issued when a student drops or is administratively dropped from a course after the deadline for dropping a course with a grade of W has passed, based on the last date of attendance. Credits are marked as attempted and grade points are equivalent to a "F" grade.
CE	=	Competency by Exam
**	=	Repeated Course*
NC	=	No Credit

*A student may repeat a course previously taken only if the initial grade earned was a "C" or lower. Unless otherwise designated, credit is earned for a course only once. The previous grades for all repeated courses

are retained on the transcript and count as credits attempted. Only the most recent grades and points are used in calculating the grade point average (GPA). Transfer credit from other institutions is noted on the transcript in semester credit hours.

Repeated Courses

A course may be repeated at the University if the initial grade in the course was a “C” or lower. The most recent grade earned in the course is used in computing the cumulative grade point average. Limits on the number of courses or times a course may be repeated may be set at the degree and/or major level. Clinton campus students should refer to the *Satisfactory Academic Progress Review and Evaluation* policy in the *Clinton Campus Programs* section of this *Catalog* for more information on repeating term-based courses. Introductory undergraduate courses EXP 105 and PSY 202 may only be retaken within 9 attempted credits of the original attempt. Additionally, a student may not retake a course in an area in which he or she has already a completed coursework that is more advanced in content level. Degree-seeking students should meet with their Student Advisor to determine if coursework will fit into their academic plan and not be considered regression from previous credit awarded. Students choosing to repeat coursework must do so prior to the completion of program requirements. Repeating coursework may affect eligibility for Title IV financial aid.

Incomplete Grades

Eligibility Criteria

Incomplete (“I”) grades are issued at the discretion of the instructor and are based upon compelling circumstances. To issue a grade of “I” for a course, the following conditions must be met:

- The student must have completed at least 2/3 of the assignments in the course.
- With the exception of assignments due during the final week of the course, the student’s Course Weighted Average To Date must be at least 59.50 (undergraduate students) or 69.50 (graduate students).
- The student must submit an *Incomplete Grade Request* to his or her instructor prior to the submission of final grades.

Students who are unable to submit an *Incomplete Grade Request* prior to the submission of final grades should refer to the *Student Rights and Responsibilities* section in this *Catalog* for complete details on Ashford University’s Grade Appeals policy to review other options.

Attendance Requirements

Regardless of a request for an incomplete grade, students must meet weekly attendance requirements through the end of the course or term. Students who are dropped from a course or term due to not meeting attendance requirements are not eligible to receive an “I” grade.

Approved Incompletes

The instructor must approve the plan presented by the student for satisfying the requirements of the course.

The student has up to 30 days, based on instructor discretion, from the last day of the course to finish his or her coursework. If the student does not complete the work, his or her grade automatically defaults to the grade earned as of the conclusion of the course. Students who have an outstanding incomplete grade at the time of SAP review may not be allowed to continue to the next term until the “I” grade is successfully completed. The “I” grade appears on grade reports and/or official transcripts until a final grade is determined and recorded.

Appeal Procedure

Students requesting an extension for an incomplete grade and students who have been denied an incomplete grade may appeal the decision to the University Provost, or designee. The outcome of the request will be communicated in writing to the student. A maximum of an additional 30 days may be granted to a student with an approved appeal.

Course Drop

Students who officially drop from a course or courses during the add/drop period as defined by the drop deadlines will have that course removed from their academic transcripts.

Drop Deadlines:

16-week course = Week 2

8-week course = Week 1

6-week course = Week 1

5-week course = Week 1

3-week course = Day 3

Students who officially drop or are administratively dropped from a course after the drop deadline and prior to the end of the instructional week or day shown subsequently will receive a “W” in the course.

Deadlines to Drop with a Grade of W:

16-week course = Week 12

8-week course = Week 6

6-week course = Week 5

5-week course = Week 4

3-week course = Day 16

Students who officially drop or are administratively dropped from a course after the deadline to drop with a grade of “W” will receive a grade of “WF” in the course.

Please note that course drop dates are based on a student's last date of attendance in the course.

Requests for Program Change

Students who are requesting a program change must submit a new application required for the new program of study. Students must meet admission requirements and complete all degree requirements in effect for the program of study at the time of admission to the new program. Admission is not guaranteed. The University will determine the conditions under which the student may enroll and will convey those conditions to the student. Any changes to a program may result in removal of an approved transfer concentration, specialization, or minor.

Associate's to Bachelor's Program Change Requirements

Matriculated students seeking approval to change from an Associate's to a Bachelor's degree program must have earned a minimum of 18 credits at Ashford University and be in good academic standing.

Matriculated students who have earned fewer than 18 credits at Ashford University are exempt from this requirement if all General Education and Introductory coursework has been successfully completed.

Withdrawal from the University

Official Withdrawal

Ashford University determines that a student is officially withdrawn when a student requests to officially withdraw or takes an academic leave from the University. Online students wishing to officially withdraw from Ashford University must notify their assigned Admissions Counselor, University Advisor, Student Advisor, or other advisor within the Admissions or Student Services Department. Clinton campus students wishing to officially withdraw must notify the Registrar's Office.

For official withdrawals, a student's withdrawal date is:

- The last documented date of academically related activity by the student (attendance is documented on a daily basis in courses utilizing online learning); or
- For independent study courses, in which the last date of academically related activity

cannot be determined, the date the student begins the withdrawal process or the date that he or she provides notice of his or her intent to withdraw. Independent study courses include but are not limited to thesis, practicum, and internship experiences.

Unofficial Withdrawal

Ashford University determines that a student is unofficially withdrawn when he or she falls into one of the following categories:

- Students who do not register for and attend the current semester, term, or course sequence;
- Students who fail to follow the proper procedures for requesting an Academic Leave or who do not return from an approved Academic Leave as scheduled; or
- Students who do not meet the minimum attendance requirements for the program as outlined in the current *Catalog or Catalog Supplement*.

For unofficial withdrawals, a student's withdrawal date is:

- The last documented date of academically related activity by the student (attendance is documented on a daily basis in courses utilizing online learning); or
- For independent study courses, in which the last date of academically related activity cannot be determined, the date of withdrawal will be the midpoint of the payment period up through the 60% point. Independent study courses include but are not limited to thesis, practicum, and internship experiences.

Reinstatement Process After Withdrawal (Less Than One Year)

Students who withdraw or are withdrawn from Ashford University may request reinstatement to the same degree/program in which they were enrolled at the time of withdrawal. Students seeking reinstatement to a different degree/program must submit a new application required for the new program of study. Students must meet admission requirements and complete all degree requirements in effect for the program of study corresponding with the catalog year in which the student changed his or her program. Students seeking reinstatement to Ashford University should contact their Student Advisors for accelerated programs and the Registrar's Office for traditional programs. Reinstatement is not guaranteed. If reinstatement is granted, Ashford University will

determine any conditions under which the student may be reinstated and will convey those conditions to the student.

Students seeking reinstatement to Ashford University should contact their Student Advisors (online modality) or the Registrar's office (Clinton campus modality).

Military service members should review the *Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008* policy located in this section of the *Catalog*.

Readmission Process After Withdrawal (One Year or More)

Students who withdraw or are withdrawn from Ashford University and are seeking readmission to the same or a different degree/program must submit a new application. This process is to ensure that the University has current demographic information for each student. If the student has continued his or her education at another school since leaving the University, official transcript(s) from any other college attended should be submitted to the Registrar's Office.

Students must meet admission requirements and complete all degree requirements in effect for the program of study at the time of readmission. Readmission is not guaranteed. If readmission is granted, the University will determine the conditions under which the student may re-enroll and will convey those conditions to the student.

Military service members should review the *Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008* policy located in this section of the *Catalog*.

Military Deployment Provisions

Any member of the United States armed forces, spouse of an Active Duty, National Guard or Reservist, a Department of Defense employee or a civilian employee of the US Coast Guard who is ordered to state or federal service or duty is entitled to the following provisions for each course the student is attending:

- a. Students may withdraw from any current course(s) and receive a tuition credit to be applied in the amount of tuition accrued in the current course(s). Students will be assigned a withdrawal grade that does not count negatively against Satisfactory Academic Progress.
- b. Students may make arrangements with instructors for course grades or administratively request a grade of incomplete by submitting any of the subsequent request

forms. If such arrangements are made, tuition shall be assessed for the course(s) in full.

- c. Students who withdraw from the institution due to military service are allotted a one-year grace period for collection of any institutional balances owed. This grace period does not apply to repayment of federal student loans which are subject to Title IV repayment regulations.

Students who request to drop any current course(s) due to military necessity and do not need to request an Academic Leave should submit a Military Course Drop/Incomplete Request.

Students who request a break in attendance of 45 days or greater due to military necessity may do so by submitting a Military Withdrawal Request. This request form also facilitates withdrawal from any current course(s), if necessary.

Both of these request forms are available in the Student Portal.

Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008

Ashford University does not deny readmission to a service member of the uniformed services for reasons relating to that service. Students who meet the criteria subsequently outlined will be readmitted with the same academic status as the student had when he or she last attended Ashford University. An affected service member is any individual who is a member of, applies to be a member of, or performs, has performed, applies to perform, or has the obligation to perform, service in the uniformed services. Service in the uniformed services means service, whether voluntary or involuntary, in the Armed Forces, including service as a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under Federal authority for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

Any student whose absence from Ashford University is necessitated by reason of service in the uniformed services is entitled to readmission if the following apply:

- the student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance written or verbal notice of such service to Ashford University and provides such notice as far in advance as is reasonable under the circumstances;
- the cumulative length of the absence and of

all previous absences from Ashford University by reason of service in the uniformed services, including only the time the student spends actually performing service in the uniformed services, does not exceed five years; and

- except as otherwise provided in this section, the student submits a verbal or written notification of intent to re-enroll at Ashford University by informing a University Advisor, a Student Advisor, an Admissions Counselor, or the Office of the Registrar or by submitting a new application for admission.

However, no advance notice by the student is required if the giving of such notice is precluded by military necessity, such as a mission, operation, exercise, or requirement that is classified; or a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge.

In addition, any student (or an appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance written or verbal notice of service to a Student Advisor, a University Advisor, an Admissions Counselor, or the Office of the Registrar may meet the notice requirement by submitting, at the time the student seeks readmission, an attestation to Ashford University that the student performed service in the uniformed services that necessitated the student's absence from Ashford University.

When determining the cumulative length of the student's absence for service, the period of service does not include any service:

- that is required, beyond five years, to complete an initial period of obligated service;
- during which the student was unable to obtain orders releasing the student from a period of service in the uniformed services before the expiration of the five-year period and the inability to obtain those orders was through no fault of the student; or
- performed by a member of the Armed Forces (including the National Guard and Reserves) who is:
 - ordered to or retained on active duty under sections 688, 12301(a), 12301(g), 12302, 12304, or 12305 of Title 10, U.S.C., or under sections 331, 332, 359, 360, 367, or 712 of Title 14, U.S.C.;
 - ordered to or retained on active duty (other than for training) under any provision of law because of a war or national emergency

declared by the President or the Congress as determined by the Secretary concerned;

- ordered to active duty (other than for training) in support, as determined by the Secretary concerned, of an operational mission for which personnel have been ordered to active duty under section 12304 of Title 10, U.S.C.;
- ordered to active duty in support, as determined by the Secretary concerned, of a critical mission or requirement of the Armed Forces (including the National Guard or Reserve); or
- called into Federal service as a member of the National Guard under chapter 15 of Title 10, U.S.C., or section 12406 of Title 10, U.S.C. (i.e., called to respond to an invasion, danger of invasion, rebellion, danger of rebellion, insurrection, or the inability of the President with regular forces to execute the laws of the United States).

An affected service member must, upon the completion of a period of service in the uniformed services, notify Ashford University of his or her intent to return to Ashford University not later than three years after the completion of the period of service. However, a student who is hospitalized for or convalescing from an illness or injury incurred in or aggravated during the performance of service in the uniformed services must notify a Student Advisor, a University Advisor, an Admissions Counselor, or the Office of the Registrar of his or her intent to return to Ashford University not later than two years after the end of the period that is necessary for recovery from such illness or injury. A student who fails to apply for readmission within the required period does not automatically forfeit eligibility for readmission to Ashford University, but is subject to Ashford University's established general policies and practices.

A student who submits an application for readmission to Ashford University must provide to Ashford University documentation to establish that

- the student has not exceeded the specified service limitations; and
- the student's eligibility for readmission has not been terminated due to the occurrence of:
 - a separation from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge.
 - a dismissal of a commissioned officer permitted under section 1161(a) of Title 10,

USC by sentence of a general court-martial; in commutation of a sentence of a general court-martial; or, in time of war, by order of the President.

- a dropping of a commissioned officer from the rolls pursuant to section 1161(b) of Title 10, USC due to absence without authority for at least three months; separation by reason of a sentence to confinement adjudged by a court-martial; or, a sentence to confinement in a Federal or State penitentiary or correctional institution.

In order for a service member to qualify for these benefits by reason of service, a student must submit appropriate documentation to the University.

Documents that might establish service member eligibility include, but are not limited to:

- DD214—Certificate of Release or Discharge from Active Duty;
- Copy of duty orders prepared by the facility where the orders were fulfilled with a service completion endorsement;
- Letter from the Commanding Officer of a Personnel Support Activity (or someone of comparable authority);
- Certificate of completion from military training school;
- Discharge certificate showing character of service;
- Copy of extracts from payroll documents showing periods of service; or
- Letter from National Disaster Medical System (NDMS) Team Leader or Administrative Officer verifying dates and times of NDMS training or Federal activation.

Ashford University may not delay or attempt to avoid a readmission of a student under this section by demanding documentation that does not exist, or is not readily available, at the time of readmission.

Students who meet the criteria for readmission after military service outlined previously will be promptly readmitted with the same academic status as when they last attended or were last admitted to the institution, but did not begin attendance because of that membership, application for membership, performance of service, application for service, or obligation to permit service. “Same academic status” means that Ashford University shall admit the student:

- to the same program to which he or she was last admitted, or, if that exact program is

no longer offered, the program that is most similar to that program, unless the student requests or agrees to admission to a different program;

- at the same enrollment status last held at Ashford University, unless the student requests or agrees to admission at a different enrollment status;
- with the same number of credit hours completed previously, unless the student is readmitted to a different program to which the completed credit hours are not transferable; and
- with the same academic standing previously held.

If the student is readmitted to the same program, for the first academic year in which the student returns, the student will be assessed the same tuition and fee charges that the student was or would have been assessed for the academic year during which the student left the institution.

If the student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, the student will be assessed no more than the tuition and fee charges that other students in the program are assessed for that academic year.

If Ashford University determines that the student is not prepared to resume the program, or will not be able to complete the program, the University will make reasonable efforts at no extra cost to the student to help the student become prepared or to enable the student to complete the program, including but not limited to providing refresher courses at no extra cost to the student, and allowing the student to retake a pretest at no extra cost to the student.

Ashford University is not required to readmit the student on his or her return if

- after reasonable efforts by the University, the University determines that the student is not prepared to resume the program at the point where he or she left off;
- after reasonable efforts by the University, the University determines that the student is unable to complete the program; or
- the University determines that there are no reasonable efforts it can take to prepare the student to resume the program at the point where he or she left off or to enable the student to complete the program.

Servicemembers Opportunity College

Ashford University is a Servicemembers Opportunity College (SOC) Degree Network School for the Coast Guard. As a SOCCoast member, students who apply for admission to a Bachelor of Arts degree at Ashford University and are members of one of the following Armed Forces are eligible to receive a Servicemembers Opportunity College SOC Student Agreement:

- Coast Guard;
- Coast Guard Reserve;
- Spouses and adult dependents of Coast Guard active duty service members; or
- Coast Guard Civilian Employees.

Ashford University may also issue SOCCoast agreements to servicemembers of other branches of service based on SOC policies and requirements.

Ashford University must receive all previous college transcripts and military credit recommendations prior to the end of the second attempted course. Upon full admission, the student will receive a SOC Student Agreement outlining their degree requirements.

SOC Student Agreement degree requirements are valid for 8 years from the time the agreement is issued or the student voluntarily changes the degree program at which time a new agreement will be issued for the new program. Students who leave Ashford University and return after one year under a valid SOC Student Agreement will be given the program requirements under the last contract for degree. When degree or course requirements change, students have the opportunity to voluntarily choose the new program to be more in-line with industry standards. Students that return to a degree program that is no longer offered through Ashford University will be given the opportunity to be admitted into the most current program or under the contract version without loss toward academic progress.

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 the individual has been accepted for admission;
- After all required transcripts have been provided; or,

- After the individual has completed 6 credits with the institution, whichever comes first.

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.

Transfer of Ashford University Credits to Other Institutions

Since Ashford University is a regionally accredited institution, other institutions may elect to accept Ashford University credits. However, students should be aware that the transfer of credit is controlled by the receiving institution, and therefore cannot be guaranteed by Ashford University unless part of a valid articulation agreement or included in an articulation numbering system.

Outside any formal partnership or agreement, students considering transferring to another institution have the responsibility to determine whether that institution will accept Ashford University credits. Ashford University does not imply, promise, or guarantee transferability of its credits to any other institution. Please visit www.ashford.edu/admissions/transferability.htm to find information about transfer guidelines and a current list of articulation agreements.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Ashford University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in an Ashford University program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Ashford University to determine if your credits or degree will transfer.

Learning Resources

Appropriate Use of Database Content

Researchers are permitted to access the databases only for the purposes of providing or pursuing an education through Ashford University. They may not use the materials for any other purpose. Neither database access nor materials retrieved from the databases may be shared inside or outside of the University.

Violations may result in disciplinary action and/or legal liability to the database providers. Ashford University requires its students, faculty and staff to respect intellectual property rights, and will take action against anyone who abuses access to the database content made available by the library.

Library

The Ashford University Library coordinates access for online students and faculty to electronic academic and business research databases or collections. These resources provide hundreds of thousands of full-text periodicals and academic journal articles, e-books, videos and other materials. These electronic research resources are available to students on a 24/7 basis. Instruction in the use of these databases and other library resources is available on the Clinton Campus for groups, classes, and individuals and by email. The library provides all students with tip sheets and video tutorials that show users how to navigate the Ashford Library and help them better understand the research process.

Clinton Campus students can get assistance from librarians in person, and via phone and email. Online students can interact with librarians via phone, chat and email. These resources, as well as librarian contact information, instructional aids, and tutorials are available on the library website, which can be accessed through the Student Portal or through your online courses.

The library also provides campus students access to a wide variety of research resources in paper and microfilm formats. Students have on-campus access to 101,000+ book volumes and more than 650 periodical titles. The campus library also includes the Curriculum Resource Center (CRC), which provides access to 7,500+ print and non-print instructional materials in support of the University's academic programs in the field of Education. Clinton Campus students also have access to the RiverShare Libraries consortium's catalog, which provides access to the book collections of more than 90 regional libraries.

The library is also a full cataloging and interlibrary loan member of the Online Computer Library Center

(OCLC). With this national network, all students can access more than 72,000 collections, large and small, through interlibrary loan. Ashford librarians can obtain articles and other documents for students if these items are not available through the Ashford University Library's collections.

Assistance in Developing Writing Proficiency

A number of self-help resources are available on the Ashford University website for students preparing to meet the writing proficiency standards in degree programs offered online. In addition, fee-based tutorial services are available to students who need personal assistance in writing skill improvement. Clinton campus students are provided with support and tutoring through the Flavian Achievement Center.

Flavian Achievement Center (Clinton Campus)

The Flavian Achievement Center is named for Sister Flavian Launderville, OSF, who taught for many years in Clinton's Catholic schools. Sister Flavian was renowned for giving students individual attention in those areas of study where they experienced difficulty. The Flavian Center seeks to further her work.

The Center is committed to helping Clinton campus learners of all ability levels achieve and maintain the academic competencies that form the core of a liberal arts education. The General Education requirements in a liberal arts institution cover a wide range of disciplines, and most students can benefit from academic assistance. Students are invited to come to the Flavian Center for individual tutoring, to engage in group study, or to participate in competency-based activities suggested by the academic departments. These free services are provided by professional staff and peer tutors who have demonstrated excellence in the basic competencies as well as in a variety of content areas.

In addition to academic assistance, the Flavian Center has computers that may be used for academic research and word processing and a number of software programs relevant to the content areas. Make-up and assessment testing are also provided by the Flavian Center.

Course Digital Materials (CDM) - Online Modality Only

Course digital materials (CDM) refers to all course-specific educational materials and resources provided directly to the student via the online classroom. Course materials include essential readings, audio and video assets, interactive exercises, and other digital supplements. CDMs offer a more dynamic, interactive,

and robust set of resources for student learning in the online modality. For courses in which course digital materials are provided in lieu of textbooks, an \$85.00 fee (CDM fee) is applied directly to the student's account concurrent with the charge for tuition. Students are not charged the CDM fee for repeated coursework if previously charged. CDM fees are fully refundable if a student does not attend beyond Week 1 of a course (Week 3 if covered under the Ashford Promise Refund Schedule).

Constellation™

Constellation™ course digital materials are designed to help students master the instructional goals of Ashford University degree programs. Constellation™ digital materials are created specifically to support Ashford University's curriculum. These materials may be displayed on a browser-based Constellation™ Reader or on a number of devices, such as the iPhone, Kindle, and Blackberry. Once students have access to their Constellation™ digital materials through the online classroom, they can read their materials online, download and save them to their hard drive, print without restriction, keep materials for future reference, or share with friends.

Constellation™ does not include restrictions on file storage or print functions. Full functionality of Constellation™ is best experienced with the included reader. The Constellation™ Reader will allow students to highlight material in a variety of colors, create notes and make bookmarks. While the reader offers robust functionality, students will be able to access, download and print their learning materials in accordance with their preferences. Students will lose access to any course digital materials approximately 60 days after the end of their course or their withdrawal date, unless they have downloaded the material to an external device or hard drive.

Honor Societies for Clinton Campus Students

Junior/Senior Honor Society

Recognizes and encourages scholarship among juniors and seniors. Membership is extended to full-time juniors and seniors who have completed at least one semester at the University and have attained a semester grade point average of 3.50 or better. Thereafter, the student must maintain a grade point average of 3.20.

Lambda Sigma Society

A national honor society that recognizes scholarship, service, and leadership in sophomores. Membership in the Alpha Upsilon chapter is extended to full-time sophomores who have completed at least one freshman semester at the University and have attained a semester grade point average of 3.20 or better.

Mu Sigma Eta

A society composed of honor students from the fields of biology, chemistry, and mathematics. This organization promotes the scientific development of its members. Admission is by faculty invitation only.

Honor Societies for Online Students

Alpha Sigma Lambda

Alpha Sigma Lambda is an honor society devoted to the advancement of scholarship and leadership of nontraditional/adult students in higher education. To be eligible for membership in the Ashford University Alpha Lambda chapter of the Alpha Sigma Lambda Honor Society, students must be seeking their first Bachelor's degree, be in the highest twenty (20) percent of eligible baccalaureate students based upon cumulative GPA, and meet the following criteria as of December 31 or June 30 and completion of a minimum of:

- 24 credits at Ashford University; and
- 12 credits of liberal arts coursework.

Students who meet the eligibility criteria will be sent an invitation via email to become a member. There are no membership fees or dues. Once a student has participated in an online induction ceremony, the student becomes a lifetime member of the Alpha Lambda chapter of the Alpha Sigma Lambda honor society. Names of inductees will be published on the Alpha Sigma Lambda webpage on the Ashford University website once the induction process for eligible students is complete. Students who are inducted into the honor society will be mailed a certificate.

Any Alpha Sigma Lambda member who participates in the Ashford University Commencement Ceremony will be distinguished with Alpha Sigma Lambda regalia provided by the University.

Phi Theta Kappa

Phi Theta Kappa is the International Honor Society of the two-year college/Associate's degree-granting institution. Phi Theta Kappa's mission is two-fold: to recognize and encourage the academic achievement of two-year college students and provide opportunities for individual growth and development through participation in honors, leadership, service, and fellowship programs.

Membership is by invitation only. In order to receive an invitation for membership, students must meet the criteria listed subsequently as of May 30 and November 30:

- Be an active student seeking an Associate's degree;
- Have completed at least 12 credit hours of coursework that may be applied to an Associate's degree;
- Have a grade point average of 3.7 **(a cumulative grade point average of 3.5 must be maintained to remain in good standing)**; and,
- Be willing to adhere to the moral standards of the Society.

There is a one-time membership fee of \$55.

Students who meet the eligibility criteria will be sent an invitation to become a member. Names of inductees will be published on the Phi Theta Kappa webpage on the Ashford University website once the induction process for eligible students is complete. Students who are inducted into the honor society will be mailed a certificate.

Any Phi Theta Kappa member who participates in the on-campus commencement ceremony will be distinguished with Phi Theta Kappa regalia provided by the University.

Honor Societies for Clinton Campus and Online Students

SALUTE National Veterans Honor Society:

SALUTE is the first national veteran's honor society. SALUTE stands for Service, Academics, Leadership, Unity, Tribute, and Excellence. In 2009, Colorado State University was awarded the ACE/Wal-Mart Success for Veterans Grant, and from that SALUTE Veterans National Honor Society was created. SALUTE is the first honor society created for student veterans and military at two- and four-year higher education institutions nationwide.

To attain membership into SALUTE as an undergraduate student, the following criteria must be met as of May 30 or November 30:

- Be currently enrolled as an undergraduate student;
- Qualify as military or veteran student under locally-derived and maintained definitions, or submit a DD-214 Member 4 copy that displays the character of service (honorable discharge);
- Have a minimum GPA of a 3.0;
- Have served or currently be serving in the military, National Guard, or reserves or, if no longer serving, submit a DD-214 Member 4 copy that displays the character of service (honorable discharge); and

- Maintain the highest ethical standards.

A unique element for undergraduate students is the GPA-ranking tier. This system was designed to encourage student veterans to strive for academic success at their university. Undergraduate members of SALUTE advance to higher tiers of the GPA ranking system during their tenure at their university.

To attain membership into SALUTE as a graduate student, the following criteria must be met as of May 30 or November 30:

- Be currently enrolled as a graduate student;
- Qualify as a military or veteran student under locally-derived and maintained definitions;
- Have a minimum GPA of a 3.5;
- Have completed at least 12 credits of graduate coursework;
- Have served or currently be serving in the military, National Guard, or reserves or, if no longer serving, submit a DD-214 Member 4 copy that displays the character of service (honorable discharge); and
- Maintain the highest ethical standards.

Membership in SALUTE consists of one-time lifetime membership fee of \$20 paid at the time of induction.

Students who meet the eligibility criteria will be sent notice of their eligibility via email and be provided with information on the necessary application materials to be reviewed by a committee. Following committee review, students who meet all eligibility requirements will be sent an invitation via email to formally induct into SALUTE. Names of inductees will be published on the SALUTE webpage on the Ashford University website once the induction process for eligible students is complete.

Students who are inducted into the honor society will be mailed a certificate and a military style challenge coin.

Any SALUTE member who participates in the Ashford University Commencement Ceremony will be distinguished with SALUTE regalia provided by the University.

Golden Key International Honour Society:

Golden Key International Honour Society is the world's premier collegiate honor society connecting members locally, regionally and globally with lifetime opportunity, reward and success. Membership in Golden Key is by invitation only.

To qualify for membership in Golden Key International Honour Society, active students must meet the following criteria as of January 1 or July 1:

- be in the top 15% of your undergraduate class (Bachelor's degree seeking Sophomores, Juniors and Seniors), based on GPA; or
- be a top-performing graduate student, based on GPA.

Membership in Golden Key consists of one-time lifetime membership fee of \$80 paid at the time of induction.

Students who meet the eligibility criteria will be sent notice of their eligibility via email and be told to expect an exclusive invitation via email to join the honor society directly from Golden Key International Honour Society headquarters.

Names of inductees will be published on the Golden Key webpage on the Ashford University website. Students who are inducted into the honor society will be mailed a certificate.

Any Golden Key member who participates in the Ashford University Commencement Ceremony will be distinguished with Golden Key regalia provided by the University.

Program Completion and Honors

Dean's List

Online Modality:

Associate and Bachelor degree-seeking students will be evaluated three times per calendar year for academic recognition, in December, May, and August. Students who meet the following criteria will be recognized for their scholarship through the Academic Dean's List.

- Have a 3.50 Ashford University cumulative grade point average;
- Have completed a minimum of 12 credit hours in an online program;
- Have enrolled in and completed at least one course since the time the previous Dean's List was determined;
- Are in good academic standing at the time of review; and
- Are currently attending or are on an approved Academic Leave at the time of review.

Clinton Campus Modality:

Following the close of each semester, the Student Records department identifies students who merit academic recognition for their scholarship. Students enrolled for a minimum of six credits who earn a grade point average of 3.50 or above are placed on the Dean's List.

Graduation Process

Online students should petition to graduate when they are within six (6) months of program completion. Clinton campus students should petition to graduate before the beginning of their final semester. The completed *Petition to Graduate* form, including required fees, must be submitted to release all transcripts, diplomas and verifications for degrees awarded. The *Petition to Graduate* is available in the Registrar's Office or online in the Student Portal at www.ashford.edu.

The date of degree conferral recorded on the student's transcript and diploma reflects the date the student completes all academic degree requirements. Degree completion is generally recorded on a student's official transcript within 30 days after completion of ALL program requirements. Diplomas are generally ordered within 30 days after completion of all program requirements and payment of all related tuition and fees. Diplomas and transcripts will be withheld until all accounts at the University are paid in full.

Graduation Honors and Awards

Candidates for an undergraduate degree who have exhibited outstanding achievement may be awarded the following honors at graduation by earning the corresponding grade point average:

Cum laude	3.50–3.69
Magna cum laude	3.70–3.89
Summa cum laude	3.90 or above

Recognition also is given to Scholars Institute graduates and to students who are members of honor societies: Junior/Senior Honor Society, Alpha Sigma Lambda, Golden Key International Honour Society, and Mu Sigma Eta. Also recognized are students who were selected for "Who's Who Among Students in American Colleges and Universities."

Several awards are given to Clinton campus graduates who have distinguished themselves in their major areas of study:

The Forbes School of Business

The Business Scholar's Award, is awarded to the graduate(s) within the business administration major who has/have demonstrated excellence in the areas of academics, service, co-curricular and extra-curricular activities as determined by the Faculty members from the Forbes School of Business.

The Accounting Scholar's Award, is awarded to the graduate(s) within the accounting major who has/have demonstrated excellence in the areas of academics, service, co-curricular and extra-curricular activities as determined by the Faculty members from the Forbes School of Business.

The ISCPA Student Award is sponsored by the Iowa Society of Certified Public Accountants. The award is presented annually for “Excellence in Accounting” to students at Iowa’s colleges, universities, and community colleges by the ISCPA, Career Awareness Committee.

The College of Education

The Alex Esquivel Promising Teacher Award is given in memory of a graduate of the Elementary Education program to a graduating future teacher who exemplifies the characteristics of: Enthusiasm for learning; dedication to teaching; a spirit of joyful service; and perseverance through challenges. The recipient is selected by the College of Education faculty.

Sr. Marilyn Shea Outstanding Dispositions Award is for the graduating future teacher who exemplifies the dispositions of teaching modeled by Sister Marilyn Shea, College of Education Faculty member: reflection, professional conduct, respect for diversity, high expectations, respect for others, compassion, advocacy, curiosity, dedication, honesty, and fairness. The recipient is selected by the College of Education faculty.

The College of Liberal Arts

The James Mooney Social Science Award recognizes the social science graduate with the highest grade point average and is named for the distinguished American anthropologist whose sister, Sr. Agnes Mooney, was Mother Superior of the Sisters of St. Francis from 1879 to 1900.

The Joan Walsh Richeson Award honors the memory of a former faculty member and prominent artist and goes to the Liberal Arts major who best personifies the values of a liberal arts education.

The College of Health, Human Services, & Science

The Science and Mathematics Academic Excellence Award recognizes a student with an outstanding academic record pursuing a science or mathematics major. From a pool of science and mathematics students with a minimum of 60 credits earned at Ashford University and the highest cumulative grade point average, the mathematics and science faculty selected one individual to receive this award.

The Psychology Academic Excellence Award is given when the psychology faculty agree that a psychology graduate has exhibited distinguished performance in the psychology curriculum at Ashford and in preparation for a career in psychology. The criteria include academic performance, and participation in upper level psychology coursework and other psychology and service related activities.

The Healthcare and Health Science Academic Award recognizes a graduate in either Health Care Administration or Health Science Administration having an outstanding academic achievement. Students eligible to receive this award must have completed at least 60 institutional credits at Ashford University.

Posthumous Degree Policy

The University may grant undergraduate and graduate degrees posthumously. When the University determines that a deceased student was in good standing and had completed enough credits toward a degree, the Provost or designee has the authority to grant the degree posthumously.

Undergraduate students should have completed a majority of their coursework (within 15 credits of meeting degree requirements) for the program of study. Graduate students should have completed a majority of their coursework (within 9 credits of meeting degree requirements) for the program of study.

Additionally, students must have been meeting Satisfactory Academic Progress and all Student Community Standards.

Formal requests may be submitted in writing to the Office of the Registrar for consideration by emailing student.records@ashford.edu.

Degree Rescindment Policy

An Ashford University degree may be rescinded when there is clear and convincing evidence that one of the following has occurred:

- A degree has been conferred in error;
- All University-defined requirements were not satisfied at the time the degree was granted; or
- A previously awarded passing grade is reversed, resulting in unmet degree requirements.

The University Registrar or designee processes all degree rescindments.

Commencement Ceremony

Ashford University commencement ceremonies are held in the spring and fall each year. In order to participate, students must meet the following requirements:

Spring Ceremony

- Expect to graduate between January 1 and June 30;
- Complete *Petition to Graduate* form by March 31; and

- Purchase appropriate* cap and gown by March 31.

Fall Ceremony

- Expect to graduate between July 1 and December 31;
- Complete *Petition to Graduate* form by August 31; and
- Purchase appropriate* cap and gown by August 31.

*Cap and gown must be purchased from Ashford University's authorized vendor.

Students who wish to attend a ceremony different from that assigned by his or her expected graduation date may request to attend a *future* ceremony by emailing graduation.information@ashford.edu.

Commencement Dates for 2014/2015	Location
October 4-5, 2014	San Diego, CA
May 2-3, 2015	Near Clinton, IA

Note: Dates may be changed or updated periodically and are available on the Graduation Information webpage located at www.ashford.edu.

SECTION SIX



CLINTON CAMPUS PROGRAMS



Ashford University offers the following Bachelor's degree programs at its campus in Clinton, Iowa. These academic programs are administered by the Forbes School of Business at Ashford University, the College of Education, the College of Health, Human Services, and Science and the College of Liberal Arts. Study of the liberal arts provides a common learning perspective across the disciplines, a perspective that is enhanced by a traditional residential campus environment and a community where scholarship and human relationships are valued.

Clinton Campus Programs

Forbes School of Business

Bachelor of Arts

- Accounting
- Business Administration
- Business Information Systems
- Computer Graphic Design
- Finance
- Public Relations and Marketing
- Sports and Recreation Management

College of Education

Bachelor of Arts

- Education (non-licensure)
- Elementary Education (grades K-8) with Endorsement Areas in:
 - Coaching
 - English as a Second Language
 - English/Language Arts
 - Health (K-8)
 - History (K-8)
 - Instructional Strategist I (Special Education)
 - Mathematics
 - Middle School
 - Pre-K-K
 - Reading
 - Science
 - Social Studies
- Physical Education
- English & Communication with Secondary Education Endorsement

- Natural Science with Secondary Education Endorsement
- Social Science with Secondary Education Endorsement
- Computer Science and Mathematics with Secondary Education Endorsement

College of Health, Human Services, and Science

Bachelor of Arts

- Health Care Administration
- Natural Science
- Psychology

Bachelor of Science

- Biology
- Computer Science and Mathematics
- Health Science Administration
- Natural Science

College of Liberal Arts

Bachelor of Arts

- English and Communication
- Liberal Arts
- Social and Criminal Justice
- Social Science

Academic Calendar: Clinton Campus Programs (2014-2015)

FALL SEMESTER: August 18–December 12, 2014

New Student Registration	Must be completed prior to the first day of class.
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Classes Begin	Monday, August 18
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Labor Day Holiday	Monday, September 1
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Veteran's Day	Tuesday, November 11
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Thanksgiving Break	Wednesday–Friday, November 26–28
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Final Exams	Monday–Friday, December 8–12
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SPRING SEMESTER: January 12–May 8, 2015

Student Registration	Must be completed prior to the first day of class.
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Classes Begin	Monday, January 12
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Martin Luther King, Jr. Holiday	Monday, January 19
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President's Day Holiday	Monday, February 16
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Spring Break	Monday–Friday, March 9–13
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Commencement	May 2–3
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Final Exams	Monday–Friday, May 4–8
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MAY TERM and SUMMER TERM: 2015

May Term (3-week session)	May 11–May 29
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Memorial Day (observed)	Monday, May 25
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Summer Term (6-week session)	June 1–July 10
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Admission Policies and Procedures

General Admission Process

Admissions decisions are made on a continuous basis. Priority applications for fall semester admission must be submitted before the February 1 priority deadline, for upcoming fall semester. Applications received before February 1 will receive notification of their admission status within ten days following receipt of all necessary forms, transcripts, and test scores. Applications received after the February 1 priority deadline may potentially be placed on a waitlist. Although students applying after February 1 may be academically prepared to succeed at the college level, Ashford University must make certain that it does not exceed the number of spaces available for new students. Waitlisted students will receive an update on the status of their application within 30 days of their application date. If additional spaces are available in the new student class, the overall strongest applicants will be admitted from the waitlist as space allows. Students on the waitlist may elect to submit additional information or documentation for consideration in their application, or they may elect to withdraw their application from Ashford University and remove their name from the waitlist.

Applicants may apply for fall, spring, or summer admission. Students must contact the Office of Admissions for admission materials. Ashford University reserves the right to deny admission or re-admission to any applicant. Please write or call the Office of Admissions (563) 242-4023 or 1-800-242-4153 with any questions. All applicants for admission should forward the necessary admissions materials to:

Director of Admissions
Ashford University
400 N. Bluff Blvd.
P.O. Box 2967
Clinton, Iowa 52732-2967

Ashford University may require all Clinton campus students to answer questions regarding criminal and disciplinary histories as a condition of admission. Applicants may also be required to submit to a third party criminal background check prior to admission. All members of the Ashford community are entitled to work and study in an environment safe from foreseeable harm. Identification of histories of violence reduces the possibility of future criminal acts on or around the campus community.

Waitlist Process for Clinton Campus Students

Admission decisions are made on a continuous basis for each fall semester, until the priority application deadline of February 1. After February 1, students will be placed on a waitlist in order to not exceed the number of spaces available for new students. Waitlisted students will receive an update of their status every 30 days after being placed on the waitlist.

Admission to Ashford University is competitive and the competitiveness of admission each year is determined by the number of applications received, the academic qualifications of the applicant pool, and the number of spaces available in each new student class. The overall strongest applications are offered admission.

Admission decisions are primarily based on determination of the admissions criteria met. Secondary determining factors may include any of the following:

- An exceptionally rigorous academic curriculum (i.e., honors classes, AP, IB, or college level courses completed in high school);
- Outstanding talent, aptitude, achievement, or aptitude in a particular area;
- Strong commitment to community service and leadership;
- Military service;
- Contribution to the cultural, gender, age, economic, racial, or geographic diversity of the student body; and/or
- Evidence of having overcome social, economic, or physical barriers to educational achievement

Each applicant placed on a waitlist is considered for admission by members of an Admission Committee. The Admission Committee considers the applicants placed on waitlist, and makes admissions decisions using criteria outlined in the secondary determining factors listed previously. Students on the waitlist may be asked to submit additional documentation to support admission based on secondary determining factors outlined previously. Additional documentation may include, but is not limited to, the following:

- Personal statement;
- In-person interview; and/or
- Letters of recommendation from prior schools, teachers, coaches, or volunteer organizations.

Clinton Campus Program Admission Requirements Full Admission Requirements (*Less than 30 college-level transfer credits*)

Freshman students who seek to attend the University should meet two of the three following requirements:

- A grade point average (GPA) of 2.00 or above in college preparatory courses or regular high school courses (GED equivalency is also accepted) or have completed secondary school through home schooling, as defined by state law;
- A rank in the upper half of the graduating class; and/or,
- A minimum ACT composite score of 18 or SAT composite score of 860.

If an applicant meets only one of the three criteria for admission, then the Admissions Committee reviews the details of the student's academic records and determines if additional information is necessary to make a decision on the student's admission. Additional application requirements may include recommendation letters, an essay, and/or a personal interview with the Director of Student Affairs. Students who are admitted under the committee's recommendation are placed on academic watch to be monitored closely by their Faculty Academic Advisors. Regular student meetings with the Faculty Academic Advisor are required during the first academic year and students may be restricted to taking only 12 credits their first semester.

If an applicant graduated from high school three (3) or more years prior to admission and does not meet the GPA or class rank criteria, then the Admissions Committee reviews the details of the student's academic records and determines if additional information is necessary to make a decision on the student's admission. Additional application requirements may include ACT or SAT scores, recommendation letters, an essay, and/or a personal interview with the Director of Student Affairs. Students who are admitted under the committee's recommendation are placed on academic watch to be monitored closely by their Faculty Academic Advisors. Regular student meetings with the Faculty Academic Advisor are required during the first academic year.

Documentation Required:

1. Final official high school transcript indicating an earned regular high school diploma, GED, or documentation that the applicant has completed secondary school through home schooling, as defined by state law, prior to the start of the first

course at Ashford University. An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to Ashford University;

2. Official ACT scores or SAT scores (required if applicant does not meet GPA and class rank criteria and/or applicant completed high school less than three years prior to application date);
3. Official transcripts from any college-level coursework attempted; and
4. The ability to study in English proven by one of the following methods:
 - a. Submission of high school transcripts indicating that English was the primary mode of instruction or that GED was taken in English; or
 - b. Submission of copies of official scores for the Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. (A minimum score of 500 paper-based or 61 Internet-based is required.)

Conditional Admission Requirements

Student may be enrolled, but cannot attend class. Students normally apply for admission early in the senior year of high school and should provide the Admissions Office with the following documentation:

1. Completed application for admission;
2. Transcript of high school credits (complete and official high school transcript must be submitted after graduation);
3. Official ACT or SAT scores (required if applicant does not meet GPA and/or class rank criteria and applicant completed high school less than three years prior to application date); and
4. The ability to study in English proven by one of the following methods:
 - a. Submission of high school transcripts indicating that English was the primary mode of instruction or that GED was taken in English; or
 - b. Submission of copies of official scores for the Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. (A minimum score of 500 paper-based or 61 Internet-based is required.)

Unofficial documentation must indicate that the student will likely meet two out of three of the following criteria upon graduation from high school:

- A grade point average (GPA) of 2.0 or above in college preparatory courses or regular high school courses (GED equivalency is also accepted); and
- A rank in the upper half of the graduating class; and
- A minimum ACT composite score of 18 or SAT composite score of 860.

Full Admission Requirements- Transfer Students

(30+ transferable college credits into the selected program of study)

Students transferring from another college or university who seek to attend Ashford University should meet the following requirement:

- A cumulative grade point average (GPA) of 2.00 or above in all college-level coursework attempted.

If a transfer applicant does not meet the GPA criteria, then the Admissions Committee reviews the details of the student's academic records and determines if additional information is necessary to make a decision on the student's admission. Additional application requirements may include ACT or SAT scores, recommendation letters, an essay, and/or a personal interview with the Director of Student Affairs. Students who are admitted under the committee's recommendation are placed on academic watch to be monitored closely by their Faculty Academic Advisors. Regular student meetings with the Faculty Academic Advisor are required during the first academic year.

Documentation Required:

1. Signed application indicating a high school diploma or GED equivalency, recognized by the Department of Education of the state in which it was earned, or successful completion of at least a two-year program or a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor's degree, from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies;
2. Official transcripts from any college-level coursework attempted indicating 30+ transfer credits earned;
3. The ability to study in English proven by one of the following methods:
 - a. Graduation from a high school where English was the primary mode of instruction or where GED was taken in English;
 - b. Submission of copies of official scores for the Test of English as a Foreign Language (TOEFL)

examination taken within the past two (2) years. A minimum score of 500 paper-based or 61 Internet-based is required; or

- c. Submission of copies of transcripts designating that a minimum of 30 credits that are transferable into a program of study have been taken at regionally or nationally accredited colleges/universities in the United States.

Provisional Admission Requirements

Provisional admission may only be used beginning two weeks prior to semester start. Student may attend class for up to one semester in provisional status. Students who are still provisionally admitted at the end of their first term of attendance may not continue into another term until being fully admitted. International students are not permitted to enter under this status.

Documentation Required:

- Copies of all required documentation outlined for full admission.

Students who seek to attend the University must meet the requirements for full admission based upon unofficial documentation.

Additional Admission Requirements for Applicants Relying on Academic Credentials Earned Outside the United States for Admission

In addition to the requirements for full admission outlined in the admission policy for undergraduate students, applicants must submit an official evaluation from an approved evaluation service indicating that they have met one or more of the following requirements:

- The equivalent of a two-year program from the United States with 60 or more transferable semester credits; and/or
- A record of having achieved the equivalency of a United States high school diploma.

All academic records from countries other than the United States must have been evaluated by one of the following evaluation services:

- Educational Credentials Evaluators, Inc. (ECE)
- OR**
- World Education Services (WES)

Note: Students who have already had their international credentials evaluated prior to applying to Ashford University may petition the University Registrar for acceptance of evaluations from other credible agencies.

Additional Admission Requirements for Nonimmigrant Students

Ashford University is authorized under federal law to enroll nonimmigrant alien students in approved programs offered in Clinton, Iowa.

Applicants seeking to enroll in valid nonimmigrant status must meet all admissions requirements stipulated for all students and must additionally submit each of the following items:

1. A completed and signed Statement of Financial Support;
2. Official financial statements. Financial statements (typically provided by a bank) must verify sufficient funds to cover the cost of the educational program as well as all living expenses;
3. A photocopy of the student's passport to provide proof of birth date and citizenship. Students outside the United States who have not yet acquired a passport will need to submit a copy of their birth certificates;
4. For all nonimmigrant applicants residing in the United States at the time of application: a photocopy of the visa page contained within the student's passport as well as a photocopy of the student's I/94 arrival departure record (both sides); and
5. For all nonimmigrant applicants residing in the United States at the time of application in either F, M, or J nonimmigrant classification: written confirmation of nonimmigrant status at previous school attended before transferring to Ashford University, in the form of a copy of the student's current I-20 document.

If an applicant seeking to enroll in valid student nonimmigrant status is transferring from a college or university in the United States, the *International Student Transfer Clearance* form is also required. If the applicant is accepted, he or she will be sent additional information regarding the student visa application process.

Non-Degree Seeking Student General Admission Requirements

It is the responsibility of the applicant to provide Ashford University with all materials required for admission prior to enrolling in coursework as a non-degree seeking student. Applicants under the age of 18 must have all legal documents signed by a parent or a legal guardian. Students who are enrolled at Ashford University under the conditions of an F-1 Student Visa may not register as non-degree seeking. Please see additional policies for non-degree seeking students under *Classification of Students* in the *General*

Academic Information and Policies section of this *Catalog*.

Students seeking to enroll in undergraduate coursework as a non-degree seeking student must meet the following requirements prior to the start of the first course at Ashford University:

1. Submit final official or unofficial high school transcript indicating an earned regular high school diploma, GED, or documentation that the applicant has completed secondary school through home schooling, as defined by state law, or earned an equivalent to a US high school diploma at an international high school. An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to Ashford University;*
2. Submit an official or unofficial transcript from the regionally accredited or approved nationally accredited institution showing proof of credit awarded for any required prerequisite coursework; and
3. Have the ability to study in English indicated by one of the following:
 - a. Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;**
 - b. Received a GED that was taken in English;**
 - c. A minimum of 30 credits have been earned from regionally or approved nationally accredited colleges/universities in the United States or equivalent in which the primary language of instruction was English; or
 - d. Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 500 paper-based or 61 Internet-based is required. Copies of official or unofficial scores must be submitted prior to enrolling in coursework as a non-degree seeking student.

**Note: Applicants who are enrolled in high school may be exempted from this requirement by submitting with their application materials a letter of recommendation from their high school guidance counselor or equivalent administrator endorsing their ability to perform successfully in college level coursework.*

*** If satisfying the English Language Requirement through a high school diploma, GED, or equivalent not completed in the United States, additional documentation may be required. Please contact the Registrar's Office for further information.*

Athletics and Admission

The University athletic teams, called The Saints, participate in 17 intercollegiate sports: men's baseball, basketball, bowling, cross-country, golf, soccer, tennis, and track and field; and women's basketball, bowling, cross-country, golf, soccer, softball, tennis, track and field, and volleyball. The University is a member of the National Association of Intercollegiate Athletics (NAIA) and the Association of Independent Institutions (AII). NAIA eligibility regulations state that the student wishing to participate in intercollegiate athletics if a first-time entering freshman must meet at least two of three entry-level requirements:

- Have a score of at least 18 on the ACT or 860 on the SAT;
- Achieve an overall high school grade point of 2.00 on a 4.00 scale; and/or
- Graduate in the top half of the senior class in high school.

In addition, to participate in intercollegiate sports, a student must be enrolled in a minimum of 12 institutional credits per semester and earn a specified number of credits each academic year. Details regarding athletic eligibility may be found in the *Ashford University Student Athletes' Handbook*.

Technology Requirements

It is our intent to assist students and to prepare them adequately for their coursework at Ashford University and for their work environments after graduation. Therefore, technology competencies and requirements have been established. These requirements are in effect for all Ashford students taking courses on the Clinton campus. All students enrolled in traditional semester courses at Ashford University must have access to a laptop computer in order to meet the following competencies:

- Ability to access course and program material on the Web;
- Ability to correspond with University staff, students, and faculty using Ashford University-issued email and the Web; and
- Ability to use appropriate anti-virus utilities so that transmitted files are virus free.

Ashford University Clinton campus students are required to own a laptop computer. Laptops must meet Ashford University's minimum system requirements as listed subsequently. Students who do not own a laptop or own a laptop which does not meet the minimum system requirements may be eligible to add the expense of a new laptop computer, up to \$1,000.00, to their financial aid cost of attendance budget. The

inclusion of a laptop computer is a one-time allowable add in for a financial aid cost of attendance budget.

In order to qualify to add this expense, students must provide a receipt showing the purchase of a laptop on or after June 1, 2014 and ensure that it meets required laptop specifications provided by Ashford University. An increased cost of attendance budget will not qualify a student for additional grant aid. A student may consider increasing the amounts borrowed under the Federal Direct Loan of Federal PLUS Loan programs. Students may contact the Student Help Desk at (563) 242-4023 ext 7411 with any computer questions.

Minimum System Requirements:

- Platforms: Mac OS X 10.4 or greater or Windows 7 or greater;
- Hardware: Minimum of 2 GB of RAM, DVD-ROM, 10 GB minimum of free disk space on the laptop's hard drive, sound card, speakers, and Wireless Network Interface Card (WNIC) must be compatible with 5 Ghz or 2.4/5Ghz dual band wireless. (Highly recommended: 4GB RAM, USB 2.0, DVD-RW);
- Productivity Software: Microsoft Office 2010 or greater; Adobe Acrobat/Reader X or latest version; Windows Media Player 11.0 or greater; Internet Explorer 9 or greater; Firefox 29.0.1 or greater;
- Email: Configuration of Ashford University student email account is mandatory as it is the official communication method for the University.

Email Address Format:

Ashford University Clinton campus student email is provided by the University to utilize when sending and receiving communication. Email addresses will be set up in the format of Firstname.Lastname@students.ashford.edu. Students may stop by the Student Help Desk for more information or assistance with setting up their email account on their laptop or tablet.

Declaration of Major and Minor Course of Study

Declaration of Major: Students who are planning to pursue a Bachelor's degree at the University are required to complete a *Declaration of Academic Major* form prior to registration for their first semester of enrollment. The form must be signed by the student's Faculty Academic Advisor. The student must satisfy the academic eligibility requirements of the involved department(s) at the time the major is declared. After the *Declaration of Academic Major* form is returned

to the Registrar's Office, an official degree plan is prepared for the student.

To be accepted into the Accounting, Professional Accounting, Business Administration, or Health Care Administration programs, the following conditions must be fulfilled:

- Completion of a minimum of 60 college credits with a cumulative grade point average of 2.00;
- Achieve an overall cumulative grade point average of 2.50 in all major and collateral courses completed at the time a declaration of major is filed; and
- New entering freshmen or transfer students without an Associate's Degree must complete MAT 332 by the end of their sophomore year (fourth semester). Transfer students with an Associate's Degree must complete MAT 332 or its equivalent by the end of their second semester at Ashford University. Part-time students should complete MAT 332 or its equivalent by the conclusion of their fourth semester at Ashford University.

The previous requirements apply to both native students and transfer students. The Registrar's Office will evaluate transfer credit through an official transcript before accepting a transfer student into one of the aforementioned majors.

To be accepted in Practitioner Preparation or to apply for student teaching, students must meet the requirements outlined in the College of Education in this section.

Change of Major: Students changing their majors must satisfy the academic eligibility requirements of the involved department(s) at the time the new major is declared. A change of major is accomplished by submitting a completed *Declaration of Academic Major* form for the new major, approved by the student's Faculty Academic Advisor.

Requirements for Minors: Students may minor in a second field to complement their major studies at the University. See *Minors* in this section of the *Catalog* for the specific course requirements for these minors. Students may declare a minor on the *Declaration of Academic Major* form.

Changes in Program Requirements

Major requirements for graduation are those in effect at the time the student declares a major, as long as the student maintains continuous attendance. The School or College Deans have authority to waive or to provide substitute coursework for program requirements.

A change of major is accomplished by submitting a completed *Declaration of Academic Major* form for the new major, approved by the student's Faculty Academic Advisor.

Transfer Credits

Transfer credits will be evaluated by the Registrar's Office in terms of curriculum. Courses similar in content and level will be accepted as equivalents to University courses based on the following criteria:

- Coursework must be completed at a regionally or approved nationally accredited college or university at the time the student attended.
- Students transferring credits from international institutions will be accepted based on a detailed evaluation from an approved evaluation service.
- Course must be freshman/sophomore level or higher.
- Course must not duplicate previously completed coursework. Unless special conditions exist, upper-division courses will not be considered equivalent or duplicative of lower-division courses.
- Grade of "C-" or better must have been earned.
- A quarter credit taken in transfer will be equated to two-thirds of a semester credit.
- Credits earned from a regionally or approved nationally accredited institution as part of an Associate degree where a student earned a 2.00 cumulative GPA or higher are accepted as fulfilling all General Education and competency requirements of a Bachelor's program, with the exception of the General Education Capstone, if one of the two subsequent conditions is satisfied:
 - The student meets the general education requirements for Bachelor of Arts degrees offered through state universities in which the college granting the Associate degree resides; OR
 - The transfer credits have been evaluated and deemed acceptable by the University Registrar's Office.
- This does not constitute a waiver of any course required to earn a particular major.
- A maximum of 9 credits with a "D" grade are transferrable as long as the student's cumulative overall GPA is 2.00 or above. "D" credits cannot be applied toward

the major or toward General Education competencies.

- Credits earned in certificate programs will be evaluated on an individual basis for the BA and BS degrees. Courses taken that are similar to those taken in an Associate of Arts or Associate of Science degree program will be accepted in transfer. Exceptions to this policy must be approved in writing by the Dean of the School or College.
- A maximum of 90 credits may be accepted in transfer. Limitations on the number and type of transfer credits accepted are set by each Ashford University degree program.
- Due to the rapid advancement of knowledge in the chemistry and biology fields, the acceptance of transfer credits earned more than 10 years prior to the student's admission to Ashford University will be evaluated on a case-by-case basis.
- Additional requirements and limits on transferability of credits may apply to students who pursue the Practitioner Preparation Program in the College of Education. Transfer credits will be evaluated against the most current requirements of the State of Iowa by the Registrar's Office with final approval of the Dean of the College of Education.

Applicants and/or students who have questions concerning their transfer credit evaluation should contact the Registrar's Office to discuss their concerns. Students requesting re-evaluation of specific transfer credits may be required to submit course descriptions and/or syllabi for the previous courses to be reviewed by the Registrar's Office. Transfer credits may increase eligible borrowing amounts available to a student under the Direct Loan Program. A student should ensure that they have borrowed their intended amount from their maximum allowable amount under the program, once all transfer credits have been applied.

Articulation Agreements

Ashford University enters into articulation agreements with other schools in the spirit of cooperation and to mutually recognize each other as quality institutions of higher learning. The purpose of an articulation agreement is to enable students transferring to Ashford University to carry with them the credit they have already earned for as much relevant study as possible. Students who transfer under the terms and conditions of a valid articulation agreement are subject to the requirements outlined by the articulation agreement and *Ashford University Academic Catalog* at the

time the student is enrolled into his or her Ashford University program. Only credits that are applicable to a student's degree program will be transferred. A list of schools with which Ashford University has established articulation agreements, terms of articulation and transfer guides outlining all articulated courses can be found on Ashford University's website at http://ashford.edu/admissions/community_colleges.htm.

Academic Policies

Credit Opportunities– Nontraditional Learning

Clinton campus students may receive up to 75 nontraditional credits. Credit maximums are specified by degree program. Ashford University provides three methods of awarding university-level credits for nontraditional learning: through national credit recommendations, through national testing programs, and through the prior learning assessment process.

National testing programs include AP: Advanced Placement, Berlitz, CLEP: College Level Examination Program, DSST: Dantes Subject Standardized Tests, Excelsior, IB: International Baccalaureate, TECEP: Thomas Edison College Examination Program, and UExcel. National credit recommendations include ACE: American Council on Education, and National CCRS: National College Credit Recommendation Service. Prior learning assessment includes Sponsored Professional Training and Experiential Essays. National testing programs and national credit recommendations should be transferred in through the Registrar's Office. All Prior Learning submissions should be processed by the Prior Learning Assessment Department.

National Credit Recommendation Policies

The University will award credits for American Council on Education (ACE) and National College Credit Recommendation Service (National CCRS) transcripts in accordance with the level, number, and content area indicated by the ACE/CCRS transcripts or other authentic documentation of successful course completion, which indicates ACE/CCRS credits earned, to the Registrar's Office.

National Testing Programs

Advanced Placement (AP)

Students taking AP courses in high school and receiving a score of 3 or higher on a College Entrance Examination Board Advanced Placement test may receive college credit. Details of tests recognized and scores required are available from the Registrar's Office. Students should submit AP test scores to the Registrar's Office.

CLEP

Ashford University is a participating university in the College-Level Examination Program (CLEP). CLEP provides students of any age the opportunity to demonstrate college-level achievement through a program of examinations in undergraduate college courses. The University follows the policies for CLEP testing established by the Educational Testing Service. Passing scores change as recommended by CLEP. Ashford University will update passing scores as they change and will continue to grant credit to all passing scores. Students taking a CLEP exam should verify what constitutes a current passing score as of the date on which they are testing. More information can be found under the *College-Level Examination Program (CLEP) Policy* in this section of the *Catalog*.

International Baccalaureate (IB)

Ashford University recognizes the International Baccalaureate program (IB) as collegiate level credit. IB provides students the opportunity to demonstrate college level in different general education areas. Ashford University grants credit for Higher Level courses only taken during as part of the Diploma Programme (ages 16-19), with a minimum score of 5 on all the examinations except for courses under Experiential Science which Standard level courses may be accepted with a minimum score of 6. IB courses will be evaluated on a course by course basis. No credit given for the Theory of Knowledge (TKO) and for section B (English as a second language). The official International Baccalaureate transcript is required in order to receive credit.

Clinton Campus College-Level Examination Program (CLEP) Policy

CLEP examinations are administered on the Clinton campus, by individual request, throughout the year. Registration procedures and test information are available by contacting the Flavian Center, Ashford University, 400 N. Bluff Blvd., Clinton, IA 52732; (877) 241-9893, ext. 7241.

All available CLEP exams are administered on computer. Each exam is 90 minutes long, except for the English Composition with Essay, and is made up primarily of multiple-choice questions; however, some exams do have fill-in-the-blank questions.

Candidates may not repeat an examination within 180 days (6 months) of the testing date.

Fees: The total cost is \$13 plus the cost of the examination. Test fees must be paid by credit card (preferred method of payment) or check/money order made payable to Ashford University CLEP. Payment must be made prior to candidates taking the exam.

Score Reports: If students want their scores sent to a college, employer, or certifying agency, this option must be selected through the exam software on the day of the exam. This service is free of charge only if the score recipient is selected at the time of the test. One institution may be designated for free at the time of the exam. CLEP will charge a fee for each additional institution or for a transcript ordered at a later date. Scores will be kept on file by CLEP for twenty (20) years.

Students will be able to obtain unofficial test results at the time of testing, except for the English Composition with Essay exam.

Special Accommodations: Students who will need special accommodations must contact the CLEP Testing Center two weeks prior to taking the test. Only students with documented hearing, learning, physical, or visual disabilities are eligible to receive testing accommodations.

CLEP Credit: Each institution sets its own policy regarding CLEP exams for which it will grant credit and how many credits it will award. Ashford University adheres to CLEP's passing score recommendations and credit recommendations, and Ashford University accepts passing scores for all existing CLEP exams.

For Students Planning to Attend Ashford University: At the time of the exam, students should designate Ashford University as a score recipient. The college code number is #6418. Students should select "Iowa/IA" in the dropdown menu of states, and then select Ashford University as the chosen institution from Iowa. Students with previous CLEP results should request an official transcript be sent to the Registrar's Office at Ashford University.

For Students Planning to Attend College Elsewhere: Check directly with the college or university you plan to attend to find out which exams are accepted, what scores are required, and how much credit will be granted.

Duplication: It is the student's responsibility to ensure that transfer credits, nontraditional learning (including CLEP exams), and/or Ashford University coursework do not duplicate previous credit earned. A student may not earn credit by examination, nontraditional learning or transfer credits in an area in which he or she has completed an equivalent course/exam or a course of a similar level. Ashford University currently enrolled students should meet with their advisor to determine if specific nontraditional learning (including CLEP exams) and coursework will fit into their academic plan and not duplicate previous credit awarded.

Regression: It is the student's responsibility to ensure that transfer credits, nontraditional learning (including CLEP exams), and/or Ashford University coursework is not considered regression from previous credit earned. A student may not earn credit by examination, nontraditional learning, or transfer credits in an area which would be considered regression from previous courses/exams he or she completed. A student may not take Ashford University coursework in an area in which he or she has already a completed course that is more advanced in content level. Ashford University currently enrolled students should meet with their advisor to determine if specific nontraditional learning (including CLEP exams) and coursework will fit into their academic plan and not be considered regression from previous credit awarded.

Tutorial: To help students navigate through the computerized test, a free downloadable tutorial is available on the CLEP Website at www.collegeboard.com/clep. The free CLEP Sampler contains the same tutorials as the actual exams. The CLEP Official Study Guide for all tests (not free) and Individual Subject Guides (not free) are also available for download from the Website and feature test-taking tips and procedures.

Test Invalidation (Clinton Campus): As an official CLEP Testing Center, Ashford University reserves the right to invalidate a test session if a candidate uses a prohibited item during the test administration or engages in misconduct.

Prohibited Items: Use of the following items in the testing room is strictly prohibited unless an approved exception has been specified by CLEP:

- Food, beverages, or tobacco products;
- Hats (unless worn as a religious requirement);
- Hand-held calculators (a calculator function is built into the software for those tests that require calculator use);
- Calculator watches, digital watches (wrist or pocket), or alarm wristwatches;
- Wristwatch cameras or digital cameras;
- Dictionaries, books, pamphlets, or reference materials;
- Papers of any kind (except for authorized scratch paper provided in the testing room);
- Slide rules, protractors, compasses, or rulers;
- Highlighter pens and/or colored pens and pencils;
- Cellular phones/pagers, beepers, "walkie talkies," or PDAs;

- Wireless communication devices of any kind (e.g., BlackBerry);
- Listening devices, radios with headphones, or recorders;
- Copying or photographic devices;
- Transmission or receiving devices;
- Mechanical pencils or any type of pen;
- Nonmedical electronic devices (e.g., laptop computers or digital assistants);
- Candidate-provided keyboards; and
- Any other unauthorized testing aids.

Misconduct: Candidates involved in any misconduct will be asked to terminate their exams and to leave the testing room. Exam scores will be cancelled. Examples of misconduct are as follows:

- Giving or receiving assistance of any kind;
- Using any of the prohibited aids listed;
- Taking or attempting to take an exam for someone else;
- Failing to follow test regulations or the test administrator's instructions;
- Removing or attempting to remove test questions and/or responses (in any format) from the testing room;
- Tampering with the operation of the computer or attempting to use it for any function other than for taking the exam;
- Leaving the testing room without permission; and
- Causing a disturbance of any kind.

Prior Learning Assessment

The Ashford University Prior Learning Assessment Program allows students pursuing a Bachelor's degree the opportunity to earn credit for college-level learning that occurs outside a traditional classroom setting. Students may earn credit in two ways:

- Through faculty evaluation of sponsored professional training; and
- Through faculty evaluation of experiential learning via the experiential essay process.

Inquiries and evaluations should be referred to the Prior Learning Assessment Department.

Registration

Registration for classes each semester is conducted on dates announced by the Registrar's Office. Currently enrolled students should contact their

Faculty Academic Advisors for assistance during each registration period. The Registrar's Office assists new students with their assignments to a Faculty Academic Advisor for the initial registration. Registration for classes and changes to the schedule should be made through the Registrar's Office prior to or on the official registration day for each semester, as indicated in this *Catalog*. The University reserves the right to cancel any course due to low enrollment or for other reasons.

Changes in Registration: Each student should carefully plan an educational program of study with the assistance of a Faculty Academic Advisor. If a change in registration is desired, permission of the Faculty Academic Advisor and the instructor(s) involved must be obtained. If a full-time student is dropping to part-time status, the student must also have the permission of the Dean of the School or College, the Dean of Student Affairs, the Athletic Director (if a student athlete), and the Residence Life Director (if a resident student). Students receiving financial aid who drop courses should contact the Director of Financial Aid to determine how the change in registration affects their financial aid status. The form used to add or drop a course can be obtained in the Registrar's Office. The change is not official until the form is received by the Registrar's Office. The date the form is returned to the Registrar's Office becomes the official date of change.

Last Day to Add a Class

A course may not be added after the first nine days of classes without the approval of the Dean of the School or College, the Faculty Academic Advisor, and the instructor of the course to be added.

Summer Online Course Registration Policy

Registration during the summer months (between the spring and fall semesters) may occur when the student is fully admitted, and meets the following criteria:

- Student must be 18 years or older;
- Student must be meeting Satisfactory Academic Progress requirements;
- Summer online course registration cannot violate progression or prerequisite requirements;
- At no time may a student attend courses concurrently in both the online and Clinton campus modalities at Ashford University;
- Students must have the approval of their Faculty Academic Advisor prior to registering for a summer online course; and
- Students must be registered for the upcoming fall semester in the same calendar year.

Course Drop

To officially drop from a class or classes without withdrawing permanently from the program, a student must complete and submit a *Change of Registration* form to the Registrar's Office. (Forms are available in the Registrar's Office.) After the official "add/drop" census period in the beginning of the semester, a student completes the course drop process only by getting signatures from the relevant class instructor and his or her academic advisor. If the student participates in an Ashford athletic program, then a signature must also come from the Athletic Director.

Official Withdrawal from the University

A Clinton campus student wishing to officially withdraw from Ashford University must notify the Registrar's Office, either orally or in writing. Students notifying Ashford University for official withdrawal will be asked to complete a written withdrawal form.

The student must resolve any financial obligations to Ashford University before receiving an official transcript from the Registrar's Office.

For information regarding the determination of withdrawal date, please see the *Withdrawal from the University* policy in the *General Academic Information and Policies* section in this *Catalog*.

Class Load

A full-time class load is 12–18 credits. A student who plans to register for more than 18 credits must have written permission of the Dean of the School or College. Additional tuition is charged beyond the 18th credit, unless a tuition waiver is approved and turned in to the Registrar's Office. Students taking 19–21 credits must have the tuition waiver approved by the Dean of the School or College. Tuition waivers for credits beyond 21 credits must be approved by the VP/Clinton Campus Director. A student who has not met Satisfactory Academic Progress is usually limited to 12 credits per semester. Exceptions to credit load for students who have not met Satisfactory Academic Progress must be approved by the Dean of the School or College.

Degree-Seeking Student Classifications

Class Level:

Freshman:	0-30 credits earned
Sophomore:	31-60 credits earned
Junior:	61-90 credits earned
Senior:	91 or more credits earned

Enrollment Status:

Less than half-time: 1-5 credits

Half-time: 6-8 credits

Three-quarter time: 9-11 credits

Full-time: 12 or more credits

Auditing Courses

Students may register to audit lecture classes on a space-available basis. Students who are auditing a course are expected to attend class regularly. They are not responsible for written assignments or examinations. A student who wishes to change from audit to credit seeking must notify the Registrar's Office by the end of the first two weeks of classes.

Scholars Institute

The Scholars Institute is the University's honors program, which offers an enhanced undergraduate experience for able and highly motivated students in any of the Clinton campus program majors. At the heart of the curricular experience is a series of limited-enrollment, interdisciplinary honors courses taught by selected faculty. In addition, Scholars Institute members have opportunities to work closely with senior University faculty in joint research projects, to participate in distinctive co- and extracurricular activities, and to have access to enhanced internships and capstone courses.

Requirements for Admission and Membership

For admission into the Scholars Institute, students must complete the following requirements:

- Fill out an application for admittance and submit it to the Director of the Scholars Institute;
- Submit a sample of his or her formal writing, either from a previous class or newly written; and,
- Possess a cumulative G.P.A. of 3.50 or higher (For incoming freshmen, high school G.P.A. is considered).

To maintain membership in the Scholars Institute, students must meet the following requirements:

- Maintain a cumulative G.P.A. of 3.50 or higher and a minimum of 3.50 in honors-designated courses.
- Complete a minimum number of credits of Scholars Institute or honors-designated courses, a percentage of which must be at the 300- or 400-level. It is also strongly recommended that at least half of the

courses be the designated Scholars Institute courses offered each semester. Students have **three options** for fulfilling membership requirements:

- Take a regularly scheduled Scholars Institute course;
- Take one of their regular courses with an "honors option," which would be worked out between the student and the professor; or
- Complete a "special topics" research-oriented project where the student and professor work collaboratively on the parameters and requirements for the project.

The following scale indicates minimum standards for each grade level:

Grade Level	# of credits	# of upper-level credits	# of public presentations*
Freshman	18	9	3
Sophomore	12	6	2
Juniors/ Transfers	9	6	2

*Participate in an end-of-semester forum of Scholars Institute students where papers, projects or other demonstrations are presented in a public setting and open to the entire Clinton campus community. (This is in addition to students presenting their work in the context of a regular class with honors component requirements.) Presentations should be a minimum of ten minutes in length.

- Maintain a portfolio of scholarly work completed for each honors course (examples would include papers, research projects, presentations, etc.).

Testing Services

Placement exams are available to Clinton campus students, attending classes in a semester format, who would like to test out of competency areas, or test into a higher level math or English class. Students should consult their Faculty Academic Advisors for testing information.

Veterans

Students who are eligible for educational benefits from the Department of Veterans Affairs should notify the Financial Aid Director of their intention to enroll. Assistance in the certification procedure will be provided. Veteran students are required by the Department of Veterans Affairs to maintain satisfactory progress in their educational program.

These regulations are available from the Financial Aid Director and are followed by the University, or students can visit the following website: <http://vabenefits.vba.va.gov/>.

Grade Reports

At mid-semester, the University will make a reasonable attempt to notify any student who is performing at the level of a “D” or “F” grade in a course. Midterm grade reports may be accessed on the Student Portal. Final grade reports are accessible to all students at the end of each semester on the Student Portal. Only final semester grades are recorded on the official transcript.

Academic Advisement

The University has supportive faculty and staff members who work with each student to help ensure the student’s success at Ashford University. A Faculty Academic Advisor is appointed for each degree-seeking student. The Faculty Academic Advisor assists in the development of a class schedule that is tailored to meet the interests and educational goals of the student. If a student decides to change majors, the Registrar’s Office should be notified immediately. Students may request a change of Faculty Academic Advisor by application to the Registrar’s Office.

Attendance Policy for Semester-Based Courses

The attendance policy at Ashford University is based on the commitment of the faculty and administration to helping students develop the work habits and skills that are essential for achieving academic success.

Students are required to attend the classes and labs for courses in which they are enrolled. Students enrolled in hybrid courses that include an online component and week(s) in which there are no face to face meetings must meet attendance in one of the following ways within the online classroom:

- posting in a graded discussion forum;
- submitting a written assignment or journal entry; or
- submitting an exam.

Postings not related to graded discussion forums, or written assignments or journal entries not related to the actual assignment may be reviewed and disqualified for attendance purposes. All students are expected to arrive on time for each class and to remain for the entire class unless prior arrangements have been made with the instructor. If a student is excused from class due to a University-sponsored activity, that student is expected to arrange with the instructor for all

class work and assignments to be made up before the event. Students on academic and financial aid warning or probation must receive prior approval for missing class for a University sponsored event from the course instructor and the Dean of the School or College. If a student must miss a class due to an emergency over which he or she has no control, the student must contact the instructor to determine what preparation is needed before returning to the next class.

Faculty members are required to report student absences from their classes, on a weekly basis, to the Registrar’s Office. Federal regulations require that the University establish a last date of attendance for any student who ceases attending the University and return financial aid funds according to federal guidelines and University policy. Students who do not attend any classes for two consecutive weeks will be administratively withdrawn from the program by the Registrar’s Office. The student’s grades for the semester will be determined according to the *Course Drop* policy guidelines outlined in the *General Academic Information and Policies* section of this *Catalog*.

Faculty members will include a clearly stated policy on each course syllabus to further explain how absences will affect a student’s grade in that course.

Academic Leave

Although Ashford University encourages continuous enrollment from the time of matriculation through graduation for all students, from time to time circumstances may arise that warrant a short break in enrollment. Should a student experience an extraordinary personal situation that would require a request for an academic leave from the program, he or she is encouraged to discuss the matter with the Director of Student Affairs and/or the Associate University Registrar-Campus Services. The student must complete the *Academic Leave Request* form, which is available from the Registrar’s Office.

- *Academic Leave Request* forms must be signed, dated and submitted on or before the last day of class attendance. The student must provide a reason for the request and the school must make a determination that there is a reasonable expectation that he or she will return to school. Requests submitted after the last day of attendance require an explanation for the late submittal. Requests submitted greater than 14 days after the last date of attendance will not be approved.
- An academic leave does not meet the conditions to be an approved leave of absence for Title IV financial aid purposes. Ashford

University Clinton campus students are not eligible for an approved leave of absence for financial aid purposes. Therefore, an academic leave is treated as an official withdrawal for return of Title IV financial aid and student loan deferment purposes. A financial aid student considering an academic leave should contact the Financial Aid Office to discuss the impact on changes to their financial aid package and on their loan repayment. The loan repayment grace period begins on the first day of the student's academic leave.

- Students are allowed one academic leave per 12-month period.
- The academic leave can be no more than one semester in length.
- Failure to return to school on or before scheduled/approved re-entry date will result in a termination of the academic leave.

Final Examinations

The academic year is divided into two semesters of approximately sixteen weeks each, beginning in late August and in early January of each year. The last week of each semester is reserved for final exams. Some form of final evaluation (exam, project, report, etc.) is required in every course and should be given at the time designated by the Registrar's Office on the final exam schedule. Exceptions to this policy must receive the written approval of the Dean of the School or College at least two weeks prior to the scheduled exam week. A student's absence from a final examination without a serious reason and permission of the instructor may be recorded as a failure in the course. Deciding the nature of final exams as well as the frequency of other exams during the course is the responsibility of the individual instructor.

Clinton Campus Satisfactory Academic Progress (SAP) Requirements

We are dedicated to the academic success of our students. As such, the following policy outlines the academic requirements for Ashford University Clinton campus programs and how they will be measured to ensure that students are making satisfactory academic progress toward successful degree completion. Academic and Financial Aid Warning, Academic and Financial Aid Probation, and Probation-Academic Plan provide an opportunity for students to improve academic performance and meet overall requirements for degree completion. Students in any of the aforementioned statuses should meet with their Faculty Academic Advisors to discuss course scheduling and planning for remediation. Please

contact the Ashford University Registrar's Office with any questions concerning the requirements outlined in this policy. This policy applies to all coursework accepted and applied in transfer as well as attempted at Ashford University, as outlined in this policy, regardless of date attempted.

Undergraduate Semester-Based Program Measures

- Fall and Spring Term = 16 weeks each
- May Term = 3 weeks
- Summer Term = 6 weeks

Satisfactory Academic Progress Standards

Students must meet the following minimum qualitative and quantitative standards to make satisfactory academic progress:

- Clinton campus undergraduate students must meet the minimum criteria of a cumulative GPA in Ashford University coursework of 2.00 to make satisfactory academic progress.
- The following majors require a 2.50 minimum GPA standard:
 - Bachelor of Arts in Elementary Education;
 - Bachelor of Arts in English and Communication with Secondary Education Track;
 - Bachelor of Arts in Natural Science;
 - Bachelor of Arts in Physical Education;
 - Bachelor of Arts in Social Science with Secondary Education Track;
 - Bachelor of Science in Computer Science and Mathematics with Secondary Education Track; and
 - Bachelor of Science in Natural Science with Secondary Education Track.
- Cumulative GPA includes all undergraduate-level coursework attempted at Ashford University, excluding grades of Pass, I, or W. Only the later grade is counted in the cumulative GPA when a course is repeated.
- Grade points earned at another institution are not used in the computation of the grade point average at Ashford University.
- Successful completion rate = 67% or 2/3 of all attempted undergraduate credits. Attempted undergraduate credits are all Ashford University course attempts recorded on the academic transcript, including repeated

courses, withdrawals, and incompletes as well as transfer credits that apply toward the student's current degree program. Grades that count negatively against successful completion rates include I, W, WF, and F.

- Successful completion of all program requirements must be accomplished within 150% of the normal length of the program as measured in credits attempted toward the program. Credits accepted in transfer toward the program are included as attempted and earned credits in determining the maximum timeframe.
- Repeated courses count negatively against successful completion rates.

If at any point during the program, the institution determines that the student will not be able to successfully complete all program requirements at the conclusion of 150% of the normal length of a program as measured in credits, he or she will be dismissed from the University.

Satisfactory Academic Progress Review and Evaluation

Satisfactory Academic Progress (SAP) is reviewed at the end of each term (including May Term, Summer term and at the end of each Summer Online Course) in traditional semester-based programs. Undergraduate students are evaluated against both qualitative and quantitative standards at the conclusion of Fall, Spring, May Term, Summer terms, and each online course attempted during the summer at Ashford University. After each evaluation, students who do not meet SAP standards will be notified in writing. Students who have an outstanding incomplete grade at the time of SAP review may not be allowed to continue to the next semester until the incomplete grade is successfully completed.

Academic and Financial Aid Warning

Students who do not meet the minimum requirements for making satisfactory academic progress at the time of evaluation are placed on Academic and Financial Aid Warning for the following term. Students are given one term to meet the requirements for satisfactory academic progress. Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Warning. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds. Retaking coursework previously

passed at Ashford University in term-based programs may impact a student's enrollment status (e.g., full time, half time, etc.). Courses attempted a third time when the prior two attempts resulted in a passing grade will not be included in the enrollment status calculation for the term. Students on Academic and Financial Aid Warning who do not meet the requirements for satisfactory academic progress at the conclusion of one term on Academic and Financial Aid Warning will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Academic and Financial Aid Probation

Students who have been granted an appeal for readmission after dismissal following a period of Academic and Financial Aid Warning may complete one additional term of study on Academic and Financial Aid Probation. All coursework attempted after the term during which the student did not meet satisfactory academic progress is counted as part of the Academic and Financial Aid Probation period.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Probation. Students on Academic and Financial Aid Probation who do not meet the requirements for satisfactory academic progress at the conclusion of the term will be dismissed from the University. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds. Retaking coursework previously passed at Ashford University in term-based programs may impact a student's enrollment status (e.g., full time, half time, etc.). Courses attempted a third time when the prior two attempts resulted in a passing grade will not be included in the enrollment status calculation for the term.

At the conclusion of the Academic and Financial Aid Probation term, students who do not meet the requirements for satisfactory academic progress will be dismissed from the University.

Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Academic Plan

Students who are approved by the Associate University Registrar-Campus Services and appropriate Clinton Campus Dean, or Provost for re-admission after dismissal following a period of Academic and Financial Aid Probation, a period on Probation-Academic Plan, or after dismissal due to exceeding the maximum time frame are placed on Probation-Academic Plan. Students on Probation-Academic Plan are required to meet specific academic requirements outlined in writing in an academic plan from the Associate University Registrar-Campus Services. Students are provided with an academic plan to assist the student in meeting regular SAP requirements within a specific period of time. Students may be limited in the number of courses for which they are scheduled while on Probation-Academic Plan. It is the student's responsibility to adhere to the academic plan.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Probation-Academic Plan. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds. Retaking coursework previously passed at Ashford University in term-based programs may impact a student's enrollment status (e.g., full time, half time, etc.). Courses attempted a third time when the prior two attempts resulted in a passing grade will not be included in the enrollment status calculation for the term.

Students will be placed on Probation-Academic Plan for the first payment period/SAP increment while on the Academic Plan. Students on Probation-Academic Plan are reviewed against the progression requirements outlined in the academic plan at the conclusion of each term. Students who are not meeting plan requirements at the conclusion of each term will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Appeal of Academic Dismissal

Students who have been dismissed from the University for failure to meet satisfactory academic progress requirements may appeal to the Associate University Registrar-Campus Services to be re-admitted to the University.

The student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which

includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student;

- Compelling evidence that they have the ability to demonstrate satisfactory academic progress and to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits during the period of absence; and
- A plan for completion of the coursework required to meet satisfactory academic progress during the following term.

The passage of time does not substantiate eligibility for readmission or appeal for readmission, however, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements and have been denied re-admission after an appeal may submit another appeal to be readmitted after one or more years have elapsed since their last appeal. The student must submit an appeal letter as detailed in this policy and present compelling evidence that they have the ability to demonstrate satisfactory academic progress and succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits since the last appeal was submitted.

Academic Standards for Student Athletes

Eligibility to participate in intercollegiate athletics is governed by the standards adopted by the National Association for Intercollegiate Athletics (NAIA) and supplemented by the University *Student Athlete Handbook*.

Graduation Requirements for BA and BS Degrees

To be eligible for the Bachelor of Arts or Bachelor of Science degrees, a student must successfully accomplish the following:

- Completion of the General Education requirements, including competencies;
- Completion of a minimum of 120 credits that are 100-level or higher;
- Completion of all major course requirements;
- Completion of all collateral course requirements (where applicable);
- Minimum cumulative grade point of 2.00 in all coursework attempted at the University.

Students with more than one major must average 2.00 in each program of study (a cumulative grade point of 2.50 is required for the elementary education majors and all major seeking secondary education endorsements);

- A minimum of 30 credits in upper-division courses numbered 300-level or above. At least 21 of these credits should be credit for major or collateral courses;
- No more than 45 credits in a single department; and
- Completion of 30 credits from the University.

Note: Faculty Academic Advisors assist students with course selection, but it is the student's responsibility to ensure that he or she fulfills the previous requirements.

Forbes School of Business: Bachelor of Arts Degree Programs and Requirements

Bachelor of Arts in Accounting

The Accounting major at the University develops necessary analytical, conceptual, and technical knowledge and proficiency in accounting. Collateral courses complement the accounting curriculum and enable students to better understand the internal and external business environment through study in business administration, economics, and quantitative methods. Accounting majors may also pursue an optional track in environmental studies. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iaa.

Special Terms and Conditions: Successful completion of this program by itself does not qualify a student to sit for the Certified Public Accountant (CPA) examination. All prospective students are advised to contact individual state boards of accounting for additional information relating to licensure requirements (e.g., education and work experience and any potential restrictions, such as prior criminal convictions) prior to enrolling. A list of state accounting boards is available here: www.nasba.org/stateboards. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.

Although successful completion of this program does not by itself lead to a Certified Management Accountant

designation, students who are interested in the CMA exam can find more information about it at www.imanet.org. Students are advised that a degree program is different from an exam preparation course and they may need more education in addition to work experience in order to successfully pass the examination.

Program Outcomes

Students in the Accounting program will be able to:

- Demonstrate fundamental accounting principles and procedures;
- Employ technology tools related to the area of accounting;
- Analyze alternatives to complex accounting problems;
- Utilize and integrate accounting information in business decision making; and
- Synthesize accounting information and non-accounting information in order to appropriately assess business opportunities.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	42 credits
Electives:	29 credits

Major Course Requirements (42 credits):

- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
- ACC 305 Intermediate Accounting I (3 credits)
- ACC 306 Intermediate Accounting II (3 credits)
- ACC 310 Cost Accounting I (3 credits)
- ACC 380 Accounting for Not-For-Profit Organizations (3 credits)
- ACC 401 Federal Income Taxes I (3 credits)
- ACC 410 Auditing (3 credits)

One course from the following:

- ACC 311 Cost Accounting II (3 credits)
- ACC 402 Federal Income Taxes II (3 credits)
- ACC 407 Advanced Accounting (3 credits)

Business Core Requirements

(12 credits from the following):

- BUS 307 Operations Management & Quantitative Techniques (3 credits)
- BUS 311 Business Law I (3 credits)

- BUS 401 Principles of Finance (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- MAT 332 Applied Statistics (3 credits)
- PHI 402 Business Ethics (3 credits)

One course in Information Systems (3 credits):

- INF 220 IS Principles (3 credits)
- INF 240 Visual & Verbal Presentations (3 credits)
- INF 242 Spreadsheet & Database Analysis (3 credits)
- CGD 218 Visual Literacy in Business (3 credits)

Elective Specializations

Students may choose from a variety of optional specializations to supplement their major program. Please see *Specializations* in this section of this *Catalog*.

Bachelor of Arts in Business Administration

Business students study the environment of business in a market-based economy and explore the different functional areas of business including finance, human resources, information management, and marketing. Collateral courses complement the business core and assist students in acquiring essential knowledge and competence in accounting, economics, ethics, and mathematics. Elective specializations in finance and marketing build on the core curriculum. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iaba.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Students in the Business Administration program will be able to:

- Collaborate to achieve team goals;
- Develop an awareness of their leadership style;

- Evaluate a situation and apply an effective leadership style;
- Use technology tools related to their area of emphasis;
- Manage change within a dynamic business environment; and
- Create a strategic business plan.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	45 credits
Electives	26 credits

Major Course Requirements (45 credits):

- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 311 Business Law I (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 401 Principles of Finance (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- MGT 415 Group Behavior in Organizations (3 credits)
- MGT 435 Organizational Change (3 credits)

One course in Statistics (3 credits):

- MAT 332 Applied Statistics (3 credits)

One course in Management (3 credits):

- MGT 330 Management for Organizations (3 credits)

One course in Strategic Planning (3 credits):

- BUS 402 Strategic Management & Business Policy (3 credits)

One course in Ethics (3 credits):

- PHI 402 Business Ethics (3 credits)

One course in Information Technology (3 credits):

- INF 240 Visual & Verbal Presentations (3 credits)
- INF 242 Spreadsheet & Database Analysis (3 credits)
- CGD 218 Visual Literacy in Business (3 credits)

Elective Specializations

Students may choose from a variety of optional specializations to supplement their major program. Please see *Specializations* in this section of this *Catalog*.

Financial Certification

Although successful completion of this program by itself does not lead to a CFA (Chartered Financial Analyst) qualification, students interested in pursuing the CFA qualification should consult the Dean of the Forbes School of Business regarding appropriate coursework.

Bachelor of Arts in Business Information Systems

Bachelor of Arts in Business Information Systems graduates are able to understand the interaction and importance of information systems and information sharing within a business or organization. Courses will focus on networking, e-business administration, strategic data utilization, business management, as well as problem solving and leadership in designing, developing and implementing new or existing information systems within the businesses organization. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iabis.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Students in the Business Information Systems program will be able to:

- Utilize analytical, logical, and critical thinking abilities to analyze user requirements and to design, develop, and deploy effective Information Systems solutions;
- Evaluate appropriate enterprise solutions for business success;
- Manage relationships with technology providers and customers;
- Analyze alternatives to complex business problems and alternatives; and

- Evaluate the business as an integrated information system including the relations among the functional areas, and the application of long-range planning, systems implementation, and control processes.

Requirements for the Major:

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	45 credits
Electives:	26 credits

Required Courses (45 credits):

- MGT 330 Management for Organizations (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- INF 220 IS Principles (3 credits)
- BUS 311 Business Law I (3 credits)
- BUS 308 Statistics for Managers (3 credits) **OR** MAT 332 Applied Statistics (3 credits)
- COM 340 Technical Writing (3 credits)
- INF 231 Programming Concepts (3 credits)
- INF 340 Business Systems Analysis (3 credits)
- INF 322 Database Management Systems (3 credits)
- INF 325 Telecommunications & Networking Concepts (3 credits)
- BUS 352 e-Business (3 credits)
- INF 410 Project Management (3 credits)
- INF 336 Project Procurement Management (3 credits)
- MGT 497 Strategic Technology Planning for Organizations (3 credits)

Bachelor of Arts in Computer Graphic Design

The Computer Graphic Design major combines the application of visual art, communication, marketing, music, and computer programming skills that are needed to aid current business and industry. The Graphic Design degree involves the creation of information that people see and read: posters, books, signs, advertisements, commercials, brochures, video production, digital imaging, and Websites. See Business Information Systems description and Computer Science and Mathematics description for

other degree options in the computer science field. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iacgd.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Students in the Computer Graphic Design program will be able to:

- Utilize computer graphics and visual arts tools related to their track focus (Animation, Print Media, or Web Design);
- Accurately determine client needs, audience, purpose, and media capabilities in the development and execution of graphic communication projects;
- Develop and communicate creative ideas to colleagues and clients through oral, written, and visual communication during the completion of individual and team projects;
- Investigate opportunities for professional growth; and
- Incorporate professional ethics on projects.

Requirements for the Major:

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Required Courses:	27 credits
Track:	26-28 credits
Electives:	16-18 credits

Required Courses (27 credits):

- ART 103 Two-Dimensional Design (3 credits)
- ART 105 Drawing I (3 credits)
- ART 215 Computer Art I (3 credits)
- CGD 217 Survey of Graphic Communication (3 credits)
- CGD 240 Media Writing & Editing (3 credits)
- CGD 330 Digital Still Imaging (3 credits)

- INF 231 Programming Concepts (3 credits)
- INF 410 Project Management (3 credits) **OR**
INF/CGD 392 IS Internship (3 credits)
- INF 420 Senior Portfolio (3 credits)

Tracks (26-28 credits)

Students must choose ONE track from the following:

Animation Track (26-28 credits):

- ART 110 Figure Drawing Workshop (1 credit)
- CGD 220 Storytelling & Storyboarding (3 credits)
- CGD 221 2-D Computer Animation (3 credits)
- CGD 223 3-D Modeling I (3 credits)
- CGD 331 Digital Video & Audio (3 credits)
- CGD 324 3-D Animation I (3 credits)
- CGD 325 3-D Animation II (3 credits)
- CGD 360 Digital Texturing & Lighting (3 credits)
- CGD 497 Advanced 3-D Seminar (3 credits)

Animation Electives (1 course from the following):

- ART 340 Figure Drawing (3 credits)
- CGD 253 Web Publishing (3 credits)
- CGD 303 Publication Design (3 credits)
- CGD 323 3-D Modeling II (3 credits)
- CGD 330 Digital Still Imaging (3 credits)
- CGD 392 IS Internship (3 credits)
- CGD 432 3-D Animation III (3 credits)

Print Media Track (27 credits):

- ART 315 Computer Art II (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- INF 240 Visual & Verbal Presentations (3 credits)
- CGD 253 Web Publishing (3 credits)
- CGD 303 Publication Design (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- CGD 318 Introduction to Public Relations & Promotional Writing (3 credits)
- CGD 340 Print Production (3 credits)

Print Media Electives (3 credits from the following):

- ART 225 Photography I (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 352 e-Business (3 credits)

- CGD 220 Storytelling & Storyboarding (3 credits)
- CGD 221 2-D Computer Animation (3 credits)
- CGD 223 3-D Modeling I (3 credits)
- CGD 332 Multimedia Authoring (3 credits)
- CGD 353 Dynamic Publishing (3 credits)
- INF 220 IS Principles (3 credits)
- INF 391 IS Seminar I (3 credits)
- INF 392 IS Internship (3 credits)

Web Design Track (27 credits):

- BUS 330 Principles of Marketing (3 credits)
- BUS 352 e-Business (3 credits)
- CGD 221 2-D Computer Animation (3 credits)
- CGD 305 Communication Design (3 credits)
- CGD 307 Web Publishing (3 credits)
- CGD 405 Advanced Web Publishing (3 credits)
- INF 247 Database Analysis (3 credits)
- INF 322 Database Management Systems (3 credits)

Web Electives (3 credits from the following):

- ART 315 Computer Art II (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- CGD 331 Digital Video & Audio (3 credits)
- CGD 353 Dynamic Publishing (3 credits)
- INF 240 Visual & Verbal Presentations (3 credits)
- INF 245 Spreadsheet Analysis (3 credits)

Bachelor of Arts in Finance

The Bachelor of Arts in Finance provides students with an understanding of financial analysis, financial management, and financial systems. It prepares students for employment in a variety of business fields including credit manager, trust administrator, financial planning, financial services, banking, real estate, corporate financial management, risk management and insurance, and securities sales and management. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iaf.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or

specialization. A degree in finance prepares a student for many different career options. Some of these career options will require holding specific certifications such as Certified Financial Planner, Chartered Financial Analyst or FINRA registration. While a degree program provides a wide background in the finance field, Ashford University does not guarantee that any student is prepared for any certification examination at the completion of their degree. You are encouraged to research the requirements of each organization so that you can see how your education and work experience can help prepare you for the designation you will need and to determine what additional education/experience you may need to obtain such certification.

Program Outcomes

Students in the Finance program will be able to:

- Demonstrate problem solving skills including the ability to analyze business and financial conditions;
- Apply financial theories to conduct financial analysis;
- Understand how to measure and achieve the efficiency use of financial resources;
- Evaluate the political, social, legal, regulatory, and technological issues in the context of micro- and macro-finance; and
- Understand the business as an integrated system including the relations among the functional areas, and the application long-range planning, implementation and control systems.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	49 credits
Major Course Requirements:	45 credits
Electives:	26 credits

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 311 Business Law I (3 credits)
- PHI 402 Business Ethics (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)

- ACC 206 Principles of Accounting II (3 credits)
- BUS 215 Personal Financial Management (3 credits)
- MAT 332 Applied Statistics (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits)
- BUS 323 Risk Management & Insurance (3 credits)
- BUS 401 Principles of Finance (3 credits)
- BUS 405 Principles of Investments (3 credits)
- BUS 450 International Finance (3 credits)
- BUS 402 Strategic Management & Business Policy (3 credits)

Bachelor of Arts in Public Relations and Marketing

Graduates of the major in Public Relations and Marketing will be able to develop an understanding and mastery of marketing and public relations functions. Emphasis is on creating a repertoire of communication skills in order to become an effective communicator across contexts, as well as to develop competence in using planning skills to create and implement marketing and public relations solutions to meet client's needs. Graduates will be able to evaluate the effectiveness and appropriateness of marketing and public relations messages and engage in problem analysis, strategic planning, message development, and tactical solutions. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iapr.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Students in the Public Relations and Marketing program will be able to:

- Develop an understanding and mastery of marketing and public relations functions;
- Create a repertoire of communication skills in order to become an effective communicator across contexts;

- Develop competencies in using planning skills to create and implement marketing and public relations solutions to meet clients' needs;
- Evaluate the effectiveness and appropriateness of marketing and public relations messages; and
- Engage in problem analysis, strategic planning, message development, and tactical solutions.

Requirements for the Major	
Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Core Requirements:	33 credits
Corporate Communications Track or Marketing Track	15 credits
Electives	23 credits

Core Requirements (33 credits):

- ART 103 Two-Dimensional Design (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 352 e-Business (3 credits)
- BUS 420 **or** CGD/INF 392 Internship (3 credits)
- CGD 240 Media Writing & Editing (3 credits)
- CGD 318 Public Relations Practices & Promotional Writing (3 credits)
- INF 240 Visual & Verbal Presentations (3 credits)
- INF 420 Senior Portfolio (3 credits)
- MGT 330 Management for Organizations (3 credits)
- PHI 402 Business Ethics (3 credits)

Corporate Communications Track (15 credits):

- ART 215 Computer Art I (3 credits)
- BUS 355 Corporate Communication Strategies (3 credits)
- CGD 218 Visual Literacy in Business (3 credits)
- CGD 253 Web Publishing (3 credits)
- CGD 303 Publication Design (3 credits)

Electives (3 credits)

- ART 315 Computer Art II (3 credits)
- CGD 330 Digital Video & Audio (3 credits)

- CGD 340 Print Production (3 credits)
- ENG 315 Business & Professional Writing (3 credits)
- JRN 211 News Reporting Lab (3 credits)
- SPE 315 Business & Professional Speaking (3 credits)

Marketing Track (15 credits)

- BUS 339 Marketing Research (3 credits)
- BUS 350 Consumer Behavior (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 336 Marketing Strategy (3 credits)
- INF 242 Database & Spreadsheet Analysis (3 credits)

Electives (3 credits)

- BUS 315 Professional Selling & Sales Management (3 credits)
- BUS 318 Organizational Behavior (3 credits)
- BUS 357 International Business (3 credits)
- ENG 315 Business & Professional Writing (3 credits)
- LIB 320 Global Socioeconomic Perspectives (3 credits)
- SPE 315 Business & Professional Speaking (3 credits)

Elective Specializations

Students may choose from a variety of optional specializations to supplement their major program. Please see *Specializations* in this section of this *Catalog*.

Bachelor of Arts in Sports and Recreation Management

The Sports and Recreation Management major helps to prepare professionals for managerial positions in the sports and recreation industry including professional, intercollegiate, and interscholastic sports; sport/fitness clubs; sports/athletics equipment merchandising; public, private, and commercial recreation programs; and intramural and recreational sports.

Students complete coursework in the following areas: accounting, business, economics, English, information systems, philosophy, physical education, sociology, speech, and psychology. The curriculum consists of learning experiences that are essential for assuming entry-level business management positions in the sports and recreation profession. Students completing the required coursework will be exposed

to various theories of management in the field of business administration, exhibit college-level writing and speaking skills, and acquire a knowledge base in the field of sports and recreation management. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iasrm.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Students in the Sports and Recreation Management program will be able to:

- Integrate knowledge from sports recreation and business administration fields;
- Apply theory to practice;
- Communicate effectively in a variety of modalities; and
- Apply business procedures to team and facilities management.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	45 credits
Electives	26 credits

Major Course Requirements (45 credits):

- ACC 205 Principles of Accounting (3 credits)
- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 307 Operations Management & Quantitative Techniques (3 credits)
- BUS 311 Business Law I (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- SRM 410 Contemporary Issues in Sports Marketing & Management (3 credits)

- ECO 203 Principles of Macroeconomics (3 credits) **OR** ECO 204 Principles of Microeconomics (3 credits)
- SRM 320 Organization & Administration of Sports & Recreation Management (3 credits)
- SOC 318 Sociology of Sport (3 credits)

Practicum/Case Study (3 credits from the following):

- SRM 244 Practicum I (1 credit) **AND** SRM 344 Practicum II (2 credits)
- SRM 325 Case Research in Sports & Recreation Management (3 credits)

One course in Advanced Communication (3 credits from the following):

- BUS 340 Business Communications (3 credits)
- INF 240 Visual & Verbal Presentations (3 credits)

One course in Public Relations/Media (3 credits from the following):

- CGD 240 Media Writing & Editing (3 credits)
- CGD 318 Public Relations Practices & Promotional Writing (3 credits)

One course in Internship/Project Management (3 credits from the following):

- SRM 420 Internship (3 credits)
- INF 410 Project Management (3 credits)

One course in Information and Technology (3 credits from the following):

- INF 242 Spreadsheet & Database Analysis (3 credits)
- CGD 218 Visual Literacy in Business (3 credits)

Elective Specializations

Students may choose from a variety of optional specializations to supplement their major program. Please see *Specializations* in this section of this *Catalog*.

College of Education: Program Information

Practitioner Preparation Program

The practitioner preparation program is the licensure track common to all endorsements and majors in the College of Education and prepares students for rewarding careers as professional educators in the state of Iowa. Students desiring to teach Pre-K through grade eight will major in elementary education. Those

preparing to teach fifth through twelfth grades will select a major related to the content area they wish to teach, while also taking a substantial number of Education and Education-related courses.

Students who are interested in teacher licensure will be initially enrolled in the Bachelor of Arts in Education program or Secondary Education program of interest. Upon completion of Level One requirements outlined in the Ashford University Practitioner Preparation Handbook, students will be eligible for admission to the Practitioner Preparation Program and transfer to the appropriate program for the endorsement area being pursued. Students who are not interested in a teaching license, or do not meet the requirements for a teaching license may complete the Bachelor of Arts in Education program or a related major without teacher certification.

Professional Behavior and Enrollment in Courses in Teacher Education

Students who successfully complete all required courses (including the Student Teaching Semester) and who demonstrate a minimum of entry-level proficiency in all competency areas can be recommended for an Iowa teaching license. The Iowa Board of Educational Examiners requires a federal criminal background check and fingerprint check on all applicants prior to teacher licensure. Felony convictions, certain assault convictions, child abuse or neglect convictions, and certain drug and alcohol convictions are among the convictions that will preclude the award of a teaching license. The University asserts that students who enter the program must be eligible to be recommended for a teacher license upon completion of program requirements.

Checkpoints

Students in elementary and secondary education take General Education courses and 100-, 200- and possibly some 300-level Education major course requirements during the first five to six semesters. Students must have a cumulative grade point average of 2.50, a minimum grade point average of 2.70 in education core courses, a cumulative GPA of 2.70 in endorsement area courses, and a passing score on a basic skills test to be eligible to apply for admission to the Practitioner Preparation Program (PPP). When admitted to the PPP (typically, in the junior year), the majority of the Education courses will be at the 300-level. Curriculum and methods courses and the accompanying practica are taken during the semesters immediately preceding student teaching. A full semester of student teaching takes place during the last semester, which equals a minimum of 15 weeks. Elementary education majors are required to receive a passing score on the Praxis II exam to be recommended for an Iowa initial license.

Professional Behavior and Contact with Children and Youth

A student pursuing a program in Teacher Education or a minor in Child Learning and Development at Ashford University must meet the professional behavior requirements to enroll in field experiences, practica, internships, or student teaching courses. Any student who fails to meet the criteria for professional behavior may be removed from or denied enrollment in any course where there is direct contact with children, youth, or young adults such as a field experiences, practica, internships, or student teaching.

Repeating/re-enrolling in Education Core Courses

Students who wish to repeat or re-enroll in education core courses they previously dropped must obtain the permission of the instructor, their advisor(s), and the Dean of the College of Education. Permission will be granted on a limited basis, and conditions for enrollment in/continuation in the course will be articulated.

Required General Education Courses for Students Seeking Teacher Licensure in Iowa

Students that transfer to the College of Education with an AA degree will be required to fulfill the general education requirements subsequently listed.

- ART 101 Art Appreciation (3 credits) **OR**
MUS 101 Masterpieces of Music (3 credits)
 - ENG 122 English Composition II (3 credits)
 - GEN 499 General Education Capstone (3 credits)
 - HIS 203 American History to 1865 (3 credits)
 - SPE 103 Oral Communication (3 credits)
 - One course each from the biological and physical sciences (one course must include a laboratory experience)
- Note: Secondary education only requires one science course that includes a lab.*
- One literature course with an ENG prefix (3 credits)

Please note: In some cases, the Iowa State Department of Education and/or Iowa Board of Educational Examiners requirements change after the Ashford University Catalog has been published. It is essential that students work with the Dean of the College of Education, and faculty, to ensure compliance with current State regulations.

Endorsement-Seeking Students

Certified teachers who hold a valid Iowa teaching license may add any endorsement for which Ashford University is approved and currently offers courses.

Secondary Education Licensure Program

Program Outcomes

Students in the Secondary Education program will be able to:

- Exhibit evidence of a high level of academic preparedness;
- Demonstrate skills in sound teaching methodology and instructional strategies;
- Create a classroom environment where students experience mutual respect and appreciation for diversity;
- Respect privacy, possess knowledge of mandatory reporting, and exhibit professional behaviors such as promptness, preparedness, adhering to contractual issues, and participating in on-going professional development;
- Meet the needs of diverse learners in a variety of settings;
- Utilize a variety of assessments and use assessment data to drive instruction;
- Acknowledge the important role of reflection in an educator's ability to self-evaluate and modify actions in the learning community, actively seeking input for professional development opportunities;
- Communicate effectively in a variety of modalities including technological, verbal, nonverbal, and written; and
- Implement teaching strategies that promote the intellectual, physical, emotional, and social development of learners.

Requirements for the Program

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Secondary Education Requirements:	47 credits
Endorsement Area:	15-24 credits
Electives to total 120 credits for degree:	

Students will be required to take specific Praxis II tests as determined by the State of Iowa in order to receive licensure.

Secondary Education Requirements (47 credits):

- EDU 200 Introduction to Education & Field Experience I (1 credit)

- EDU 215 Educational Psychology (3 credits)
- EDU 250 Foundations of American Education (2 credits)
- EDU 270 Principles of Education & Field Experience II (2 credits)
- EDU 310 Integrating Technology in the Classroom (2 credits)
- EDU 330 General Methods of Secondary Education (3 credits)
- EDU 331 Practicum: General Methods (1 credit)
- EDU 340 Business Education Methods (3 credits)
- EDU 341 Practicum in Business Education (1 credit) **OR**
- EDU 342 Secondary Education - English Methods (3 credits)
- EDU 343 Practicum in Secondary English (1 credit) **OR**
- EDU 344 Secondary Education - Mathematics Methods (3 credits)
- EDU 345 Practicum in Secondary Mathematics (1 credit) **OR**
- EDU 346 Secondary Education - Science Methods (3 credits)
- EDU 347 Practicum Secondary Science (1 credit) **OR**
- EDU 348 Secondary Education - Social Science Methods (3 credits)
- EDU 349 Practicum in Secondary Social Science (1 credit)

AND all of the following:

- EDU 370 Human Relations Skills for Educators (1 credit)
- EDU 458 Student Teaching Seminar (1 credit)
- EDU 400-level Student Teaching in the Secondary School (5-8) (8 credits) **AND** EDU 400-level Student Teaching in the Secondary School (9-12) (7 credits)
- ERE 312 Reading in Secondary Content Area (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ESE 325 Behavioral Management in the Classroom (3 credits)

Secondary education students will complete Iowa state endorsement requirements as part of the following corresponding degrees:

State of Iowa Secondary Education Endorsement Area	Corresponding Ashford University Degree
American History 5-12 (15 credits)	BA/Social Science
Biology 5-12 (24 credits)	BA/Natural Science or BS/Natural Science
Chemistry 5-12 (24 credits)	BA/Natural Science or BS/Natural Science
English/Language Arts 5-12 (19 credits)	BA/English and Communication, Education Concentration
General Science 5-12 (24 credits)	BA/Natural Science or BS/Natural Science
Mathematics 5-12 (24 credits)	BS/Computer Science and Math, Education Concentration
Psychology 5-12 (15 credits)	BA/Social Science
Sociology 5-12 (15 credits)	BA/Social Science
World History 5-12 (15 credits)	BA/Social Science

Students completing secondary education requirements may also add the following endorsements:

- Business - All 5-12
- English as a Second Language K-12
- Health 5-12
- Instructional Strategist I 5-12
- Middle School 5-8
- Secondary Reading 5-12

The Practitioner Preparation Handbook provides further details regarding program requirements.

Coaching Authorization or Endorsement

The Education Division also offers coaching credentials for students who successfully complete the following program:

- PED 203 Exercise Physiology (1 credit)
- PED 211 Theories & Techniques of Coaching (1 credit)

- PED 242 Prevention & Care of Athletic Injuries (2 credits)
- PSY 104 Child & Adolescent Development (3 credits)

Students must earn a grade of “C-” or better in the four courses required for the Coaching credential. Students who are eligible or currently hold an Iowa teaching license will be issued the K–12 Coaching endorsement. The students must meet the GPA requirements of the Practitioner Preparation Program.

Students in programs of study outside of Education are eligible for the K–12 Coaching Authorization. These students must hold a minimum GPA of 2.00 in the four required coaching courses. Students who successfully complete the Coaching Authorization are responsible for submitting appropriate application fees and must complete and pay fees associated with the DCI/FBI criminal background investigation, as required by the Iowa Board of Educational Examiners.

College of Education: Bachelor of Arts Degree Programs and Requirements

Bachelor of Arts in Elementary Education

The Bachelor of Arts in Elementary Education is designed for future teachers of Pre-K through eighth grade in the state of Iowa. Through this program, you will gain the skills to communicate effectively with diverse learners, and to promote the intellectual, physical, emotional, and social development of young minds. You can also tailor the degree to your interests by completing one of the following endorsement areas: Pre-K-K, Reading K-8, English/Language Arts K-8, Health K-8, History K-8, Mathematics K-8, Science Basic K-8, or Social Studies K-8. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iaee.

Program Outcomes

Students in the Elementary Education program will be able to:

- Exhibit evidence of a high level of academic preparedness;
- Demonstrate skills in sound teaching methodology and instructional strategies;

- Create a classroom environment where students experience mutual respect and appreciation for diversity;
- Respect privacy, possess knowledge of mandatory reporting, and exhibit professional behaviors such as promptness, preparedness, adhering to contractual issues, and participating in on-going professional development;
- Meet the needs of diverse learners in a variety of settings;
- Utilize a variety of assessments and use assessment data to drive instruction;
- Acknowledge the important role of reflection in an educator’s ability to self-evaluate and modify actions in the learning community, actively seeking input for professional development opportunities;
- Communicate effectively in a variety of modalities including technological, verbal, nonverbal, and written; and
- Implement teaching strategies that promote the intellectual, physical, emotional, and social development of learners.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	55 credits
Elementary Education Major Requirements:	44 credits
Collateral Course Requirements:	19 credits
Electives:	2 credits

(One Endorsement Area is also required for the state of Iowa).

Students will be required to take specific Praxis II tests as determined by the State of Iowa in order to receive licensure.

Elementary Education Major/Endorsement Requirements (44 credits):

- EDU 200 Introduction to Education & Field Experience I (1 credit)
- EDU 203 Child & Adolescent Literature (3 credits)
- EDU 215 Educational Psychology (3 credits)
- EDU 250 Foundations of American Education (2 credits)
- EDU 270 Principles of Education & Field Experience II (2 credits)

- EDU 301 Language Arts in the Elementary Schools (3 credits)
- EDU 303 Reading Methods & Curriculum (3 credits)
- EDU 305 Clinical Experience in Reading/Language Arts Methods (1 credit)
- EDU 310 Integrating Technology in the Classroom (2 credits)
- EDU 311 Social Studies Curriculum & Methods (2 credits)
- EDU 313 Elementary Curriculum & Methods of Science (2 credits)
- EDU 315 Curriculum & Methods of Teaching Mathematics in the Elementary School (2 credits)
- EDU 317 Clinical Experience in Social Studies/Science/Math Methods (1 credit)
- EDU 370 Human Relations Skills for Educators (1 credit)
- EDU 450 Student Teaching in the Elementary School (8 credits) **AND** EDU 451 Student Teaching in the Elementary School (7 credits)
- EDU 458 Student Teaching Seminar (1 credit)

Additional Endorsement Requirements (19 credits):

- MAT 223 Math for Educators (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ESE 317 Mild/Moderate Disabilities (3 credits)
- ESE 325 Behavior Management in the Classroom (3 credits)
- EDU 230 Performing & Visual Arts for Elementary Teachers (2 credits)
- EDU 235 Health & Physical Education for Elementary Teachers (2 credits)

Students in Elementary Education must also complete an endorsement area. Endorsements are available in the following areas:

- English as a Second Language (ESL) K-12 (18 credits)
- English/Language Arts K-8 (24 credits)
- Health K-8 (30 credits)
- History K-8 (24 credits)
- Mathematics K-8 (24 credits)

- Pre-K-K (30 credits)
- Reading K-8 (27 credits)
- Science Basic K-8 (24 credits)
- Social Studies K-8 (24 credits)

Students who pursue one or more of the previous endorsements are also eligible to complete an endorsement in the following:

- Coaching K-12 (7 credits)
- Instructional Strategist I (Special Education) K-8 (18 credits)
- Middle School 5-8 (30 credits)

The *Practitioner Preparation Handbook* provides further details regarding program requirements.

Bachelor of Arts in Elementary Education, Non-Licensure Track

The Bachelor of Arts in Elementary Education, Non-Licensure Track, is designed to meet the needs of students desiring a bachelor's degree in elementary education. The Non-Licensure track provides an alternative for students who are not able to complete the clinical components for elementary teaching licensure at the time the degree is being sought. Whether in the field of education or an allied interest area, the student is able to gain knowledge and develop skills that promote critical thinking and decision making while studying the foundations of education and instructional methodology applicable across professions. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iaee.

This track does not lead to licensure or certification in Iowa or any other state.

Requirements for Non-Licensure Track

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Education Course Requirements:	36 credits
Minor Course Requirements:	18-27 credits
Internship Requirements:	4-8 credits (cannot replace a failed student teaching session)

Total of 120 credits are required for this track. A total of 30 credits must be earned at the 300-level or higher. A student may complete two internships.

Candidates for this program must formally apply to the College of Education and be accepted before an internship can be arranged. Additional requirements such as background check, finger printing, first aid

certification, etc. may be necessary if an internship placement requires it.

Bachelor of Arts in Education

Students who are interested in education, but who do not meet all of the requirements for teaching licensure or are not interested in a teaching license may complete this degree. This program does not lead to licensure or certification in Iowa or any other state. Candidates for completion of this degree must formally apply to the College of Education and be accepted before an internship can be arranged. Additional requirements such as background checks, first aid certification, etc., may be necessary if an internship placement requires it. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iaee.

Program Outcomes

- Understand how students learn;
- Understand how students differ in their approaches to learning;
- Can create and evaluate learning experiences that make subject matter meaningful for students;
- Understands and can use individual and group motivation strategies; and
- Demonstrate effective use of verbal, nonverbal and media communication techniques to foster interaction.

Requirements for the Major

Total minimum credits required:	120 credits
General Education requirements:	49 credits
Education course requirements:	36 credits
AU minor requirements:	18-27 credits
Internship requirements:	4-8 credits
Electives	to total 120 credits

(The internship is optional if 120 credits have previously been completed.)

Bachelor of Arts in Physical Education

The Bachelor of Arts in Physical Education is designed for students who want to teach K-12, elementary, middle, and/or secondary school in the state of Iowa. This degree will also help prepare students who seek careers in wellness, recreation, and coaching.

This program will provide both elementary and secondary physical education endorsements. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iape.

Program Outcomes

Students in the Physical Education program will be able to:

- Identify physical education content and disciplinary concepts related to the development of a physically educated person;
- Demonstrate how individuals learn and develop by providing opportunities that support their physical, cognitive, social, and emotional development;
- Applies knowledge of how individuals differ in their approaches to learning, by creating appropriate instruction adapted to these differences;
- Use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;
- Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings;
- Plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards;
- Use assessment to foster physical, cognitive, social, and emotional development of students in physical activity;
- Evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals) and seek opportunities to grow professionally;
- Use information technology to enhance learning and to enhance personal and professional productivity; and
- Foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

Requirements for the Major

Total minimum credits required:	125 credits
General Education Requirements:	49 credits
Major Course Requirements:	47 credits
PE Endorsement:	29 credits
*Coaching endorsement:	2 credits

**A student may add PED 242 Prevention & Care of Athletic Injuries for two credits to complete the coaching endorsement.*

Students will be required to take specific Praxis II tests as determined by the State of Iowa in order to receive licensure.

Major Course Requirements (47 credits)

- EDU 200 Introduction to Education (Elementary and Secondary) & Field Experience (1 credit)
- EDU 215 Educational Psychology (3 credits)
- EDU 250 Foundation of American Education (2 credits)
- EDU 270 Principles of Education (Preschool, Elementary, and Secondary) & Field Experience II (2 credits)
- EDU 310 Integrating Technology in the Classroom (2 credits)
- EDU 370 Human Relations Skills for Educators (1 credit)
- PSY 104 Child & Adolescent Development (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ESE 325 Behavior Management in the Classroom (3 credits)
- ERE 312 Reading in Secondary Education Content Areas (3 credits)
- EDU 325 Specific Methods in Elementary PE (3 credits)
- EDU 326 Practicum in Elementary PE (1 credit)
- EDU 327 Specific Methods in Secondary PE (3 credits)
- EDU 328 Practicum in Secondary PE (1 credit)
- EDU 468 Student Teaching Elementary PE (8 credits)
- EDU 469 Student Teaching Secondary PE (7 credits)
- EDU 458 Student Teaching Seminar (1 credit)

Additional Endorsement Requirements (29 credits)

- PED 104 Personal Health & Wellness (2 credits)
- PED 212 Foundation of Movement & Motor Activities (3 credits)
- BIO 202 Human Biology (4 credits)
- PED 242 Prevention & Care of Athletic Injuries (2 credits)
- PED 217 Individual & Team Sports Skills (3 credits)
- PED 240 Applied Kinesiology & Biomechanics (3 credits)
- PED 335 Curriculum & Administration of Physical Education (3 credits)
- ESE/PED 340 Adapted Physical Education (3 credits)

PED Sport Skills Courses (6 credits)

- Activity: 1 credit each (6 distinct total courses)

Bachelor of Arts in Physical Education, Non-Licensure Track

The Bachelor of Arts in Physical Education, Non-Licensure Track, is designed for students who want to learn about physical education of K-12 students. This degree will help prepare students who seek careers in wellness, recreation, and coaching. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iape.

Requirements for Non-Licensure Track

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Course Requirements:	36 credits
Minor Course Requirements:	18-27 credits
Internship Requirements:	4-8 credits (cannot replace a failed student teaching session)

Total of 120 credits are required for this track. A total of 30 credits must be earned at the 300-level or higher. A student may complete two internships.

Candidates for this program must formally apply to the College of Education and be accepted before an internship can be arranged. Additional requirements such as background check, finger printing, first aid certification, etc. may be necessary if an internship placement requires it.

College of Health, Human Services, and Science: Bachelor of Arts Degree Programs and Requirements

Bachelor of Arts in Health Care Administration

The Bachelor in Health Care Administration is designed to meet the learning needs of health care professionals and others in the acquisition of foundational knowledge in health-related topics, operations, and applications. The Health Care Administration degree is characterized by an interdisciplinary and integrated learning approach, reflecting the realities of the health care system. Specific curriculum in health administration, regulation and financing, health care planning, health policy, and quality monitoring is provided. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iahca.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Students in the Health Care Administration program will be able to:

- Analyze the legal and ethical issues of healthcare systems;
- Explore cultural and social-demographic variables influencing the delivery of healthcare services;
- Examine the provision of healthcare services within a regulatory environment;
- Analyze the major financing systems of U.S. healthcare services;
- Analyze the major forces driving change in the healthcare system;

- Assess the major issues confronting community and public health services; and
- Apply the theoretical dimensions of leadership within the health care environment.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	37 credits
Electives:	34 credits

Major Course Requirements (37 credits):

- HCA 281 Accounting Concepts for Health Care Professionals (3 credits)
- BUS 303 Human Resource Management (3 credits)
- HCA 305 The U.S. Health Care System (3 credits)
- HCA 311 Health Care Financing & Information Systems (3 credits)
- HCA 322 Health Care Ethics & Medical Law (3 credits)
- HCA 340 Managing in Health & Human Services (3 credits)
- HCA 375 Continuous Quality Monitoring & Accreditation (3 credits)
- HCA 415 Community & Public Health (3 credits)
- HCA 430 Special Populations (3 credits)
- HCA 421 Health Care Planning & Evaluation (3 credits)
- HCA 459 Senior Project (3 credits) **OR**
HCA 402 Health Care Internship (3-6 credits)
- SOC 313 Social Implications of Medical Issues (3 credits)

Elective Specializations

Students may choose from a variety of optional specializations to supplement their major program. Please see *Specializations* in this section of this *Catalog*.

Bachelor of Arts in Natural Science

The Bachelor of Arts in Natural Science prepares students to become licensed teachers in secondary schools in the state of Iowa. The program provides a broad base in the sciences, with further specialization to allow for endorsements in biology, chemistry, or general science. For more information about on-time

completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iabans.

Program Outcomes

- Demonstrate an understanding of the fundamental content and processes in biology, chemistry, and general science;
- Analyze science problems and interpret data using the scientific method;
- Incorporate science processes using an interdisciplinary approach in biology, chemistry, and general science;
- Relate science to the daily lives and interest of students through science instruction;
- Demonstrate ability to organize, implement, and assess science programs;
- Demonstrate ability to effectively plan and teach science in both the lecture and lab components; and
- Use technology to help solve problems and communicate information.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	62 credits
Electives:	9 credits
Endorsement Requirements:	credits depend on endorsement selection (see following)

Students will be required to take specific Praxis II tests as determined by the State of Iowa in order to receive licensure.

Major Course Requirements (62 credits)

Core courses (15 credits)

- BIO 103 Principles of Biology I (4 credits)
- CHE 151 General Chemistry I (4 credits)
- PHY 201 College Physics I (4 credits)
- BIO 301 Science Seminar (3 credits)

Education Requirements (47 credits)

- EDU 200 Introduction to Education (Elementary & Secondary) & Field Experience I (1 credit)
- EDU 215 Educational Psychology (3 credits)

- EDU 250 Foundations of American Education (2 credits)
- EDU 270 Principles of Education (Preschool, Elementary, & Secondary) & Field Experience II (2 credits)
- EDU 310 Integrating Technology in the Classroom (2 credits)
- EDU 330 General Methods of Secondary Education (3 credits)
- EDU 331 Practicum in Secondary General Methods Literature (1 credit)
- EDU 346 Secondary Education - Science Methods (3 credits)
- EDU 347 Practicum in Secondary Science (1 credit)
- EDU 370 Human Relations Skills for Educators (1 credit)
- EDU 483 Student Teaching Science in the Secondary School (5-8) (7 credits) **AND** EDU 484 Student Teaching Science in the Secondary School (9-12) (8 credits)
- EDU 458 Student Teaching Seminar (1 credit)
- ERE 312 Reading in Secondary Education Content Areas (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- PSY/ESE 315 Survey of Exceptional Students (3 credits)
- ESE 325 Behavioral Management in the Classroom (3 credits)

Endorsements Requirements beyond Core Requirements

Multiple endorsements are possible by meeting each individual endorsement or *a combination is possible after completing one endorsement and an additional 15 hours in another endorsement area.*

Biology Endorsement (20 additional credits–4 credits may be completed within major course requirements)

Required courses:

- BIO 105 General Zoology (4 credits) **OR** BOT 105 General Botany (4 credits)

Choose 1 course from the following:

- BIO 205 Human Anatomy & Physiology I (4 credits)
- BIO 340 Cell Biology (4 credits)
- BIO 345 Genetics(4 credits)

Choose 1 course from the following:

- BIO 101 Humanity & the Environment (4 credits)
- BIO 210 Field Techniques Laboratory (4 credits)
- BIO 300 Environmental Biology (3 credits)

Additional endorsement electives:

- BIO 201 Microbiology (4 credits)
- BIO 204 Biology: Special Problems: Mu Sigma Eta (1 credit)
- BIO 206 Human Anatomy & Physiology II (4 credits)
- BIO 310 Field Experience for Biology (4 credits)

Chemistry Endorsement Requirements (20 additional credits—4 credits may be completed within the major course requirements):**Required courses:**

- CHE 152 General Chemistry II (4 credits)
- CHE 203 Demonstrations for Teachers (3 credits)
- CHE 301 Organic Chemistry I (5 credits)

Endorsement elective courses**(Choose any 8 credits from the following):**

- CHE 302 Organic Chemistry II (5 credits)
- CHE 306 Environmental Chemistry (4 credits)
- CHE 313 Nuclear Chemistry (3 credits)

General Science Endorsement:

This endorsement can be earned with 8 additional hours in biology, chemistry, or physics after completing the major core requirements. Students in this degree program must also satisfy requirements for admission to the College of Education's Practitioner Preparation Program, acceptance into student teaching, and successfully complete all other requirements for Iowa licensure. See *College of Education Student Handbooks*. Requirements from the Iowa Department of Education and/or Iowa Board of Educational Examiners may be added or changed at any time.

Bachelor of Arts in Psychology

The Psychology major guides students as they study human behavior and mental processes. This major explores psychology both as an area of scientific investigation and as a health or human services profession. A psychology major is also particularly valuable for students who desire to continue their education through graduate study in psychology.

Students are encouraged to consult the admissions requirements of prospective graduate schools when planning their undergraduate programs. Requirements may vary somewhat among different schools and programs. Students majoring in psychology may also seek employment opportunities in business, law, government, health care, and other careers that involve understanding human behavior and providing competent leadership. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iapsych.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Students in the Psychology program will be able to:

- Analyze human behavior and mental processes;
- Analyze theories of continuing education in psychology and related fields;
- Evaluate theories of personality development;
- Evaluate psychology research methods;
- Demonstrate communication behaviors consistent with the study and practice of psychology; and
- Acquire and use skills and concepts that are fundamental to the ethical application of psychology.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	36-37 credits
Electives:	34-35 credits

Major Course Requirements (36-37 credits)
Psychology Core Requirements (12-13 credits)

- PSY 101 Introduction to Psychology (3 credits)
- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)
Prerequisite: MAT 117
- PSY 326 Research Methods (3 credits)
Prerequisite: PSY 325
- PSY 497 Psychology Capstone (3 credits) **OR**
 PSY 498 Senior Thesis I (2 credits) **AND**
 PSY 499 Senior Thesis II (2 credits)

Psychology Core Options (15 credits)

Development and Diversity (6 credits)

Choose two of the following three courses:

- PSY 301 Social Psychology (3 credits)
- PSY 304 Lifespan Development (3 credits)
- PSY 333 Psychology of Diversity (3 credits)

Counseling (3 credits)

Choose one of the following two courses:

- PSY 303 Abnormal Psychology (3 credits)
- PSY 330 Theories of Personality (3 credits)

Learning and Cognition (3 credits)

Choose one of the following two courses:

- PSY 331 Psychology of Learning (3 credits)
- PSY 352 Cognitive Psychology (3 credits)

Biopsychology (3 credits)

Choose one of the following two courses:

- PSY 350 Physiological Psychology (3 credits)
- PSY 332 Sensation & Perception (3 credits)

Psychology Electives (9 credits)

Choose three additional upper level (300-level or above) psychology courses.

Counseling Track (21 credits)

- PSY 303 Abnormal Psychology (3 credits)
OR PSY 330 Theories of Personality (3 credits)
Note: One course is required for the Psychology Major. The second course is also required for the Counseling Track.
- PSY 311 Counseling Psychology: Methods of Applied Psychology (3 credits)
- PSY 358 Psychopharmacology (3 credits)
- PSY 335 Tests & Measurements (3 credits)
- PSY 386 Issues & Ethics in Counseling (3 credits)
- PSY 433 Basic Counseling Skills (3 credits)
- PSY 421 Human Services Practicum (3 credits)

College of Health, Human Services, and Science: Bachelor of Science Degree Programs and Requirements

Bachelor of Science in Biology

The Bachelor of Science degree in Biology offers students the opportunity to focus on the study of life forms and processes. Ashford University biology majors are exposed to different areas of biology and gain experience in both laboratory and field research. A Biology major is particularly valuable for students preparing for postgraduate study in medicine, physical therapy, and other health-related fields. Students are encouraged to consult the admissions requirements of prospective graduate schools when planning their undergraduate program. Requirements may vary somewhat among different schools and programs. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iab.

Program Outcomes

Students in the Biology program will be able to:

- Demonstrate proper experimental and scientific methodologies including laboratory and safety skills;
- Demonstrate critical reading, thinking, and communication skills, using language specific to the sciences;
- Demonstrate a breadth of understanding in the biological sciences for a career in the life sciences;
- Demonstrate critical thinking and reading skills in the analysis of data using appropriate technology to their field; and
- Demonstrate the ability to integrate interdisciplinary knowledge into a personalized emerging body of scientific knowledge.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	36 credits
Track:	27-36 credits
Biology Electives:	0-8 credits

Major Course Requirements (36 credits)

- *BIO 103 Principles of General Biology I (4 credits)
- BIO 105 General Zoology (4 credits)
OR BOT 105 General Botany (4 credits)
- CHE 151 General Chemistry I (4 credits)
- CHE 152 General Chemistry II (4 credits)
- PHY 201 College Physics I (4 credits)
OR PHY 202 College Physics II (4 credits)
- MAT 227 Pre-Calculus (3 credits)
- MAT 332 Applied Statistics
OR an introductory statistics course (3 credits)
- ENG 328 Scientific and Technical Writing (3 credits)
- BIO 301 Science Seminar (3 credits)
- **BIO 498 Senior Thesis/Project I (2 credits)
- **BIO 499 Senior Thesis/Project II (2 credits)

*BIO 103 may be applied to General Education requirements.

**Students must earn a grade of "C-" or better to fulfill degree requirements.

General Biology Track (29-32 credits):

5 courses with lab (20-22 credits)

3 courses must be 300-level or higher

One course covering the Cellular/Molecular Biology:

- BIO 201 Microbiology (4 credits)
- BIO 340 Cell Biology (4 credits)
- BIO 345 Genetics (4 credits)
- BIO 356 Molecular Biology (4 credits)

One course covering Organismal Biology:

- BIO 202 Human Biology (4 credits)
- BIO 205 Human Anatomy and Physiology I (4 credits)

One course covering Environmental Biology:

- BIO 300 Environmental Biology (3 credits)
- BIO 318 Ecology (4 credits)

Remaining courses should come from BIO/BOT courses at the 200-level or higher; CHE 301, 302, 318; or MAT 351

Cell and Molecular Biology Track (30-34 credits):**Required Courses:**

- BIO 340 Cell Biology (4 credits)
- BIO 345 Genetics (4 credits)
- BIO 356 Molecular Biology (4 credits)
- CHE 301 Organic Chemistry I (5 credits)
- CHE 302 Organic Chemistry II (5 credits)
OR CHE 318 Biochemistry (3 credits)

Additional required courses (2 of the following courses required):

- BIO 201 Microbiology (4 credits)
- BIO 345 Genetics (4 credits)
- MAT 351 Calculus I (4 credits)
- MAT 352 Calculus II (4 credits)

One additional course from BIO, BOT, or CHE**Pre-Physical Therapy Track (27-30 credits):****Required Courses (15 credits)**

- BIO 205 Human Anatomy & Physiology I (4 credits)
- BIO 206 Human Anatomy & Physiology II (4 credits)
- PHY 202 College Physics II (4 credits)
- PSY 303 Abnormal Psychology (3 credits)
OR PSY 304 Lifespan Development (3 credits)

Additional required courses (choose 2 of the following courses):

- BIO 345 Genetics (4 credits)
- BIO 353 Cross-Sectional Anatomy (3 credits)

Choose 2 additional courses from upper-level BIO, BOT, CHE, or MAT**Pre-Professional Health Track (33-36 credits):****Required courses (24 credits)**

- BIO 205 Human Anatomy & Physiology I (4 credits)
- BIO 206 Human Anatomy & Physiology II (4 credits)
- CHE 301 Organic Chemistry I (5 credits)
- CHE 302 Organic Chemistry II (5 credits)
OR CHE 318 Biochemistry (3 credits)
- PHY 202 College Physics II (4 credits)
- MAT 351 Calculus I (4 credits)

Additional required courses (choose 2 of the following courses):

- BIO 201 Microbiology (4 credits)
- BIO 340 Cell Biology (4 credits)
- BIO 345 Genetics (4 credits)
- BIO 353 Cross-Sectional Anatomy (3 credits)
- MAT 352 Calculus II (4 credits)

Choose 1 course from upper-level BIO, BOT, CHE, or MAT**Environmental Biology/Ecology Track (28-31 credits):****Required Courses:**

- BIO 300 Environmental Biology (3 credits)
- BIO/BOT 210 Field Techniques Laboratory (4 credits)
- BOT 202 Plant Systematics (4 credits)
- BIO/BOT 318 Ecology (4 credits)
- CHE 308 Environmental Chemistry (4 credits)

Additional courses (3 courses required):

- Any upper-level BIO, BOT, CHE, or MAT course

Bachelor of Science in Computer Science and Mathematics

The Computer Science and Mathematics program has flexibility to allow students to concentrate in computer programming, applied mathematics, or secondary education. Students in this program will develop and strengthen their ability to solve problems creatively and effectively, to reason logically, and to apply computer and mathematical skills while preparing for careers as mathematicians, computer programmers, or secondary education teachers or to prepare for graduate-level work in computer science or mathematics. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iacsm.

Program Outcomes

Students in the Computer Science and Mathematics program will be able to:

- Apply concepts such as linear transformations, matrices, bases, and kernels to represent real-life models;
- Apply discrete mathematics concepts to practical applications such as those in computer science;

- Use concepts and tools of differential and integral calculus to solve real-life applications;
- Create and develop software applications using a systemic approach;
- Apply general principles of modern programming languages; and
- Examine emerging computer and software technologies within dynamic environments.

Requirements for the Major

Total Minimum Credits Required:	120 credits
Education Track Minimum Credits for degree	127 credits
General Education Requirements:	49 credits
Common Core:	21 credits
Track:	28-59 credits
Electives:	0-22 credits

Students pursuing the Education track will be required to take specific Praxis II tests as determined by the State of Iowa in order to receive licensure.

Requirements for the Common Core plus Track (49-80 credits)

Students majoring in Computer Science and Mathematics will successfully complete the Common Core and one of the three following tracks. The number of major credits for the Mathematics track is 49, for the Computer Science track, 51, and for the Education track, 80.

Common Core (21 credits):**Required Major Courses (14 credits):**

- INF 231 Programming Concepts (3 credits)
- MAT 351 Calculus I/Analytic Geometry (4 credits)
- MAT 352 Calculus II/Analytic Geometry (4 credits)
- MAT 320 Discrete Mathematics (3 credits)

Collateral Courses Requirements* (7 credits):

- PHI 103 Informal Logic (3 credits) **OR** PHI 302 Formal Logic (3 credits)
- PHY 201 College Physics I (4 credits) **OR** PHY 202 College Physics II (4 credits) **OR** PHY 105 Introduction to Physical Science (4 credits)

* Note: Collateral courses could also count toward General Education requirements.

Computer Science Track (30 credits):

Required courses (21 credits):

- INF 220 IS Principles (3 credits)
- INF 325 Telecommunications & Networking Concepts (3 credits)
- INF 331 IS Programming (3 credits)
- INF 431 Advanced IS Programming (3 credits)
- INF 410 Project Management (3 credits)
- INF 420 Senior Portfolio (3 credits)
- MAT 270 Linear Algebra (3 credits)

Elective credits (9 credits) from the following:

- INF 322 Database Management Systems (3 credits)
- INF 391 IS Seminar I (3 credits)
- INF 392 IS Internship (3 credits)
- MAT 353 Calculus III (4 credits)
- MAT 300 History of Mathematics (3 credits)
- MAT 355 Differential Equations (3 credits)
- MAT 362 Modern Algebra (3 credits)
- MAT 364 Modern Geometries (3 credits)

Mathematics Track (28 credits)

Required courses (22 credits):

- INF 220 IS Principles (3 credits)
- INF 331 IS Programming (3 credits)
- INF 431 Advanced IS Programming (3 credits)
- MAT 270 Linear Algebra (3 credits)
- MAT 362 Modern Algebra (3 credits)
- MAT 364 Modern Geometry (3 credits)
- MAT 498 Senior Thesis/Project I (2 credits)
- MAT 499 Senior Thesis/Project II (2 credits)

Elective credit (6 credits) from the following:

- INF 322 Database Management Systems (3 credits)
- INF 325 Telecommunications & Networking Concepts (3 credits)
- INF 391 IS Seminar I (3 credits)
- INF 392 IS Internship (3 credits)
- MAT 353 Calculus III (4 credits)
- MAT 355 Differential Equations (3 credits)
- MAT 300 History of Mathematics (3 credits)

Education Track (59 credits):

Required courses (12 credits):

- MAT 270 Linear Algebra (3 credits) **OR**
MAT 362 Modern Algebra (3 credits)
- MAT 332 Applied Statistics (3 credits)
- MAT 364 Modern Geometries (3 credits)
- MAT 300 History of Mathematics (3 credits)

Education requirements (47 credits):

- EDU 200 Introduction to Education & Field Experience I (1 credit)
- EDU 215 Educational Psychology (3 credits)
- EDU 250 Foundations of American Education (2 credits)
- EDU 270 Principles of Education & Field Experience II (2 credits)
- EDU 310 Integrating Technology in the Classroom (2 credits)
- EDU 330 General Methods of Secondary Education (3 credits)
- EDU 331 Practicum: Secondary Education (1 credit)
- EDU 344 Math Specific Methods (3 credits)
- EDU 345 Practicum Secondary Mathematics (1 credit)
- EDU 370 Human Relations Skills for Educators (1 credit)
- EDU 481 Student Teaching Mathematics in the Secondary School (5-8) (7 credits) **AND**
EDU 482 Student Teaching Mathematics in the Secondary School (9-12) (8 credits)
- EDU 458 Student Teaching Seminar (1 credit)
- ERE 312 Reading in Secondary Education Content Areas (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- PSY/ESE 315 Survey of Exceptional Students (3 credits)
- ESE 325 Behavioral Management in the Classroom (3 credits)

In addition to meeting the requirements enumerated previously, students in the education endorsement must also satisfy requirements for admission to the College of Education's Practitioner Preparation Program and successfully complete all other requirements for licensure.

Bachelor of Science in Health Science Administration

The Bachelor of Science degree in Health Science Administration prepares students to seek entry-level positions in a health-related field or to gain admission into a post baccalaureate program in a health-related field. The curriculum gives the individual a firm foundation in essential biological, chemical, physical, and social sciences, as well as effective management skills that are fundamental to administering allied health programs. Students are encouraged to consult the admissions requirements of prospective graduate schools when planning their undergraduate programs. Requirements may vary somewhat among different schools and programs. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iahsa.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Students in the Health Science Administration program will be able to:

- Demonstrate proper experimental and scientific methodologies including laboratory and safety skills;
- Demonstrate critical reading, thinking, and communication skill using language specific to their personal goals, and specific to their degree program;
- Demonstrate specific knowledge of material and information appropriate for professionals within their chosen degree;
- Demonstrate critical thinking and reading skills in the analysis of data using appropriate technology to their chosen degree; and
- Demonstrate the ability to integrate interdisciplinary knowledge into a personalized emerging body of scientific knowledge.

Requirements for the Major

Total Minimum Credits Required:	132 credits
General Education Requirements:	49 credits
Major Course Requirements:	47 credits
Administration Requirements:	36-39 credits

Major Course Requirements (47 credits):

- BIO 103 Principles of General Biology I (4 credits)
- BIO 105 General Zoology (4 credits)
- BIO 205 Human Anatomy & Physiology I (4 credits)
- BIO 206 Human Anatomy & Physiology II (4 credits)
- CHE 151 General Chemistry I (4 credits)
- CHE 152 General Chemistry II (4 credits)
- PHY 201 College Physics I (4 credits)
- PHY 202 College Physics II (4 credits)
- MAT 227 Pre-Calculus (3 credits)
- MAT 332 Applied Statistics (3 credits)
- PSY 101 Introduction to Psychology (3 credits)
- PSY 304 Lifespan Development (3 credits) **OR**
PSY 303 Abnormal Psychology (3 credits)
- SOC 101 Introduction to Sociology (3 credits)

Administration Requirements (36-39 credits):

- HCA 281 Accounting Concepts for Health Care Professionals (3 credits)
- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)
- SOC 313 Social Implications of Medical Issues (3 credits)
- HCA 305 The U.S. Health Care System (3 credits)
- HCA 311 Health Care Finance & Information Systems (3 credits)
- HCA 322 Health Care Ethics & Medical Law (3 credits)
- HCA 340 Managing in Health & Human Services (3 credits)
- HCA 375 Continuous Quality Monitoring & Accreditation (3 credits)
- HCA 415 Community & Public Health (3 credits)

- HCA 421 Health Care Planning & Evaluation (3 credits)
 - HCA 402 Health Care Internship (3-6 credits)
- OR**
- HCA 221 Practicum in Health Care (3 credits)

Bachelor of Science in Natural Science

The Bachelor of Science degree in Natural Science offers students an opportunity to tailor their education to their specific career goals within the science area. It provides a basic background in biology and chemistry that can then be expanded upon for students considering health care or research professions. A secondary education teaching endorsement for the state of Iowa, which combines biology and chemistry, may be completed within this degree. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iabsns.

For students interested in the secondary education teaching endorsement in the state of Iowa, please review the College of Education Preparation Program and/or Iowa Board of Educational Examiners requirements in this section of the *Catalog*.

Program Outcomes

Students in the Natural Science program will be able to:

- Demonstrate proper experimental and scientific methodologies including laboratory and safety skills;
- Demonstrate critical reading, thinking and communication skills using language specific to the sciences;
- Demonstrate specific knowledge of material and information in the natural sciences for a career in the scientific or health-related fields;
- Demonstrate critical thinking and reading skills in the analysis of data using appropriate technology to their field; and
- Demonstrate the ability to integrate interdisciplinary knowledge into a personalized emerging body of scientific knowledge.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	37 credits
Additional Requirements:	26 credits

Electives: 8 credits

Students pursuing the Education track will be required to take specific Praxis II tests as determined by the State of Iowa in order to receive licensure.

Major Course Requirements (37 credits)

- BIO 103 Principles of Biology I (4 credits)
- BIO 105 General Zoology (4 credits) **OR**
BOT 105 General Botany (4 credits)
- BIO 205 Human Anatomy & Physiology I (4 credits)
- BIO 206 Human Anatomy & Physiology II (4 credits)
- CHE 151 General Chemistry I (4 credits)
- CHE 152 General Chemistry II (4 credits)
- One introductory statistics course (3 credits)
- ENG 328 Scientific & Technical Writing (3 credits)
- NAT/BIO 301 Science Seminar (3 credits)
- NAT/BIO 498 Senior Thesis (2 credits)
- NAT/BIO 499 Senior Thesis (2 credits)

Additional Requirements (26 credits)

26 additional credits in BIO, BOT, CHE, PHY, or MAT, numbered 200 or above beyond General Education requirements; three of these courses must be 300-level or above.

Education Endorsements for Bachelor of Science in Natural Science Majors

Endorsements are possible in Biology, Chemistry, Chemistry with Physics option, Bio-Chem combo, or General Science.

Education Major Requirements (47 credits)

- EDU 200 Introduction to Education & Field Experience I (1 credit)
- EDU 215 Educational Psychology (3 credits)
- EDU 250 Foundations of American Education (2 credits)
- EDU 270 Principles of Education & Field Experience II (2 credits)
- EDU 310 Integrating Technology in the Classroom (2 credits)
- EDU 330 General Methods of Secondary Education (3 credits)
- EDU 331 Practicum: Secondary Education (1 credit)

- EDU 346 Secondary Education: Science Methods (3 credits)
- EDU 347 Practicum Secondary Science (1 credit)
- EDU 370 Human Relations Skills for Educators (1 credit)
- EDU 483 Student Teaching Science in the Secondary School (5-8) (7 credits) **AND** EDU 484 Student Teaching Science in the Secondary School (9-12) (8 credits)
- EDU 458 Student Teaching Seminar (1 credit)
- ERE 312 Reading in Secondary Education Content Areas (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- PSY/ESE 315 Survey of Exceptional Students (3 credits)
- ESE 325 Behavior Management in the Classroom (3 credits)

In addition to meeting the requirements enumerated previously, students seeking licensure in the state of Iowa must also satisfy requirements for admission to the College of Education's Practitioner Preparation Program, acceptance into student teaching, and successfully complete all other requirements for Iowa licensure. See *College of Education Student Handbooks*. Additional requirements from the Iowa Department of Education and/or Iowa Board of Educational Examiners may be added at any time.

College of Liberal Arts: Bachelor of Arts Degree Programs and Requirements

Bachelor of Arts in English and Communication

The English and Communication program is designed to provide a framework for developing an understanding of the complex and changing nature of human interaction. Exploring literary works provides insights on social, philosophic, and moral aspects of human interaction; engaging in communication through writing, speaking, and technological media presents resources for building meaningful and productive human relationships. This combination of intellectual inquiry and communication practice, therefore, provides students with fundamental ideas and skills for developing effective human interaction in the workplace and in all aspects of life. For more

information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iaec.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Students in the English and Communication program will be able to:

- Communicate effectively in written, oral, and non-verbal modalities;
- Utilize appropriate communication skills in a variety of contexts;
- Interpret various literary genres and works in their cultural contexts;
- Demonstrate knowledge of rhetorical, journalistic, and mass media communication techniques;
- Demonstrate adaptability in technological communication;
- Conduct effective independent research; and
- Integrate significant literary ideas and themes into the development of a personal worldview.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Common Core Requirements:	12 credits
Literature/Comm. Track:	24-25 credits
Electives:	34-35 credits

Students pursuing the Education track will be required to take specific Praxis II tests as determined by the State of Iowa in order to receive licensure.

Students majoring in English and Communication will successfully complete the Common Core and one of the following three tracks.

Common Core Requirements (12 credits)**6 credits (2 courses) in literature surveys:**

- ENG 201 American Literature to 1865 (3 credits)
- ENG 202 American Literature After 1865 (3 credits)
- ENG 345 British Literature I (3 credits)
- ENG 346 British Literature II (3 credits)
- ENG 212 African-American Literature (3 credits)
- ENG 217 International Voices (3 credits)

Note: Students in the Secondary Education Concentration will take either ENG 201 or ENG 202, and either ENG 345 or ENG 346.

One Course in composition:

- ENG 325 Intermediate Composition (3 credits)

One Course in linguistics:

- ENG 321 Introductory Linguistics (3 credits)

Literature Track (25 credits)**6 courses (18 credits) in literature courses:**

- Must be numbered 300-level or higher. ENG 318 Creative Writing (3 credits) may be substituted for 3 credits (one course).

One course in research:

- ENG 380 Literary Research (3 credits)

Two courses (4 credits) in thesis:

- ENG 498 Senior Thesis I (2 credits)
- ENG 499 Senior Thesis II (2 credits)

Communications Track (29 credits)**One basic speech course (may also count toward general education requirement):**

- SPE 103 Oral Communication (3 credits)

One course in journalism (2 credits):

- JRN 211* News Reporting Lab (2 credits)

**JRN 210 and JRN 310 are both prerequisites to JRN 211.*

Two courses in speech selected from the following:

- SPE 301 Oral Interpretation (3 credits)
- SPE 315 Business & Professional Speaking (3 credits)
- SPE 328 Speech & Civic Leadership (3 credits)

6 credits in communication studies:

- Any course with a COM designation, except COM 480.

3 credits in visual communication:

- ART 103 Two-Dimensional Design (3 credits)
- ART 225 Photography I (3 credits)
- CGD/JRN 217 Survey of Graphic Communication (3 credits)
- CGD/JRN 253 Web Publishing (3 credits)
- CGD/JRN 303 Publication Design (3 credits)
- ENG 225 Introduction to Film (3 credits)
- INF 240 Visual & Verbal Presentations (3 credits)

3 credits in written communication:

- CGD/JRN 240 Media Writing & Editing (3 credits)
- CGD/JRN 318 Public Relations Practices & Professional Writing (3 credits)
- JRN 210 Introduction to Reporting (3 credits)
- JRN 211 News Reporting Lab (up to 3 credits beyond the previous requirement) (3 credits)
- ENG 315 Business & Professional Writing (3 credits)
- ENG/JRN 328 Scientific & Technical Writing (3 credits)
- JRN 310 Editorial & Feature Writing (3 credits)
- ENG 318 Creative Writing (3 credits)

3 credits in communicative contexts:

- BUS 317 Introduction to Advertising (3 credits)
- BUS 340 Business Communications (3 credits)
- BUS 355 Corporate Communication Strategies (3 credits)
- DRA 100 Theater Production (1 credit course; must be taken in three different semesters)
- DRA 201 Acting & Directing (3 credits)
- LIB 311 The Human Quest for Personal Freedom (3 credits)
- LIB 315 The Environment and the Human Spirit (3 credits)
- LIB 318 Peacemaking: A Study of Conflict Resolution (3 credits)
- LIB 327 World Music (3 credits)
- LIB 332 Science & Culture (3 credits)
- PSY 311 Counseling Psychology: Methods of Applied Psychology (3 credits)
- PSY 433 Basic Counseling Skills (3 credits)

One capstone course (3 credits):

- COM 480 Communication Capstone (3 credits)

English/Language Arts Track/Endorsement 5-12 (25 credits)

This endorsement is for students intending to teach in middle or high school in the state of Iowa. In addition to meeting the requirements subsequently enumerated, students in this endorsement must also satisfy requirements for admission to the College of Education's Practitioner Preparation Program and successfully complete all other requirements for licensure.

- EDU 203 Child & Adolescent Literature (3 credits)
- ENG 330 Teaching Literary Genres & Techniques (1 credit)
- ENG 380 Literary Research (3 credits)
- ENG 410 Selected Authors (3 credits)
- ERE 312 Reading in Secondary Education Content Areas (3 credits)
- SPE 301 Oral Interpretation (3 credits)
- Any two ENG courses 300 level or above

One of the following (3 credits):

- ENG 212/312 African American Literature **OR** ENG 317 International Voices

Please refer to College of Education: Program Information, Practitioner Preparation Program in this section of the Catalog for more information.

Additional Education Requirements (47 credits):

- EDU 200 Introduction to Education & Field Experience I (1 credit)
- EDU 215 Educational Psychology (3 credits)
- EDU 250 Foundations of American Education (2 credits)
- EDU 270 Principles of Education & Field Experience II (2 credits)
- EDU 310 Integrating Technology in the Classroom (2 credits)
- EDU 330 General Methods of Secondary Education (3 credits)
- EDU 331 Practicum: Secondary Education (1 credit)
- EDU 342 English/Language Arts Specific Methods (3 credits)
- EDU 343 Practicum Secondary English/Language Arts (1 credit)
- EDU 370 Human Relations Skills for Educators (1 credit)

- EDU 477 Student Teaching English in the Secondary School (5-8) (7 credits) **AND** EDU 478 Student Teaching English in the Secondary School (9-12) (8 credits)
- EDU 458 Student Teaching Seminar (1 credit)
- ERE 312 Reading in Secondary Education Content Areas (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- PSY/ESE 315 Survey of Exceptional Students (3 credits)
- ESE 325 Behavior Management in the Classroom (3 credits)

Bachelor of Arts in Liberal Arts

The Bachelor of Arts in Liberal Arts major is designed for students who seek career opportunities in many fields. The Liberal Arts program is designed to provide students with a broad-based liberal arts experience enriching the student's understanding of the physical and social world. The diversity of courses will enable the student to examine major national and global issues, especially those issues related to cultures and their diversity. Liberal studies emphasize literature, philosophy, social science, and analytical and critical thinking skills, all of which prepare students for lifelong learning and social, cultural, and technological change.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state.

Program Outcomes

Students in the Liberal Arts program will be able to:

- Demonstrate appropriate comparative and analytical communication skills across disciplines;
- Develop skills to conduct effective independent research;
- Develop and apply culturally diverse communication skills between and among different groups and individuals in a global environment;
- Apply critical thinking skills in analyzing, environmental, social, and political issues;

- Develop the ability to integrate viewpoints from different disciplines; and
- Analyze the values that influence interactions among people, groups, and nations.

Program Requirements

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Course Requirements:	33 credits
Electives:	38 credits

Students must earn a minimum of 30 upper-division credits. In this program, some courses may simultaneously be applied to major and General Education requirements.

Major Course Requirements (33 credits)

- SOC 315 Cross-Cultural Perspectives (3 credits)
- LIB 316 Historical Contexts & Literature (3 credits)
- PHI 445 Personal & Organizational Ethics (3 credits)
- COM 321 Communication Theory (3 credits)
- COM 360 Advanced Communications in Society (3 credits)
- ENG 325 Intermediate Composition (3 credits)
- HIS 306 Twentieth-Century Europe (3 credits)
- LIB 315 The Environment & the Human Spirit (3 credits)
- LIB 332 Science & Culture (3 credits)
- LIB 356 Research Methods for the Humanities (3 credits)
- LIB 495 Capstone – Advanced Research Project (3 credits)

Bachelor of Arts in Social and Criminal Justice

The Social and Criminal Justice major is a unique interdisciplinary program that offers an emphasis in criminal justice through which a perspective for building a more just society is considered. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iascj.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not

guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Students in the Social and Criminal Justice program will be able to:

- Analyze criminal justice issues within the systems of law enforcement, the judiciary, and corrections;
- Evaluate the application of the social justice principles of equality, solidarity, and human rights toward building a just society;
- Apply knowledge of cultural sensitivity and diversity awareness to social and criminal justice;
- Deconstruct the relationship between law enforcement, the judiciary, and corrections;
- Interpret the relationship between social justice and criminal justice; and
- Develop critical perspectives in the study of social and criminal justice by drawing on the fields of criminology, law, philosophy, psychology, science, and sociology.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements: (30 upper division)	36 credits
Electives:	35 credits

Major Course Requirements (36 credits)

Three Courses in Social Justice (9 credits) from the following:

- PHI 107/PHI 307 Philosophy of Human Conduct (3 credits)
- PHI 210/PHI 310 Franciscanism Yesterday & Today (3 credits)
- SOC 120 Introduction to Ethics & Social Responsibility (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 330 Social Justice & Society (3 credits)
- SOC 331 Social Justice & Ethics (3 credits)

Four Courses in Criminal Justice (12 credits)

- CRJ 201 Introduction to Criminal Justice (3 credits)
- CRJ 301 Juvenile Justice (3 credits)
- CRJ 303 Corrections (3 credits)
- CRJ 420 Criminal Justice Practicum (3 credits)
OR CRJ 422 CRJ Capstone (3 credits)

Five Upper-Level Major Courses (15 credits)

- CRJ 304 Police Operations (3 credits)
- CRJ 305 Crime Prevention (3 credits)
- CRJ 306 Criminal Law & Procedure (3 credits)
- CRJ 308 Psychology of Criminal Behavior (3 credits)
- CRJ 311 Forensics (3 credits)
- CRJ 320 Families & Domestic Violence (3 credits)
- HIS/POL 303 The American Constitution (3 credits)
- LIB 323 Revolution & Terrorism in the Modern World (3 credits)
- PSY 301 Social Psychology (3 credits)
- PSY 303 Abnormal Psychology (3 credits)
- SOC 203 Social Problems (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)

Social and Criminal Justice majors must earn a minimum of 30 upper division credits in the major. Credits applied to General Education requirements may be applied to major requirements, but a course may be applied only once to a major requirement.

Please note: CRJ 201 is a prerequisite for CRJ 301, 303, and 305.

Bachelor of Arts in Social Science

The Social Science major offers students an opportunity to focus their studies primarily in psychology, sociology, history, and related social science fields. Optional tracks are available in health and human services management, history, human services, political science, psychology, and sociology. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/iass.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration

or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Students in the Social Science program will be able to:

- Evaluate fundamental social science concepts;
- Examine the implications of social and cultural diversity in social interactions;
- Acquire and use a foundation of research skills from the social sciences, including history, psychology, and sociology;
- Examine the relationship of service to social science; and
- Integrate knowledge from the social sciences, including history, psychology, and sociology.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	48 credits
Electives:	23 credits

Students pursuing the Education track will be required to take specific Praxis II tests as determined by the State of Iowa in order to receive licensure.

Major Course Requirements (48 credits):

9 credits in history, including 6 or more credits at the 300-level or higher

9-12 credits in psychology, including 6 or more at the 300-level or higher

9 credits in sociology, including 6 or more credits at the 300-level or higher. (HCA 305 The U.S. Health Care System may be applied to this requirement.)

6 credits in multidisciplinary social science, selected from the following courses:

- HCA 305 The U.S. Health Care System (3 credits)
- LIB 309 Interdisciplinary Topics in the Liberal Arts (INTD) (3 credits)
- LIB 318 Peacemaking: A Study of Conflict Resolution (INTD) (3 credits)

- LIB 320 Global Socioeconomic Perspectives (INTD) (3 credits)
- LIB 332 Science & Culture (INTD) (3 credits)
- LIB 323 Revolution & Terrorism in the Modern World (INTD) (3 credits)
- LIB 325 The Civil War in American Culture (INTD) (3 credits)

3-6 credits in cross-cultural perspectives:

- ANT 101 Introduction to Cultural Anthropology (3 credits)
- GEO 201/301 Survey of World Regional Geography (3 credits)
- HIS 103 World Civilizations I (3 credits)
- HIS 104 World Civilizations II (3 credits)
- LIB 316 Literature in Historical Context (3 credits)
- LIB 320 Global Socioeconomic Perspectives (INTD) (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 315 Cross-Cultural Perspectives (3 credits)

3 credits in political science

3 credit Seminar:

- LIB 307 Social Science Seminar (3 credits)

One of the following four courses:

(Students planning to pursue a graduate degree are advised to complete more than one course in this requirement.)

- MAT 332 Applied Statistics (3 credits)
- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)
- PSY 326 Research Methods (3 credits)
- PSY 335 Tests & Measurements (3 credits)

The Social Science major also requires the completion of a minimum of 36 credits at the 300-level or higher.

Secondary education students pursuing endorsements in American Government, American History, World History, Psychology, and Sociology will also meet the major requirements for the Social Science degree. Endorsement courses may also be used to meet major and General Education requirements.

Additional Education Requirements (47 credits):

- EDU 200 Introduction to Education & Field Experience I (1 credit)
- EDU 215 Educational Psychology (3 credits)

- EDU 250 Foundations of American Education (2 credits)
- EDU 270 Principles of Education & Field Experience II (2 credits)
- EDU 310 Integrating Technology in the Classroom (2 credits)
- EDU 330 General Methods of Secondary Education (3 credits)
- EDU 331 Practicum: Secondary Education (1 credit)
- EDU 348 Secondary Education Social Science Specific Methods (3 credits)
- EDU 349 Practicum Secondary Social Science (1 credit)
- EDU 370 Human Relations Skills for Educators (1 credit)
- EDU 487 Student Teaching Social Science in the Secondary School (5-8) (7 credits) **AND** EDU 488 Student Teaching Social Science in the Secondary School (9-12) (8 credits)
- EDU 458 Student Teaching Seminar (1 credit)
- ERE 312 Reading in Secondary Education Content Areas (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- PSY/ESE 315 Survey of Exceptional Students (3 credits)
- ESE 325 Behavior Management in the Classroom (3 credits)

Political Science Option: Students desiring more depth in political science may apply up to six hours of upper-level POL courses in areas of the major that require more than one course (i.e., the History, Psychology, Sociology, Multidisciplinary, and Cross-Cultural requirements), provided that no more than three hours are applied to any one area. This option may not be applied to course-specific requirements in the tracks offered within the degree.

Note: A single course may apply to only one of the requirement areas in the major. Some courses may also apply to General Education requirements.

Health and Human Services Management Track (57 credits)

The Health and Human Services Management track provides an interdisciplinary course of study for students in the social science major. This track provides the educational credentials to seek employment opportunities in management roles entailing the direct supervision of other human service professionals.

Students selecting this track are required to complete specific courses including a business course component.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

History (9 credits):

- Same requirements as listed under Social Science major.

Psychology (9 credits):

- PSY 101 Introduction to Psychology (3 credits)
- PSY 303 Abnormal Psychology (3 credits) **OR**
PSY 317 Cognitive Functioning in the Elderly (3 credits)
- PSY 301 Social Psychology (3 credits) **OR**
PSY 311 Counseling Psychology (3 credits) **OR**
PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)

Sociology (9 credits, including 6 or more at the 300-level or higher):

- SOC 101 Introduction to Sociology (3 credits)
- BUS 303 Human Resource Management (3 credits) (course fulfills requirement in place of one 300-level sociology course.)
- SOC 313 Social Implications of Medical Issues (3 credits)

Multidisciplinary Social Science Courses (6 credits):

- SOC 320 Public Policy & Social Services (3 credits)
- LIB 318 Peacemaking: The Study of Conflict Resolution (INTD) (3 credits) **OR**
PSY/SOC 309 Special Topic in Human Services (3 credits)

Cross-Cultural Perspectives Courses (6 credits):

- SOC 308 Racial & Ethnic Groups (3 credits) **OR**
SOC 315 Cross-Cultural Perspectives (3 credits)

And one of the following courses:

- ANT 101 Introduction to Cultural Anthropology (3 credits)
- HIS 103 World Civilizations I (3 credits)
- HIS 104 World Civilizations II (3 credits)
- LIB 320 Global Socioeconomic Perspectives (INTD) (3 credits)

Political Science (3 credits):

- POL 201 American National Government (3 credits)

Economics (3 credits):

- HCA 305 The U.S. Health Care System (3 credits)

Methods Course (3 credits):

- HCA 375 Continuous Quality Monitoring Accreditation (3 credits) **OR**
HCA 421 Health Care Planning & Evaluation (3 credits)

Seminar requirements (3 credits) will be satisfied by

- HCA/SOC 340 Managing in Health & Human Services: An Interdisciplinary Approach (3 credits)

Accounting (6 credits):

- HCA 281 Accounting Concepts for Health Professionals (3 credits)
- HCA 311 Health Care Financing & Information Systems (3 credits)

Philosophy (3 credits):

- HCA 322 Health Care Ethics & Medical Law (3 credits)

Internship/Project (3-6 credits)

- HCA 402 Health Care Internship (3-6 credits) (Must have a GPA in the major of 2.75) **OR**
HCA 459 Senior Project (3 credits)

History Track (21 credits)

The History track provides Social Science majors an opportunity for greater emphasis on history in their major studies and allows them to document a history-based program at the undergraduate level.

History concentrators must meet the general requirements for the Social Science major, as well as the following:

- Either HIS 103 World Civilizations I (3 credits) **OR** HIS 104 World Civilizations II (3 credits)

- Either HIS 203 American History to 1865 (3 credits) **OR** HIS 204 American History Since 1865 (3 credits)
- LIB 325 The Civil War in American Culture (INTD) (3 credits)
- 4 upper-level HIS courses (12 credits)

Courses in the track may also apply, where appropriate, to General Education and major requirements.

Human Services Track (57 credits)

The optional track in Human Services gives an applied emphasis to the major. Students selecting the human services track are required to complete specific courses within most of the nine requirement pools in the Social Science major.

History (9 credits):

- Same requirements as listed under Social Science major.

Psychology (9 credits):

- PSY 101 Introduction to Psychology (3 credits)
- PSY 304 Lifespan Development (3 credits) (or equivalent)
- PSY 311 Counseling Psychology: Methods of Applied Psychology (3 credits)

Sociology (9 credits):

- SOC 101 Introduction to Sociology (3 credits)
- SOC 312 Child, Family, & Society (3 credits)
- SOC 320 Public Policy & Social Services (3 credits)

Elective Social Science Courses (15 credits):

- PSY 301 Social Psychology (3 credits)
- PSY 303 Abnormal Psychology (3 credits)
- SOC 330 Social Justice & Society (3 credits)
- SOC 340 Managing Health & Human Services (3 credits)
- SOC 313 Social Implications of Medical Issues (3 credits)
- LIB 318 Peacemaking (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 315 Cross-Cultural Perspectives (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits)
- SOC 304 Social Gerontology (3 credits)
- CRJ 301 Juvenile Justice (3 credits)
- SOC 305 Crime & Society (3 credits)

Political Science (3 credits):

- POL 201 American National Government (3 credits)

Economics (3 credits):

At least 3 credits in economics or courses specifically related to the economics of providing human services, selected from the following courses:

- ECO 100 Survey of Contemporary Economic Issues (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- HCA 305 The U.S. Health Care System (3 credits)

Methods Course (3 credits):

- MAT 332 Applied Statistics (3 credits)
- PSY 325 Statistics for Behavioral & Social Sciences (3 credits)
- PSY 326 Research Methods (3 credits)
- PSY 335 Tests & Measurements (3 credits)

Seminar and Practicum (6 credits):

- LIB 307 Social Science Seminar (3 credits)
- PSY/SOC 421 Human Service Practicum (3 credits)

Political Science Track (18 credits)

The Political Science Track provides Social Science majors an opportunity for greater emphasis on the study of politics and government in their major studies and allows them to document a political science-based program at the undergraduate level.

Students in the Political Science Track must meet the general requirements for the Social Science major, as well as the following:

Required Courses:

- POL 201 American National Government (3 credits)
- POL 353 Comparative Politics (3 credits)
- POL 355 International Relations (3 credits)

3 additional upper division POL courses

Psychology Track (18 credits)

The Psychology track requires the courses subsequently listed in addition to the other courses required for a Bachelor of Arts in Social Science. Courses listed will be applied to the psychology course requirement of the Social Science major.

Required Courses:

- PSY 101 Introduction to Psychology (3 credits)
- PSY 304 Lifespan Development (3 credits)
- PSY 497 Psychology Capstone (3 credits)

Three courses selected from the following:

- PSY 301 Social Psychology (3 credits)
- PSY 302 Industrial/Organizational Psychology (3 credits)
- PSY 303 Abnormal Psychology (3 credits)
- PSY 305 Sports Psychology (3 credits)
- PSY 311 Counseling Psychology (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits)
- PSY 335 Tests & Measurements (3 credits)
- PSY 350 Physiological Psychology (3 credits)

Sociology Track (21 credits)

The Sociology track provides Social Science majors an opportunity for greater emphasis on sociology as part of their major studies and allows them to document a sociology-based program at the undergraduate level. Sociology track students must meet the general requirements for the Social Science major, as well as the following:

- SOC 101 Intro to Sociology (3 credits)
- LIB 320 Global Socioeconomic Perspectives (INTD) (3 credits)
- 5 upper-level SOC courses (15 credits)

Courses in the track may also apply, where appropriate, to General Education and major requirements.

Minors

To provide students with additional opportunities to broaden and enrich their educations, the University offers a variety of minors. A minor is a program of study that is distinct from or supplements a student's major. A minor may be taken as a way to give a coherent pattern to elective credits, to expand career options, to prepare for graduate study, or simply to explore in greater depth an area different from one's major.

Coursework that is applied toward fulfillment of a minor may count toward elective or General Education requirements, but will not apply toward fulfillment of a track or specialization. Students cannot earn a minor in the same subject area as their major field of study. In addition, students cannot declare or earn two minors that share more than 50% of the same

coursework. Students must declare a minor prior to degree conferral.

Minor/Minor Overlap Exceptions

The following minor/minor combinations are approved exceptions to the 50% rule:

Minor	Minor
Psychology	Art Therapy
Visual Art	Art Therapy

Accounting Minor

(18 credits)

- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Accounting Principles II (3 credits)
Prerequisite: ACC 205
- ACC 305 Intermediate Accounting I (3 credits)
Prerequisite: ACC 206
- ACC 306 Intermediate Accounting II (3 credits)
Prerequisite: ACC 305
- ACC 310 Cost Accounting I (3 credits)
Prerequisite: ACC 206

Choose one of:

- ACC 311 Cost Accounting II (3 credits)
Prerequisite: ACC 310 and MAT 332
- ACC 380 Non-for-Profit Accounting (3 credits)
Prerequisite: ACC 206
- ACC 401 Federal Income Taxes I (3 credits)
Prerequisite: ACC 205
- ACC 407 Advanced Accounting (3 credits)
Prerequisite: ACC 306 and 310

Advanced Science Minor

(18 credits)

A total of 18 credits in BIO, BOT, CHE, MAT, and PHY courses above general education and competencies is required. At least 9 credits must be upper-level courses. No more than 9 credits may be applied toward both the minor and the major coursework. This minor is restricted to students who have declared a major leading to a Bachelor of Science degree within the College of Health, Human Services, and Science or who have declared and are in the process of completing a minor in one of the natural sciences.

Art Therapy Minor

(36 credits)

Please note: Recommended for Psychology and Social Science majors only. Psychology coursework may be applied to both to the Art Therapy minor and the Psychology or Social Science major requirements. The Art Therapy minor entails 18 credits of coursework when applied outside major requirements for Psychology major.

Psychology courses:

- PSY 101 Introduction to Psychology (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- PSY 304 Lifespan Development (3 credits)
Prerequisite: PSY 101
- PSY 303 Abnormal Psychology (3 credits)
Prerequisite: PSY 101 or equivalent

Choose 6 credits from the following:

- PSY 301 Social Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 330 Theories of Personality (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 311 Counseling Psychology (3 credits)
Prerequisites: PSY 101, and, if a lower-division student, completion of at least 24 hours of course credit with a 2.50 GPA or higher
- PSY 317 Cognitive Functioning in the Elderly (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 360 Survey of Mental Health (3 credits)
Prerequisites: PSY 325 and PSY 326

Art courses:

- ART 103 Two Dimensional Design (3 credits)
- ART 105 Drawing I (3 credits)
- ART 207 Painting I (3 credits)
Prerequisites: ART 101, ART 103, and ART 105 or permission of the instructor
- ART 350* Advanced Art Seminar (2 credits)
Prerequisite: Junior/Senior standing
- ART 403 Art Therapy Practicum (1 credit)

Choose 3 credits from the following:

- ART 204 Three-Dimensional Design/Sculptor (3 credits)
Prerequisite: ART 101, ART 103, ART 105 or permission of the instructor

- ART 211/311 Ceramics I/II (3 credits)
Prerequisite (ART 311): ART 211

Choose 3 credits from the following:

- ART 215/315 Computer Art I (3 credits)
Prerequisite (ART 215): ART 110, ART 103 or ART 105, or permission of the instructor
Prerequisite (ART 315): ART 215, sophomore standing, or permission of the instructor
- ART 205 Drawing II (3 credits)
Prerequisite: ART 105 or permission of the instructor
- ART 307 Painting II (3 credits)
Prerequisite: ART 101, ART 207, or permission of the instructor

**ART 350 is included to assure that graduates have prepared a portfolio required by AATA for graduate admission to an accredited Art Therapy Master's program.*

Arts Administration Minor

(26 credits)

Required courses:

- ACC 205 Principles of Accounting I (3 credits)
- ART 101 Art Appreciation (3 credits)
- ART 103 Two-Dimensional Design (3 credits)
OR ART 105 Drawing I (3 credits)
- MGT 330 Management for Organizations (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- ENG 315 Business & Professional Writing (3 credits)
Prerequisites: ENG 122 and junior standing or permission of the instructor
- LIB 420* Applied Liberal Arts (3 credits)
Prerequisites: Senior standing and approval of Liberal Arts Committee
- MUS 101 Masterpieces of Music (3 credits)

Additional music requirement:

- MUS 103 AU Concert Choir (1 credit) **OR**
MUS 125 AU Wind Ensemble (1 credit) **OR**
Applied Music Lessons (2 credits).
Prerequisite (MUS 125): Permission of the instructor

Recommended Electives:

- LIB 301 Liberal Arts Seminar
Prerequisite: Junior standing or permission of the instructor

*Internship of 150 hours in institution of the student's main interest.

Biology Minor

(20-22 credits)

- BIO 103 Principles of General Biology I (4 credits)
- BIO 105 General Zoology (4 credits) **OR** BOT 105 General Botany (4 credits)
- CHE 151 General Chemistry I (4 credits)
Prerequisite: Successful completion of Mathematical competency
- 8-10 credits of additional biology (BIO prefix) courses numbered 200 or higher

Botany Minor

(20-22 credits)

- BIO 103 Principles of General Biology (4 credits)
- BOT 105 General Botany (4 credits)
- 12-14 credits of additional Botany (BOT prefix) courses numbered 200 or higher.

Business Administration Minor

(18 credits)

- ACC 205 Principles of Accounting I (3 credits)
- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 311 Business Law I (3 credits)
- BUS 330 Principles of Marketing (3 credits)

Choose one of:

- ECO 203 Principles of Macroeconomics (3 credits)
Prerequisites: Critical Thinking competency, and Information Technology competency (recommended)
- ECO 204 Principles of Microeconomics (3 credits)

Business Economics Minor

(18 credits)

Not available in Bachelor of Arts in Business Administration.

- BUS 308 Statistics for Managers (3 credits) **OR** MAT 332 Applied Statistics (3 credits)

Prerequisite (BUS 308): Mathematical competency

- ECO 203 Principles of Macroeconomics (3 credits)
Prerequisites: Critical Thinking competency, and Information Technology competency (recommended)
- ECO 204 Principles of Microeconomics (3 credits)
Prerequisites (recommended): Critical Thinking competency, Mathematical competency, and Information Technology competency
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 or ECO 203
- ECO 320 International Economics (3 credits)
- ECO 406 Business Cycles & Growth (3 credits)
Prerequisite: ECO 203

Chemistry Minor

(21-22 credits)

Required courses:

- CHE 151 General Chemistry I (4 credits)
Prerequisite: Successful completion of Mathematical competency
- CHE 152 General Chemistry II (4 credits)
Prerequisites: Successful completion of CHE 151 or equivalent and successful completion of Mathematical competency
- CHE 301 Organic Chemistry I (5 credits)
Prerequisite: Successful completion CHE 152 or equivalent and successful completion of Mathematical competency
- CHE 302 Organic Chemistry II (5 credits)
Prerequisite: Successful completion of CHE 301 or equivalent, and successful completion of Mathematical competency (MAT 225 or equivalent)

Choose one additional course of at least 3 credits of CHE 300-level and above.

Child and Adolescent Learning and Development Minor

(24 credits)

Required courses:

Choose 12 credits from the following, including one field-based course at Ashford University:

- ECE 101* Introduction to Early Childhood Education (3 credits)

- ECE 212 Administration of Early Childhood Education Programs (3 credits)
- EDU 200* Introduction to Education (Elementary and Secondary) & Field Experience (1 credit)
Prerequisite: Concurrent enrollment or prior successful completion of PSY 104, a minimum overall grade point average of 2.00, or permission of the course instructor(s) and advisor
- EDU 203 Child & Adolescent Literature (3 credits)
Prerequisites: PSY 104 and sophomore standing
- EDU 215 Educational Psychology (3 credits)
Prerequisite: PSY 104 or permission of the instructor
- EDU 230 Performing and Visual Arts (2 credits)
- EDU 235 Health and Physical Education for Teachers (2 credits)
- EDU 250 Foundations of American Education (2 credits)
Prerequisite: EDU 200, ENG 122, or permission of the instructor
- EDU 270* Principles of Education (Preschool, Elementary, and Secondary) (2 credits)
Prerequisites: Successful completion of PSY 104 and EDU 200, and completion or concurrent enrollment in EDU 250
- ERE 312 Secondary Content Reading (3 credits)
Prerequisites: EDU 270 or concurrent enrollment in EDU 270
- ERE 231 Techniques & Strategies for Corrective Reading (3 credits)
Prerequisites: EDU 215, ERE 230, and EDU 270
- MAT 223 Math for Educators (3 credits)
Prerequisite: EDU 200
- MUS 225 Musical Skills for the Classroom Teacher (2 credits)
Prerequisites: EDU 200, and PSY 104 or PSY 201
- PED 205 Physical Education for the Elementary Teacher (2 credits)
Prerequisites: EDU 200 and PSY 104 or permission of the instructor
- PED 230 Health Education for the Elementary Teacher (2 credits)

Prerequisite: EDU 200 and PSY 104 or permission of the instructor

- PHI 205 Philosophy & Children (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)

*Field-based course

Choose 12 credits from the following:

- EDU 300 Internship in Education (1-8 credits) or another 300-level course as approved by the faculty advisor and the Education Division chair
- EDU 310 Technology in the Classroom (2 credits)
Prerequisite: EDU 270 or concurrent enrollment in EDU 270
- EDU 370 Human Relation Skills for Educators (1 credit)
Prerequisite: Admission into the Practitioner Preparation Program
- ESE 315 Survey of Exceptional Students (3 credits)
- ESE 317 Mild/Moderate Disabilities (3 credits)
Prerequisite: ESE 315
- ESE 325 Behavior Management in the Classroom (3 credits)
Prerequisite: ESE 315
- SOC 312 Child, Family, & Society (3 credits)

Students must earn a minimum grade of "C-" in PSY 104 and a 2.00 cumulative grade point average in the courses required for the minor.

Computer Graphic Design Minor

(18 credits)

Required courses:

- ART 103 Two-Dimensional Design (3 credits)
- ART 215 Computer Art I (3 credits)
Prerequisite: ART 110, ART 103 or ART 105, or permission of the instructor
- CGD 217 Survey of Graphic Communications (3 credits)
Prerequisite: Information Technology competency
- CGD 240 Media Writing & Editing (3 credits)
- CGD 253 Web Publishing (3 credits)
Prerequisite: Information Technology competency
- CGD 303 Publication Design (3 credits)
Prerequisite: Information Technology competency

Computer Science Minor

(22-23 credits)

Required courses:

- INF 231 Programming Concepts (3 credits)
Prerequisite: INF 103 or permission of instructor
- INF 220 IS Principles (3 credits)
Prerequisite: INF 103 or permission of instructor
- INF 331 IS Programming (3 credits)
Prerequisite: INF 231 and MAT 125 or higher in math course
- INF 431 Advanced IS Programming (3 credits)
Prerequisites: INF 331 and Mathematical competency
- MAT 351 Calculus I with Analytic Geometry (4 credits)
Prerequisite: MAT 227 or equivalent
- MAT 320 Discrete Mathematics (3 credits)
Prerequisite: MAT 225 or MAT 228

Choose one of the following (3-4 credits):

- MAT 352 Calculus II & Analytic Geometry (4 credits)
Prerequisite: MAT 351
- MAT 270 Linear Algebra (3 credits)
Prerequisite: MAT 225 or MAT 228
- INF 322 Database Management Systems (3 credits)
Prerequisites: INF 231 and Mathematical competency

Additional degree requirement:

A student may be required to demonstrate competency in programming if previous programming coursework is more than four years prior to enrollment at Ashford University. At least two programming courses, 200-level or above, must be taken at Ashford University.

Criminal Justice Minor

(18 credits)

Required courses:

- CRJ 201 Introduction to Criminal Justice (3 credits)
- CRJ 301 Juvenile Justice (3 credits)
- CRJ 303 Corrections (3 credits)

Select 3 courses from the following (at least one of which must be a CRJ course):

- CRJ 305 Crime Prevention (3 credits)

- CRJ 311 Forensics (3 credits)
- CRJ 306 Criminal Law & Procedure (3 credits)
- CRJ 320 Families & Domestic Violence (3 credits)
- HIS 303 The American Constitution (3 credits)
- LIB 318 Peacemaking (3 credits)
- PSY 301 Social Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 303 Abnormal Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- POL 303 The American Constitution (3 credits)
- SOC 203 Social Problems (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 312 Child, Family & Society (3 credits)
- SOC 320 Public Policy & Social Services (3 credits)

e-Business Minor

(18 credits)

Required Courses:

- MGT 330 Management for Organizations (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 352 e-Business (3 credits)
- CGD 218 Visual Literacy in Business (3 credits)
- CGD 253 Web Publishing (3 credits)
Prerequisite: Information Technology competency

English and Communication Minor

(21 credits)

This minor allows students in other majors an opportunity to minor in the English and Communication area. The minor has been consciously structured to allow considerable latitude in selecting courses. This way, students desiring a more literature-based program can pattern the minor accordingly, while those seeking a program emphasizing a more applied approach stressing communication skills can do likewise by taking a different array of courses.

Required courses:

- ENG 325 Intermediate Composition (3 credits)
Prerequisites: ENG 121 and ENG 122 or equivalents

One upper-level speech:

- SPE 301 Oral Interpretation (3 credits) **OR** SPE 315 Business & Professional Speaking (3 credits).
Prerequisite: SPE 103 or permission of the instructor

15 credits (12 credits at 300-level or higher)

- From any of the courses that satisfy track requirements in the English and Communication major.

English as a Second Language Minor

(18 credits)

- ELL 240 Linguistically & Culturally Diverse Learners (3 credits)
- ELL 242 Understanding & Teaching English Language (3 credits)
- ELL 361 Language Learning in a Global Context (3 credits)
- ELL 420 Testing & Assessment for ELL Students (3 credits)
- ESL 100 Intermediate Grammar (2 credits)
- ESL 106 Intermediate Writing (1 credit)
- ENG 321 Introductory Linguistics (3 credits)

Environmental Studies Minor

(24 credits)

Required courses:

- ENV/BIO 300 Environmental Biology (3 credits)
Prerequisite: An introductory biology course or SCI 207
- ENV/BUS 345 Business & the Environment (3 credits)
- ENV/POL 310 Environmental Policies (3 credits)
Prerequisite: POL 201 or BUS 311
- LIB 301 Divisional Seminar* (3 credits) **OR** LIB 303 Concentration Seminar (3 credits)
Prerequisite: Junior standing or permission of the instructor
- LIB 315 Environment & the Human Spirit (INTD) (3 credits)
Prerequisite: ENG 122 or equivalent

Choose 9 credits from the following:

- ANT 101 Introduction to Cultural Anthropology (3 credits)

- BIO 201 Microbiology (4 credits)
Prerequisite: Successful completion of BIO 104
- BIO 210/310 Field Techniques Laboratory (4 credits)
Prerequisite (BIO 210): Successful completion of BIO 100 or BIO 103 lab course
Prerequisite (BIO 310): BIO 210
- CHE 301 Organic Chemistry I (5 credits)
Prerequisite: Successful completion of CHE 152 or equivalent and successful completion of Mathematical competency
- ENV/BIO 101 Humanity & the Environment (4 credits)
- ENV/CHE 108 Introductory Environmental Chemistry (4 credits)
- ENV 420 Environmental Internship (3 credits)
Prerequisites: Junior status, approval by a supervising faculty member and a cumulative grade point average of 2.75
- LIB 318 Peacemaking: A Study of Conflict Resolution (INTD) (3 credits)
- LIB 320 Global Socioeconomic Perspectives (INTD) (3 credits)
- MAT 332 Applied Statistics (3 credits)
Prerequisites: INF 103, ENG 122 and either MAT 225 or MAT 228
- PHI 310 Franciscanism Yesterday & Today (3 credits)
- PHY 105 Introduction to Physical Science (4 credits) **OR** Any 100-level physical science course

*Division Seminars other than the Concentration Seminar must be approved by the Program Chair.

**Special topics must be approved by the Program Chair.

Finance Minor

(18 credits)

Required courses:

- ACC 205 Principles of Accounting I (3 credits)
- BUS 215 Personal Financial Management (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 or ECO 203
- BUS 401 Principles of Finance (3 credits)
Prerequisites: ACC 205 or ACC 208 or ACC 281 and Mathematical competency

- BUS 405 Principles of Investments (3 credits)
Prerequisite: BUS 401
- BUS 430 Finance Seminar (3 credits)
Prerequisite: BUS 405

Health Care Administration Minor

(18 credits)

Required courses:

- HCA 305 U.S. Health Care System (3 credits)
- HCA 340 Managing in Health & Human Services (3 credits)
Prerequisite: HCA 305
- HCA 322 Health Care Ethics & Medical Law (3 credits)
Prerequisite: HCA 305

Select 3 courses from the following:

- HCA 421 Health Care Planning (3 credits)
Prerequisite: Successful completion of the majority of major coursework
- HCA 281 Accounting Concepts for Health Care Professionals (3 credits)
Prerequisites: Successful completion of Mathematical and Information Technology competencies
- HCA 311 Health Care Financing & Information Systems (3 credits)
Prerequisites: HCA 281 and HCA 305
- BUS 303 Human Resource Management (3 credits)
- SOC 313 Social Implications of Medical Issues (3 credits)
Prerequisites: PSY 101 and SOC 101
- HCA 375 Continuous Quality Monitoring & Accreditation (3 credits)
- HCA 415 Community & Public Health (3 credits)
- HCA 430 Special Populations (3 credits)
Prerequisite: Successful completion of the majority of major coursework

History Minor

(18 credits)

- HIS 103 World Civilizations I (3 credits) **OR** HIS 104 World Civilizations II (3 credits)
- HIS 203 American History to 1865 (3 credits) **OR** HIS 204 American History Since 1865 (3 credits)
- HIS 303 The American Constitution (3 credits)

- HIS 306 Twentieth-Century Europe (3 credits)
Prerequisite: Sophomore standing or permission of the instructor
- HIS 379 The Atlantic World (3 credits)
- HIS 340 Recent American History (3 credits)

*Note: Clinton campus students may substitute other upper-level HIS courses **OR** LIB 325 The Civil War in American Culture (3 credits) for any or all of the upper-level requirements.*

Human Resources Management Minor

(18 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resources Management (3 credits)
- BUS 370 Organizational Development (3 credits)
Prerequisite: BUS 201 or MGT 330 or HCA 459
- BUS 372 Employee & Labor Relations (3 credits)
Prerequisite: BUS 303
- BUS 375 Employee Training (3 credits)
Prerequisite: BUS 303
- BUS 434 Compensation & Benefits Management (3 credits)
Prerequisite: BUS 303

Information Systems Minor

(18 credits)

- INF 220 IS Principles (3 credits)
Prerequisite: INF 103 or permission of the instructor
- INF 231 Programming Concepts (3 credits)
Prerequisite: INF 103 or permission of the instructor
- INF 340 Business Systems Analysis (3 credits)
Prerequisite: Information Technology competency
- INF 322 Database Management Systems (3 credits)
Prerequisite: INF 231 and Mathematical competency
- INF 325 Telecommunications & Networking Concepts (3 credits)
Prerequisite: INF 231 or permission of the instructor
- INF 410 Project Management (3 credits)

International Management Minor

(18 credits)

- ECO 320 International Economics (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 378 International Business Law (3 credits)
- BUS 357 International Business (3 credits)
- BUS 439 International Human Resources Management (3 credits)
- BUS 450 International Finance (3 credits)

Liberal Arts Minor

(18 credits)

Required courses:

- One Liberal Arts Seminar (3 credits) (From the following Liberal Arts areas: fine arts, humanities, science, or social science.)
- Two interdisciplinary (LIB) courses (6 credits)
- Three Liberal Arts courses (9 credits) beyond the General Education requirements including at least two upper-division (300+) courses, and courses from at least two Liberal Arts areas (e.g., fine arts, humanities, science, and social science).

Marketing Minor

(18 credits)

- BUS 330 Principles of Marketing (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- BUS 336 Marketing Strategy (3 credits)
- BUS 339 Marketing Research (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 350 Consumer Behavior (3 credits)

Mathematics Minor

(18 credits)

Required Courses:

- MAT 351 Calculus I with Analytic Geometry (4 credits)
Prerequisite: MAT 227 or equivalent
- MAT 352 Calculus II with Analytic Geometry (4 credits)
Prerequisite: MAT 351
- MAT 353 Calculus III (4 credits)
Prerequisite: MAT 352
- MAT 270 Linear Algebra (3 credits)
Prerequisite: MAT 225 or MAT 228

Choose 3 credits from the following:

- MAT 320 Discrete Mathematics (3 credits)
Prerequisite: MAT 225 or MAT 228
- MAT 300 History of Mathematics (3 credits)
Prerequisites: ENG 122 and either MAT 225 or MAT 228
- MAT 362 Modern Algebras (3 credits)
Prerequisite: MAT 351
- MAT 364 Modern Geometries (3 credits)
Prerequisite: MAT 351

Music Minor

(24 credits)

Required Courses:

- MUS 101 Masterpieces of Music (3 credits)
- MUS 105 Music Theory I (3 credits)
Corequisite: MUS 107
- MUS 106 Music Theory II (3 credits)
Prerequisite: MUS 105. Corequisite: MUS 108
- MUS 107 Ear Training/Sight Singing I (1 credit)
- MUS 108 Ear Training/Sight Singing II (1 credit)
- MUS 250 Conducting I (2 credits)
Prerequisite: Permission of the instructor
- Ensemble: 4 semesters
- Applied Music: 4 semesters

Choose 3 credits from the following:

- MUS 255/355 Music in the United States (3 credits)
- MUS 257 The American Musical Theater (3 credits)
- MUS 350 Music in Western Civilization I (3 credits)
Prerequisite: MUS 101 or permission of the instructor
- MUS 351 Music in Western Civilization II (3 credits)
Prerequisite: MUS 101 or permission of the instructor
- LIB 327 World Music (INTD) (3 credits)

Organizational Leadership Minor

(18 credits)

Required courses (15 credits):

- LIB 125 Contemporary Issues in Leadership (3 credits)
- BUS 250 Corporate & Social Responsibility (3 credits)
- MGT 321 Assessing Leadership Skills (3 credits)
- MGT 415 Group Behavior in Organizations (3 credits)
- MGT 425 Leadership & Motivation (3 credits)

Elective (3 credits):

- SRV 220 Service Learning: Values & Actions (3 credits) **OR**
- BUS 420 Internship (3 credits)

Organizational Management Minor

(18 credits)

Required Courses

- MGT 415 Group Behavior in Organizations (3 credits)
- MGT 435 Organizational Change (3 credits)

One Course in Management

- MGT 330 Management for Organizations (3 credits)

One Course in Leadership

- LIB 125 Contemporary Issues in Organizational Leadership (3 credits)
- MGT 380 Leadership for Organizations (3 credits)

One Course in Human Resources

- BUS 303 Human Resource Management (3 credits)

One Course in Communication

- SPE 315 Business & Professional Speaking (3 credits)
Prerequisite: SPE 103 or permission of the instructor
- ENG 315 Business & Professional Communication (3 credits)
Prerequisites: ENG 122 and junior standing or permission of the instructor
- COM 425 Communication in Organizations (3 credits)

Physical Education Minor

(23 credits)

Required courses:

- PSY 104 Child & Adolescent Development (3 credits)
- PED 104 Personal Health & Wellness (2 credits)
- PED 212 Foundation of Movement & Motor Activities (3 credits)
- ECE 214 Nutrition & Health of Children & Families (3 credits)
- PED 335 Curriculum & Administration of Physical Education (3 credits)
- PED 240 Applied Kinesiology & Biomechanics (3 credits)

Select 1 course from the following:

- PED 217 Individual & Team Sports Skills (3 credits)
- ESE/PED 340 Adapted Physical Education (3 credits)

Select 3 courses from the Strategies courses:

- PED 170 Teaching Baseball Strategies (1 credit)
- PED 171 Teaching Basketball Strategies (1 credit)
- PED 172 Teaching Football Strategies (1 credit)
- PED 173 Teaching Golf Strategies (1 credit)
- PED 174 Teaching Wrestling Strategies (1 credit)
- PED 175 Teaching Soccer Strategies (1 credit)
- PED 176 Teaching Cheerleading Strategies (1 credit)
- PED 177 Teaching Softball Strategies (1 credit)
- PED 178 Teaching Volleyball Strategies (1 credit)
- PED 179 Teaching Track & Field Strategies (1 credit)
- PED 180 Teaching Swimming Strategies (1 credit)
- PED 181 Teaching Tennis Strategies (1 credit)

Political Science and Government Minor

(18 credits)

Please note: Students in the Bachelor of Arts in Social Science pursuing a Political Science/Government track cannot add this minor.

Required Courses:

- POL 201 American National Government (3 credits)
- POL 303 The American Constitution (3 credits)
- POL 310 Environmental Policies (3 credits)
- POL 211 Introduction to Politics (3 credits)
- POL 353 Comparative Politics (3 credits)
- POL 355 International Relations (3 credits)

Note: Clinton campus students may substitute other upper-level POL courses for any of the courses listed previously, except for POL 201.

Psychology Minor

(18 credits)

Required courses:

- PSY 101 Introduction to Psychology (3 credits)
- PSY 325 Statistics for Behavioral & Social Sciences (3 credits)
Prerequisite: MAT 117
- PSY 326 Research Methods (3 credits)
Prerequisite: PSY 325
- Select three (3) additional upper-level (300-level or above) Psychology courses.

Religious Studies Minor

(18 credits)

Required Courses:

- REL 113 Comparative Religions (3 credits)
- REL 114 Comparative Religions II (3 credits)

Choose 12 credits from the following:

- ANT 351 Anthropology of Religion, Magic, & Ritual (3 credits)
- REL 301 Person & Faith (3 credits)
- REL 303 Contemporary Human Problems (3 credits)
- REL 125/325 Christianity (3 credits)
- PHI 310 Franciscanism Yesterday & Today (3 credits)

Social Science Minor

(21 credits)

The Social Science minor provides an opportunity for students in other majors to pattern their electives in such a way as to demonstrate a basic familiarity with the social sciences. This will allow them to present themselves to prospective employers or graduate programs as having pursued a well-rounded undergraduate education and as having a familiarity with disciplines that help to explain the human condition.

Required courses:

- LIB 307 Social Science Seminar: Race Relations in America (3 credits)
- Interdisciplinary (LIB) course from the multidisciplinary Social Science block of the Social Science major.
- Five Social Science courses that include coursework in at least three Social Science disciplines (ANT, ECO, HIS, POL, PSY, SOC). *For purposes of clarification: a course cross-listed under a social science and a non-Social Science discipline (e.g. ENV/POL 310 Environmental Policies) may be counted toward the minor even if formally taken under the non-Social Science pre-fix (i.e., as ENV 310).*

Courses may also apply to General Education requirements, but at least 15 of the 21 credits must be at the 300-level or above.

Sociology Minor

(18 credits)

- SOC 101 Introduction to Sociology (3 credits)
- SOC 203 Social Problems (3 credits)
- SOC 304 Social Gerontology (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 312 Child, Family & Society (3 credits)

Sports and Recreation Management Minor

(18 credits)

- ACC 205 Principles of Accounting I (3 credits)
- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)

- BUS 330 Principles of Marketing (3 credits)
- SOC 318 Sociology of Sport (3 credits)
Prerequisite: Junior standing or permission of the instructor
- SRM 410 Contemporary Issues in Sports & Recreation Management (3 credits)

Visual Art Minor

(18 credits)

Required courses:

- ART 101 Art Appreciation (3 credits) **OR**
ART 200/300 Art Appreciation II: Modern Art (3 credits)
- ART 103 Two-Dimensional Design (3 credits)
- ART 105 Drawing I (3 credits)
- ART 207 Painting I (3 credits)
Prerequisites: ART 101, ART 103, and ART 105 or permission of the instructor

Choose 6 credits from the following:

- ART 204 Three-Dimensional Design/Sculpture (3 credits)
Prerequisite: ART 101, ART 103, ART 105 or permission of the instructor
- ART 205 Drawing II (3 credits)
Prerequisite: ART 105 or permission of the instructor
- ART 211/311 Ceramics I/II (3 credits)
- ART 215/315 Computer Art I/II (3 credits)
Prerequisite: ART 110, ART 103 or ART 105, or permission of the instructor
- ART 220 Printmaking I (3 credits)
- ART 225 Photography I (3 credits)
Prerequisite: ART 103 or ART 105 or permission of the instructor
- ART 307 Painting II (3 credits)
Prerequisite: ART 101, ART 207, or permission of the instructor
- ART 320 Printmaking II (3 credits)
Prerequisite: ART 220 or permission of the instructor
- ART 325 Photography II (3 credits)
Prerequisite: ART 225 or permission of the instructor
- CGD 217 Survey of Graphic Communications (3 credits)
Prerequisite: Information Technology competency

- CGD 303 Publication Design (3 credits)
Prerequisite: Information Technology competency

Specializations

A specialization is an area of study that supplements select undergraduate majors. Students begin specialization coursework following successful completion of the major capstone. Students must declare a specialization prior to completion of program requirements. A student may not enroll in any undergraduate specialization that has a course overlap with any declared major(s).

Business Economics Specialization

(12 credits)

Available for Bachelor of Arts in Accounting degree program only.

- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 or ECO 203
- ECO 320 International Economics (3 credits)
- ECO 406 Business Cycles & Growth (3 credits)
Prerequisite: ECO 203

Finance Specialization

(12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, and Sports and Recreation Management degree programs only.

- BUS 215 Personal Financial Management (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 or ECO 203
- BUS 401 Principles of Finance (3 credits)
Prerequisites: ACC 205 or ACC 208 or ACC 281 and Mathematical competency
- BUS 405 Principles of Investments (3 credits)
Prerequisites: BUS 401

Human Resources Management Specialization

(12 credits)

Available in Bachelor of Arts in Business Administration and Health Care Administration degree programs only.

- BUS 370 Organizational Development (3 credits)
Prerequisite: BUS 201 or MGT 330 or HCA 459
- BUS 372 Employee & Labor Relations (3 credits)
Prerequisite: BUS 303
- BUS 375 Employee Training (3 credits)
Prerequisite: BUS 303
- BUS 434 Compensation & Benefits Management (3 credits)
Prerequisite: BUS 303

Information Systems Specialization

(12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, Public Relations and Marketing and Sports and Recreation Management degree programs only.

- INF 231 Programming Concepts (3 credits)
Prerequisite: INF 103 or permission of instructor
- INF 340 Business Systems Analysis (3 credits)
Prerequisite: Information Technology competency
- INF 322 Database Management Systems (3 credits)
Prerequisite: INF 231 and Mathematical competency
- INF 325 Telecommunications & Networking Concepts (3 credits)
Prerequisite: INF 231 or permission of the instructor

International Management Specialization

(12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, and Public Relations and Marketing degree programs only.

- ECO 320 International Economics (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 357 International Business (3 credits)
- BUS 450 International Finance (3 credits)

Long-Term Care Specialization

(12 credits)

Available in Bachelor of Arts in Health Care Administration degree program only.

- SOC 304 Social Gerontology (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits)
Prerequisite: PSY 101 or equivalent
- HCA 442 Contemporary Issues in Aging (3 credits)
- HCA 444 Long-Term Care: The Consumer Perspective (3 credits)

Marketing Specialization

(12 credits)

Available in Bachelor of Arts in Business Administration and Sports and Recreation Management degree programs only.

- BUS 317 Introduction to Advertising (3 credits)
- BUS 339 Marketing Research (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 350 Consumer Behavior (3 credits)

SECTION SEVEN



ONLINE UNDERGRADUATE PROGRAMS



Ashford University offers online undergraduate programs which are managed and implemented by the academic colleges and the Forbes School of Business. These programs serve adult and distance learners seeking Associate's and Bachelor's degrees from Ashford University.

Grounded in the principles of adult learning and established to address the unique needs of mature and distance learners, Ashford University recognizes the aspirations and qualities of self-directedness and serious motivation that broadly characterize working adults who seek college degrees. Programs offered through the online modality, therefore, provide diverse and alternative ways for such individuals to earn and accumulate credits to be used in completing baccalaureate degrees.

Besides offering online courses that are accelerated and conveniently scheduled, Ashford University administers assessment activities to determine college-level credit that adult learners may have already achieved. Alternative sources of credit at the undergraduate level may include credit for experiential learning, military training, sponsored professional training, advanced placement, national testing programs, and national credit recommendations.

Online Undergraduate Programs

Forbes School of Business *Bachelor of Arts*

- Accounting
- Business Administration
- Business Economics
- Business Information Systems
- Business Leadership
- Consumer and Family Financial Services
- eMarketing
- Entrepreneurship
- Finance
- Human Resources Management
- International Business
- Operations Management and Analysis
- Organizational Management
- Project Management
- Public Administration
- Public Relations and Marketing

- Real Estate Studies
- Service Management
 - Hospitality Enterprise Specialization
 - Mass Market Retail Enterprise Management Specialization
 - Non-Profit Enterprise Specialization
 - Restaurant Enterprise Management Specialization
- Sports and Recreation Management
- Supply Chain Management
- Sustainable Enterprise Management

College of Education

Associate of Arts

- Early Childhood Education

Bachelor of Arts

- Child Development
- Cognitive Studies
- Early Childhood Education
- Early Childhood Education Administration
- Education and Public Policy
- Education Studies
- English Language Learner Studies
- Instructional Design
- Library Science and Media

College of Health, Human Services, and Science

Bachelor of Arts

- Applied Behavioral Science
- Complementary and Alternative Health
- Gerontology
- Health and Human Services
- Health and Wellness
- Health Care Administration
- Health Care Studies
- Health Education
- Health Marketing and Communication
- Psychology

Bachelor of Science

- Health Information Management

College of Liberal Arts

Associate of Arts

- Military Studies

Bachelor of Arts

- Applied Linguistics
- Communication Studies
- Cultural Anthropology
- English
- Environmental Studies
- History
- Homeland Security and Emergency Management
- Journalism and Mass Communication
- Law Enforcement Administration
- Liberal Arts
- Military Studies
- Political Science and Government
- Social and Criminal Justice
- Social Science
- Sociology

Admission Policies and Procedures for Online Associate of Arts Degree Programs

Conditional Admission Requirements

Applicants seeking admission to an online Associate of Arts degree program must meet the following admission requirements prior to the start of the first course at Ashford University:

1. Be 22 years of age or older or be exempt from this requirement by meeting one of the following criteria:
 - a. Has earned a minimum of 30 transferable credits* as defined by Ashford University transfer credit policies;
 - b. Has earned an Associate's degree or higher* from a regionally or approved nationally accredited institution;
 - c. Is seeking readmission to Ashford University after withdrawal from a degree program; or,
 - d. Is a current degree-seeking student at Ashford University requesting to change majors.

**If satisfying the Under 22 exemption with 30 transferable credits or an Associate's degree or higher, unofficial transcripts must be submitted with the Application for Admissions.*

Due to the accelerated, adult-learner focus of the academic programs offered in the online modality, applicants under the age of 18 will not be considered for admission under any circumstance.

2. Have a regular high-school diploma earned through college preparatory or regular high school courses, a GED or state certificate awarded after passing an authorized test that the state recognizes as equivalent to a high school diploma, completed secondary school through home schooling as defined by state law, or earned an equivalent to a US high school diploma at an international high school according to approved Foreign Evaluation services.*

a. An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to Ashford University.

b. Qualified applicants will self-certify as to their high school education on the application for admission. Ashford University may also require, at its discretion, that an applicant or student provide a high school transcript, high school diploma, and/or evidence of passing the GED or state certificate awarded.

c. If no high school diploma was earned, applicants who have successfully completed at least a two-year program or have earned a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies, may be admitted.

3. Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this *Catalog*.

4. Have the ability to study in English indicated by one of the following**:

a. Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;***

b. Received a GED that was taken in English;***

c. A minimum of 30 transferable credits have been earned from regionally or approved

nationally accredited colleges/universities in the United States or equivalent in which the primary language of instruction was English; or

d. Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 500 paper-based or 61 Internet-based is required. Copies of official scores must be submitted prior to provisional enrollment, and official scores must be submitted for full admission.

**Requirements for residents of Mississippi and Tennessee are outlined separately; please refer to Additional Admission Requirements for Residents of Mississippi and Tennessee.*

***Satisfying the English Language Requirement does not exempt a student who earned his/her high school diploma outside of the United States from the additional admission requirements for international applicants.*

****If satisfying the English Language Requirement through a high school diploma, GED, or equivalent not completed in the United States, additional documentation may be required. Please contact the Registrar's Office for further information.*

Conditionally admitted students who are denied admission after one attempt in the Ashford Promise, are allowed a second period of conditional admission in order to be provisionally or fully admitted, but are required to successfully complete the Student Success Orientation as a prerequisite to a subsequent attempt (if they have not already taken it).

Ashford University reserves the right to deny admission or re-admission to any applicant. Ashford University recognizes the importance of protecting student privacy and reserves the right to request documentation to establish or verify any student's identity at any time, for administrative or compliance purposes. Students are expected to provide such documentation, and failure to do so may be considered a violation of the Student Community Standards. The University may deny or rescind admission to any student for failure to authenticate his or her identity.

Applicants are conditionally admitted to an Associate of Arts degree program when they submit a completed application indicating that they meet admission requirements outlined for that program and are approved by the Registrar's Office. Applicants in a conditional admission status are not eligible for Title IV funds and are not considered regular students until granted provisional or full admission.

Appeal Procedure for a 3rd Consecutive Conditional Admission Period or Ashford Promise

Provisional admission status must be attained by the end of the 2nd attempt of the Ashford Promise, while a student is in conditional standing. Students who fail to attain provisional admission by the end of their second attempt of the Ashford Promise must wait one year from the date they were denied admission to re-apply, or they may appeal the University's decision using the process outlined subsequently to request a 3rd consecutive attempt of conditional admission in the Ashford Promise.

Disagreements over academic quality will not be considered as an appropriate basis for such appeals. In cases of appropriate cause, the Ashford University Admission Appeals Committee reviews the appeals and renders a decision to the student. Appeals must include an explanation of the event that occurred, which caused the student to not attain provisional admission to the University after two attempts.

Students must appeal in writing to the University Registrar. The appeal must be submitted to academic.progress@ashford.edu and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in the undue hardship to the student;
- Compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits during their period of absence; and,
- A plan for completion of the coursework required to meet basic academic requirements during their coursework at Ashford University.

Appeal decisions will be communicated from the Registrar's office to the student via email.

Additional Conditional Admission Requirements for Applicants with International Academic Credentials

The following requirements are applicable to applicants relying on academic credentials earned outside the United States for admission to the programs offered through the online modality. In addition to the conditional admission requirements outlined in the admission policy for online Associate of Arts degree

programs, copies of documentation indicating that the student meets the following admission requirements are required for conditional admission:

1. Submit copies of an official evaluation from an approved evaluation service indicating that the student has met one of the following requirements:
 - a. Completion of a two-year program from an appropriately accredited post-secondary institution, as defined by Ashford University transfer credit policies; or,
 - b. A record of having achieved the equivalency of a United States high school diploma.
2. All academic records from countries other than the United States must have been evaluated by one of the following evaluation services:
 - Educational Credentials Evaluators, Inc. (ECE);
 - OR**
 - World Education Services (WES).

Note: Applicants who have already had their international credentials evaluated prior to applying to Ashford University may petition the Office of the Registrar for acceptance of evaluations from other credible agencies.

Provisional Admission Requirements

Students must meet the following requirements in order to be provisionally admitted to an Associate of Arts degree program at Ashford University:

1. Successfully complete Student Success Orientation;
2. Attain a cumulative course grade of C- or better by Day 6 of Week 3 in their first course; and,
3. Attend Week 4 of their first course.

Attendance in Week 4 constitutes a student's confirmation of his or her intention to continue in the program as a regular student. Upon attendance in Week 4 of their first course, students are considered matriculated, regular students in their degree program. Students who meet the requirements for Full Admission will be fully admitted into the degree program.

Full Admission Requirements

The following provisions must be met prior to the conclusion of the fourth (4th) attempted Ashford University course in a degree seeking program. To start the fifth (5th) course, students must complete all the requirements subsequently outlined. Students who do not meet all requirements will not be fully admitted and will be withdrawn from the program. Students may be readmitted to Ashford University at such time that all requirements for full admission have been met.

The student is responsible for all eligibility-related assertions, attestations, and verifications relied upon by the institution during the admissions process. Should any of the student's information be subsequently established as inaccurate, resulting in the student's disqualification for full admission, the student will remain responsible for any and all financial obligations incurred while at the institution, including, but not limited to, financial aid funds which were consequently returned by the University.

If at any time it is determined that the student does not meet admission requirements outlined for the program as indicated on the application for admission, provisional and/or full admission will be rescinded and the student will be withdrawn from the University.

Note: Additional requirements for residents of Mississippi and Tennessee and for students seeking admission based on credentials earned outside of the United States are outlined separately.

1. Submission of official transcripts from all postsecondary education previously attempted or a signed *Authorization to Close* form for any official transcripts the student is unable to provide. Postsecondary education includes all of the following:
 - a. College or university transcripts from any regionally or approved nationally accredited postsecondary educational institution attended (The Ashford University Registrar's Office staff will manage the request of college transcripts using the student's signed *Transcript Request* form);
 - b. Military credits evaluated for equivalency to college credits (The Ashford University Registrar's Office staff will manage the request of military transcripts using the student's signed *Transcript Request* form); and,
 - c. Official documentation of any postsecondary credit previously earned through examination or credit earned through non-collegiate instruction the students intends to have evaluated for applicability to Ashford University program requirements (must be requested by the student).
2. Official TOEFL scores, if required for admission.
 - a. Students who meet the English Language requirement with 30 transferable credits must submit the official transcript(s) where these credits were earned.
3. Undergraduate degree-seeking transfer students must provide official documentation of an undergraduate cumulative grade point average

(CGPA) of 2.0 in all combined undergraduate coursework attempted at regionally or approved nationally accredited colleges/ universities since high school, or he or she is admitted on Academic Watch. Any student who signs an *Authorization to Close* form, thereby waiving potential transfer credits from previously attended schools, is admitted on Academic Watch as well due to failure to provide confirmation of a cumulative grade point average of 2.0 or higher. Students on Academic Watch are required to have achieved a cumulative GPA of 2.00 and successfully complete 67% of credits attempted at the conclusion of the first Satisfactory Academic Progress increment. Students who have not met the requirements at the conclusion of the Academic Watch period will be dismissed from the University. Please refer to the Satisfactory Academic Progress (SAP) Requirements in this section to review all related satisfactory academic progress guidelines.

Note: Students who were provisionally admitted with completion of a two-year program from an appropriately accredited postsecondary institution as defined by Ashford University transfer credit policies must have official transcripts of those credits on file to meet full admissions requirements.

Graduates of an Ashford University undergraduate degree program who subsequently enroll in another undergraduate degree program will not be placed on Academic Watch. Students who change programs in the same degree level who have successfully completed one (1) SAP increment and are in good academic standing with the University will not be placed on Academic Watch.

Appeal of Dismissal Following Academic Watch

A student who has been dismissed for not meeting satisfactory academic progress requirements following Academic Watch may appeal to the University Registrar for re-admission. Appeals are evaluated by a committee comprised of the University Registrar or designee, and a representative from Academic Affairs. The decision of the Committee will be communicated in writing to the student by the Registrar's Office.

Additionally, the student's appeal letter must include:

- a reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student;

- compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate-level credits during the period of absence; and
- a plan for completion of the coursework required to meet satisfactory academic progress during the following payment period.

The passage of time does not substantiate eligibility for readmission or appeal for readmission, however, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements and have been denied re-admission after an appeal, may submit another appeal to be readmitted after one or more years have elapsed since their last appeal. The appeal must meet the criteria outlined above and the student must present compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate level credits since the last appeal was submitted.

Note: See the Satisfactory Academic Progress Requirements in this section to review all related Satisfactory Academic Progress guidelines.

Additional Full Admission Requirements for Applicants with International Academic Credentials

In addition to the requirements for full admission outlined in the admission policy for Associate of Arts programs in the online modality, applicants relying on academic credentials earned outside the United States must submit an official evaluation sent direct directly from an approved evaluation service indicating that the student meets full admission requirements (student copies are not accepted) prior to the conclusion of the fourth (4th) attempted Ashford University course (equivalent to one academic term). To start the fifth (5th) course, applicants relying on academic credentials earned outside the United States must complete this requirement or they will be withdrawn from the program.

Additional Full Admission Requirements for Residents of Mississippi and Tennessee
Mississippi and Tennessee residents must submit proof of graduation from high school in one of the following forms:

- official high school transcript indicating graduation;

- notation on transcript from another college indicating graduation from high school for transfer students; or,
- official documentation of earned GED.

Transfer students who successfully completed a two-year program that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as per Ashford University admission policy, are exempt from the requirement to provide proof of high school graduation, but must submit official transcripts of the two-year program.

Proof of graduation, or equivalent, is required prior to disbursement of any financial aid. See *Financial/Financial Aid Implications for Residents of Mississippi and Tennessee* under *Loan Disbursement Information* in the *Financial Information* section of this *Catalog* for more information concerning financial aid and payment requirements for Mississippi and Tennessee residents.

Admission Policies and Procedures for Online Bachelor's Degree Programs

Conditional Admission Requirements

Applicants seeking admission to an online Bachelor's degree program must meet the following admission requirements prior to the start of the first course at Ashford University:

1. Be 22 years of age or older or be exempt from this requirement by meeting one of the following criteria:
 - a. Has earned a minimum of 30 transferable credits* as defined by Ashford University transfer credit policies;
 - b. Has earned an Associate's degree or higher* from a regionally or approved nationally accredited institution;
 - c. Is seeking readmission to Ashford University after withdrawal from a degree program; or,
 - d. Is a current degree-seeking student at Ashford University requesting to change majors.

**If satisfying the Under 22 exemption with 30 transferable credits or an Associate's degree or higher, unofficial transcripts must be submitted with the Application for Admissions.*

Due to the accelerated, adult-learner focus of the academic programs offered in the online modality, applicants under the age of 18 will not be considered for admission under any circumstance.

2. Have a regular high-school diploma earned through college preparatory or regular high school courses, a GED or state certificate awarded after passing an authorized test that the state recognizes as equivalent to a high school diploma, completed secondary school through home schooling as defined by state law, or earned an equivalent to a US high school diploma at an international high school according to approved Foreign Evaluation services.**
 - a. An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to Ashford University.
 - b. Qualified applicants will self-certify as to their high school education on the application for admission. Ashford University may also require, at its discretion, that an applicant or student provide a high school transcript, high school diploma, and/or evidence of passing the GED or state certificate awarded.
 - c. If no high school diploma was earned, applicants who have successfully completed at least a two-year program or have earned a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies, may be admitted.
3. Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this *Catalog*.
4. Have the ability to study in English indicated by one of the following***:
 - a. Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English^;
 - b. Received a GED that was taken in English^;
 - c. A minimum of 30 transferable credits have been earned from regionally or approved nationally accredited colleges/universities in the United States or equivalent in which the primary language of instruction was English; or
 - d. Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 500 paper-based or 61 Internet-based is required. Copies of official

scores must be submitted prior to provisional enrollment, and official scores must be submitted for full admission.

**If satisfying the Under 22 exemption with an earned Associate's degree, unofficial transcripts must be submitted with the Application for Admissions, and official transcripts must also be received .*

***Requirements for residents of Mississippi and Tennessee are outlined separately; please refer to Additional Admission Requirements for Residents of Mississippi and Tennessee.*

****Satisfying the English Language Requirement does not exempt a student who earned his/her high school diploma outside of the United States from the additional admission requirements for applicants with international academic credentials.*

^If satisfying the English Language Requirement through a high school diploma, GED, or equivalent not completed in the United States, additional documentation may be required. Please contact the Registrar's Office for further information.

Conditionally admitted students who are denied admission after one attempt in the Ashford Promise, are allowed a second period of conditional admission in order to be provisionally or fully admitted, but are required to successfully complete the Student Success Orientation as a prerequisite to a subsequent attempt (if they have not already taken it).

Ashford University reserves the right to deny admission or re-admission to any applicant. Ashford University recognizes the importance of protecting student privacy and reserves the right to request documentation to establish or verify any student's identity at any time, for administrative or compliance purposes. Students are expected to provide such documentation, and failure to do so may be considered a violation of the Student Community Standards. The University may deny or rescind admission to any student for failure to authenticate his or her identity.

Applicants are conditionally admitted to a Bachelor's degree program when they submit a completed application indicating that they meet admission requirements outlined for that program and are approved by the Registrar's Office. Applicants in a conditional admission status are not eligible for Title IV funds and are not considered regular students until granted provisional or full admission.

Appeal Procedure for a 3rd Consecutive Conditional Admission Period or Ashford Promise Provisional admission status must be attained by the

end of the 2nd attempt of the Ashford Promise, while a student is in conditional standing. Students who fail to attain provisional admission by the end of their second attempt of the Ashford Promise must wait one year from the date they were denied admission to re-apply, or they may appeal the University's decision using the process outlined subsequently to request a 3rd consecutive attempt of conditional admission in the Ashford Promise.

Disagreements over academic quality will not be considered as an appropriate basis for such appeals. In cases of appropriate cause, the Ashford University Admission Appeals Committee reviews the appeals and renders a decision to the student. Appeals must include an explanation of the event that occurred, which caused the student to not attain provisional admission to the University after two attempts.

Students must appeal in writing to the University Registrar. The appeal must be submitted to academic.progress@ashford.edu and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in the undue hardship to the student;
- Compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits during their period of absence; and,
- A plan for completion of the coursework required to meet basic academic requirements during their coursework at Ashford University.

Appeal decisions will be communicated from the Registrar's office to the student via email.

Additional Conditional Admission Requirements for Applicants with International Academic Credentials

The following requirements are applicable to applicants relying on academic credentials earned outside the United States for admission to the programs offered through the online modality. In addition to the conditional admission requirements outlined in the admission policy for online Bachelor's degree programs, copies of documentation indicating that the student meets the following admission requirements are required for conditional admission:

1. Submit copies of an official evaluation from an approved evaluation service indicating that the student has met one of the following requirements:
 - a. Completion of a two-year program from an appropriately accredited post-secondary institution, as defined by Ashford University transfer credit policies
 - b. A record of having achieved the equivalency of a United States high school diploma.
2. All academic records from countries other than the United States must have been evaluated by one of the following evaluation services:
 - Educational Credentials Evaluators, Inc. (ECE);
 - OR**
 - World Education Services (WES).

Note: Applicants who have already had their international credentials evaluated prior to applying to Ashford University may petition the Office of the Registrar for acceptance of evaluations from other credible agencies.

Provisional Admission Requirements

Students must meet the following requirements in order to be provisionally admitted to a Bachelor's degree program at Ashford University:

1. Students who indicate that they have zero (0) traditional college-level transferable credits at the time of application are required to successfully complete Student Success Orientation;
2. Attain a cumulative course grade of C- or better by Day 6 of Week 3 in their first course; and,
3. Attend Week 4 of their first course.

Attendance in Week 4 constitutes a student's confirmation of their intention to continue the program as a regular student. Upon attendance in Week 4 of their first course, students are considered matriculated, regular students in their degree program. Students who meet the requirements for Full Admission will be fully admitted into the degree program.

Full Admission Requirements

The following requirements must be met prior to the conclusion of the fourth (4th) attempted Ashford University course in a degree seeking program. To start the fifth (5th) course, students must complete all the requirements subsequently outlined. Students who do not meet all requirements will not be fully admitted and will be withdrawn from the program. Students may be readmitted to Ashford University at such time that all requirements for full admission have been met.

The student is responsible for all eligibility-related assertions, attestations, and verifications relied upon by the institution during the admissions process. Should any of the student's information be subsequently established as inaccurate, resulting in the student's disqualification for full admission, the student will remain responsible for any and all financial obligations incurred while at the institution, including, but not limited to, financial aid funds which were consequently returned by the University.

If at any time it is determined that the student does not meet admission requirements outlined for the program as indicated on the application for admission, provisional and/or full admission will be rescinded and the student will be withdrawn from the university.

Note: Additional requirements for residents of Mississippi and Tennessee and for students seeking admission based on credentials earned outside of the United States are outlined separately.

1. Submission of official transcripts from all postsecondary education previously attempted or a signed *Authorization to Close* form for any official transcripts the student is unable to provide. Postsecondary education includes all of the following:
 - a. College or university transcripts from any regionally or approved nationally accredited postsecondary educational institution attended (The Ashford University Registrar's Office staff will manage the request of college transcripts using the student's signed *Transcript Request* form.);
 - b. Military credits evaluated for equivalency to college credits (The Ashford University Registrar's Office staff will manage the request of military transcripts using the student's signed *Transcript Request* form.); and,
 - c. Official documentation of any postsecondary credit previously earned through examination or credit earned through non-collegiate instruction the students intends to have evaluated for applicability to Ashford University program requirements (must be requested by the student).
2. Official TOEFL scores, if required for admission.
 - a. Students that meet the English Language requirement with 30 transferable credits must submit the official transcript(s) where these credits were earned.
3. Undergraduate degree-seeking transfer students must provide official documentation of an undergraduate cumulative grade point average

(CGPA) of 2.0 in all combined undergraduate coursework attempted at regionally or approved nationally accredited colleges/ universities since high school, or he or she is admitted on Academic Watch. Any student who signs an *Authorization to Close* form, thereby waiving potential transfer credits from previously attended schools, is admitted on Academic Watch as well due to failure to provide confirmation of a cumulative grade point average of 2.0 or higher. Students on Academic Watch are required to have achieved a cumulative GPA of 2.00 and successfully complete 67% of credits attempted at the conclusion of the first Satisfactory Academic Progress increment. Students who have not met the requirements at the conclusion of the Academic Watch period will be dismissed from the University. Please refer to the Satisfactory Academic Progress (SAP) Requirements in this section to review all related satisfactory academic progress guidelines.

Note: Students who were provisionally admitted with completion of a two-year program from an appropriately accredited postsecondary institution as defined by Ashford University transfer credit policies must have official transcripts of those credits on file to meet full admissions requirements.

Graduates of an Ashford University undergraduate degree program who subsequently enroll in another undergraduate degree program will not be placed on Academic Watch. Students who change programs in the same degree level who have successfully completed one (1) SAP increment and are in good academic standing with the University will not be placed on Academic Watch.

Additional Full Admission Requirements for Applicants with International Academic Credentials

In addition to the requirements for full admission outlined in the admission policy for Bachelor's degree programs in the online modality, applicants relying on academic credentials earned outside the United States must submit an official evaluation sent direct directly from an approved evaluation service indicating that the student meets full admission requirements (student copies are not accepted) prior to the conclusion of the fourth (4th) attempted Ashford University course (equivalent to one academic term). To start the fifth (5th) course, applicants relying on academic credentials earned outside the United States must complete this requirement or they will be withdrawn from the program.

Additional Full Admission Requirements for Residents of Mississippi and Tennessee
Mississippi and Tennessee residents must submit proof of graduation from high school in one of the following forms:

- official high school transcript indicating graduation;
- notation on transcript from another college indicating graduation from high school for transfer students; or
- official documentation of earned GED.

Transfer students who successfully completed a two-year program that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as per Ashford University admission policy, are exempt from the requirement to provide proof of high school graduation, but must submit official transcripts of the two-year program.

Proof of graduation, or equivalent, is required prior to disbursement of any financial aid. See *Financial/Financial Aid Implications for Residents of Mississippi and Tennessee* under *Loan Disbursement Information* in the *Financial Information* section of this *Catalog* for more information concerning financial aid and payment requirements for Mississippi and Tennessee residents.

Student Success Orientation

The orientation is designed to provide students with a complete overview of the Ashford University experience, prepare them for success in their courses, and help them to self-evaluate their readiness to succeed in an online classroom setting.

Students will be instructed on Ashford University policies and the learner resources that are available to them through interactive videos and assessments. Students enrolled in orientation must successfully complete all assigned activities. Students must successfully complete orientation prior to commencing any credit-bearing coursework at Ashford University, if required. Students who have successfully completed online coursework at Ashford University are exempt from the orientation requirement.

Non-Degree Seeking Student General Admission Requirements

It is the responsibility of the applicant to provide Ashford University with all materials required for admission prior to enrolling in coursework as a non-degree seeking student. Please see additional policies for non-degree seeking students under *Classification of Students* in the *General Academic Information and Policies* section of this *Catalog*.

Students seeking to enroll in undergraduate coursework as a non-degree seeking student must meet the following requirements prior to the start of the first course at Ashford University:

1. Have a regular high-school diploma earned through college preparatory or regular high school courses, a GED, or state certificate awarded after passing an authorized test that the state recognizes as equivalent to a high school diploma, completed secondary school through home schooling as defined by state law, or earned an equivalent to a US high school diploma at an international high school.
 - a. An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to Ashford University.
 - b. Qualified applicants will self-certify as to their high school education on the application for admission. Ashford University may also require, at its discretion, that an applicant or student provide a high school transcript, high school diploma, and/or evidence of passing the GED or state certificate awarded.
 - c. If no high school diploma was earned, applicants who have successfully completed at least a two-year program or have earned a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies, may be admitted.
2. Be 18 years of age or older.

Due to the accelerated, adult-learner focus of the academic programs offered in the online modality, applicants under the age of 18 will not be considered for admission under any circumstance.

3. Submit an official or unofficial transcript from the regionally accredited or approved nationally accredited institution showing proof of credit awarded for any required prerequisite coursework.
4. Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this *Catalog*; and,
5. Have the ability to study in English indicated by one of the following:
 - a. Achieved a recognized high school diploma or

- equivalent in which the primary language of instruction was English;
- b. Received a GED that was taken in English;
- c. A minimum of 30 credits have been earned from regionally or approved nationally accredited colleges/universities in the United States or equivalent in which the primary language of instruction was English; or,
- d. Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 500 paper-based or 61 Internet-based is required. Copies of official or unofficial scores must be submitted prior to enrolling in coursework as a non-degree seeking student.

Academic Policies and Procedures

Note: The following policies and procedures apply to all online undergraduate programs. Please refer to additional program-specific policies and procedures later in this section.

Academic Calendar

The academic calendar in online undergraduate degree programs is continuous, rather than defined by semesters. In continuously enrolled programs, students typically take one course at a time and move to the next course in the program sequence without a break. Opportunities to enroll in the online programs and begin a course sequence in an undergraduate degree program are available most every week. Most courses are offered in an accelerated, five-week format.

There is an annual two-week Winter Break when courses are not scheduled. The Winter Break for 2014-2015 occurs from December 23, 2014 to January 5, 2015.

Technology Requirements

It is our intent to assist students and to prepare them for their coursework at Ashford University. Therefore, technology competencies and requirements have been established. These requirements are in effect for all Ashford University applicants and existing students and may be updated at any time.

Competencies

Students must meet the following competencies:

- Ability to access course and program material on the Internet;

- Ability to correspond with University staff, students, and faculty using email and the Internet; and
- Ability to use appropriate antivirus utilities so that files transmitted and received are virus free.

System Requirements

The following minimum system configuration and software are required:

- Platforms: Mac OS X 10.2 or higher or Windows XP or higher;
- Hardware: 256 Mb RAM, CD-ROM, and 1 Gb free disk space;
- Productivity Software: Microsoft Word, PowerPoint, and Excel 2003 or higher; Adobe Reader 8.0 or higher; Adobe Flash 10 or higher (Constellation users);
- Web Browser: Firefox 3.0 or higher, Internet Explorer 9.0 or higher, Safari 3.0 or higher, or Chrome;
- Networking: 56k dialup modem, DSL, or Cable modem;
- Email: Outlook, Outlook Express, Mac Mail, Eudora, Entourage, or Yahoo/Hotmail/Gmail.

The following are recommended for optimal performance:

- Productivity Software: Microsoft Word, PowerPoint, and Excel 2007 or higher;
- Networking: Broadband internet connection (DSL, Cable, or other).
- Constellation users: Windows Media Player 7.0 or higher, sound card and speakers.

Additional System Requirements for Use of Ebooks

The following additional platform and hardware requirement apply when using ebooks:

- Platforms: Mac OS X 10.4 or higher, Windows XP with service pack 2 or higher, or Vista;
- Hardware: 512 Mb RAM, CD-ROM, 1 GHz processor, and 1 Gb free disk space; 1024x768 screen resolution or larger.

Please note certain courses may require the use of a microphone and/or webcam to record sound or video files.

English Proficiency

All students enrolled in an undergraduate degree program must satisfy English Proficiency within the

first 15 attempted credits through one of the following options:

- A passing score on the Ashford University English Proficiency exam (credit not awarded). Students are allowed two attempts and are only allotted one week (a total of 7 days) to submit both attempts from the time the exam is first made available to the student. Students who make no attempts in the initial allotted 7 day period must satisfy the proficiency through an alternative option;
- A grade of “C-” or better in a designated Ashford University English course (ENG 121 or ENG 122);
- A passing score on a designated National Testing Program exam completed within five (5) years from date of application; or
- A grade of “C-” or better in a comparable course from a regionally accredited or approved nationally accredited institution completed within five (5) years prior to the date of application.

Note: Due to the nature of the Ashford University curriculum, ENG 121 and ENG 122 are not considered duplicative of transfer courses. Students who have completed comparable or more advanced English courses but who have not satisfied English Proficiency through one of the previous options will have the credits applied toward Communication I, II, or Electives credit deficiencies.

Program Enrollment

Initial enrollment in courses offered in the online modality is arranged through a University Admissions Counselor. New online students should contact an Admissions Counselor or University Advisor to register. It is the student’s responsibility to officially register for the program course of study. To ensure that students are successful at navigating inside of the classroom to become familiar with all resources available to them at Ashford University, newly enrolled students may participate in a live webinar of a guided tour of the online classroom. After initial enrollment, students will work with their Student Advisor to register, add courses, or change their course schedule. Any change in the original registration must be communicated to the student’s Student Advisor. Major changes in a student’s schedule may necessitate completion of a new Admissions Application and Enrollment Agreement.

Registration

Initial registration and student scheduling is a one-time process based upon the information provided to Ashford University in the Admission Application. The student’s initial schedule is based upon the student’s desired start date and program of study, in conjunction with previous education. Initial registration occurs in consultation with an Admissions Counselor/University Advisor. Upon completion of initial registration, students have access, via the Student Portal, to their individual course schedules and the dates of each course for which they are registered.

Once the admission file is completed and the student receives full admission to the University, student schedules are adjusted by the student’s Student Advisor, in consultation with the student, to accommodate courses applied in transfer. It is the student’s responsibility to review his or her schedule regularly through the Student Portal and to notify the Student Advisor to initiate any schedule changes.

Employment Services

Ashford University does not guarantee employment to any applicant as a condition of his or her application, acceptance, or attendance in any program. Ashford University does not promote employment services or make student referrals to prospective employers based on direct contact with the employer regarding current job openings to any student attending Ashford University online programs.

Degree-Seeking Student Classifications

Class Level:

Freshman:	0–24 credits earned
Sophomore:	25–48 credits earned
Junior:	49–72 credits earned
Senior:	73+ credits earned

Once a student has earned 24 credits and registers for his or her 25th credit, he or she will be classified as a Sophomore.

Once a student has earned 48 credits and registers for his or her 49th credit, he or she will be classified as a Junior.

Once a student has earned 72 credits and registers for his or her 73rd credit, he or she will be classified as a Senior.

Enrollment Status:

Students who remain continuously enrolled in non-term-based programs are classified as full-time.

Students who are on a break of up to 14 consecutive days or on an approved Academic Leave are still classified as full-time. Students who fail to return from a break or approved Academic Leave as scheduled should refer to the *Withdrawal from the University* policies for information regarding determination of withdrawal date. The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the break will extend the 14 day limit to include the break. The annual winter break does not extend the 45 day limit for approved Academic Leaves that are greater than 14 days.

Auditing of Courses

The online modality does not allow for course auditing due to the accelerated nature of course offerings and the unique nature of the online classroom environment.

Credit Maximum Policy

A maximum of 36 credits may be attempted per academic year. Students may appeal in writing to the Registrar's Office for an increase to a maximum of 48 credits attempted per academic year.

Concurrent Course (Double Up) Registration Policy

- Concurrent course registration may occur when the student is fully admitted and has completed his or her first two courses.
- Student must be meeting Satisfactory Academic Progress requirements.
- Payment for concurrent courses is not deferred and must be paid for in advance of the course start date.
- Concurrent course registration cannot violate progression or prerequisite requirements.
- At no time may a student attend more than two Ashford University courses concurrently in the online modality.

Attendance Policy for Online Undergraduate Courses

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded discussion forum, submitting a written assignment or journal entry or submitting a quiz or exam. Postings not related to graded discussion forums or written assignments or journal entries not related to the actual assignment may be reviewed and disqualified

for attendance purposes. Attendance on the basis of submitting a quiz or exam is determined by submission status at the conclusion of the calendar day (11:59 pm Mountain Time).

Each instructional week begins on a Tuesday and concludes on the following Monday. A student is recorded either absent or present each day based on participation in an academic activity. All recorded time stamps for assignment submissions, discussion board posts, and attendance records will reflect Mountain Time Zone.

Students enrolled in introductory courses, such as EXP 105 and PSY 202, are required to attend at least once in any seven consecutive day period for the duration of the course. Students who do not attend once in any seven consecutive days in an introductory course will be administratively dropped retroactive to the last date of recorded attendance. The course must then be repeated. Limited exceptions to introductory course attendance requirements based on exceptional circumstances, such as an emergency personal or family reason, may be made. Please refer to the *Online Attendance Appeal* policy in the *Student Rights and Responsibilities* section in this *Catalog*.

Students enrolled in non-introductory courses who do not attend at least once in any seven consecutive day period will be issued an attendance warning. Students who do not attend at least once in any 14 consecutive day period will be dropped from the course and administratively withdrawn from the University retroactive to the last date of recorded attendance. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn.

Please refer to drop policies for grade implications when not meeting attendance requirements. Students who drop a course or are dropped for not meeting attendance requirements and do not attend within 14 days of their last date of attendance will be administratively withdrawn from the University. A student's last date of attendance following successful completion of a course is the end date of that course. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break. No approved Academic Leave can exceed 45 days including University scheduled periods of non-enrollment.

For information regarding the determination of withdrawal date, please see the *Withdrawal from the University* policy in the *General Academic Information*

and Policies section in this Catalog.

Note: New students who do not meet attendance requirements for, or do not complete, their first course will be administratively withdrawn from the University and must work with their Admissions Counselor/ University Advisor to reschedule their enrollment in the program.

Academic Participation

In addition to meeting attendance requirements, students attending online courses are expected to participate in their courses by actively engaging in weekly discussion forums with substantial posts and completing the required assignments for each week. A list of all assignments can be found within the course calendar in each online class and also by week in the weekly instructional units.

Failure to meet academic participation requirements may negatively impact an assignment and/or course grade. All recorded time stamps for assignment submissions, discussion board posts, and attendance records will reflect Mountain Time Zone.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance and make arrangements to complete the required assignments. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Academic Leave

Students who plan to take a break in attendance of greater than 14 days but no more than 30 days from their last date of attendance, who provide a written confirmation of their intent to return, will not be administratively withdrawn, provided they return as scheduled.

Written confirmations must be provided via the *Academic Leave Request* form in the Student Portal, and should be submitted within 14 days of the last date of attendance. Academic Leave Requests allow students to postpone the start date of their next scheduled course and maintain an active status with the University. To gain access to the *Academic Leave Request* form, students must speak with a Student Advisor. New students must complete their first course in order to be eligible for an Academic Leave.

Students who do not return on their scheduled return date or do not attend within the first seven days of the course they are scheduled for when returning from an approved Academic Leave will be administratively withdrawn. Please note that administrative withdrawal may occur at any point in a student's enrollment when 14 consecutive days of non-attendance occur,

whether within an active course or between the last date of attendance in a prior course and the first date of attendance in a subsequent course. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn.

Exceptions to submitting an *Academic Leave Request* through the Student Portal may be made in instances where extreme extenuating circumstances exist for students unable to access the Student Portal. Students must contact a Student Advisor for assistance with this exception.

If a student requires a break in attendance of greater than 30 days, the Student Advisor may escalate an exception approval to a Director or designee for an Academic Leave with a maximum allotment of 45 days out of attendance. Exceptions will be made on a case-by-case basis.

Course Drop

To drop from a course(s), a student must contact his or her assigned Admissions Counselor, University Advisor, Student Advisor, or other advisor within the Admissions or Student Services Departments. Students who officially drop from a course or courses during the add/drop period, which is before the conclusion of the first instructional week, will have that course removed from their academic transcripts.

Drop Deadlines:

5-week course = Week 1

Students who officially drop or are administratively dropped from a course after week 1 and have a Last Date of Attendance (LDA) in weeks 2 through 4 will receive a grade of "W" in the course. Students who officially drop or are administratively dropped from a course prior to the course end date and have an LDA in week 5 will receive a grade of "WF" in the course.

Note: For undergraduate students enrolled in graduate-level coursework, please refer to the Course Drop policy in the Online Graduate Programs section of this Catalog.

Consecutive Course Drops

Students only meeting attendance requirements in the first week of a course for three consecutively enrolled courses at Ashford University without earning credit will be administratively withdrawn for a period of no less than nine months from the student's last date of attendance. Students who have been withdrawn may appeal this policy by contacting their Student Advisor. Students who have an approved appeal and do not successfully complete their next scheduled course will be withdrawn for a period of no less than nine months.

Withdrawal from the University

Students wishing to officially withdraw from Ashford University must notify their assigned Admissions Counselor, University Advisor, Student Advisor, or other advisor within the Admissions or Student Services Departments. Students choosing to notify their Student Advisors verbally of their intent to withdraw may be asked to fill out a written request to withdraw.

Please refer to drop policies for grade implications when not meeting attendance requirements. Students who drop a course or are dropped for not meeting attendance requirements and do not attend within 14 days of their last date of attendance will be administratively withdrawn. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the break may extend the 14 day limit to include the break. No approved Academic Leave can exceed 45 days including University scheduled periods of non-enrollment.

The student must resolve any financial obligations to Ashford University before receiving an official transcript from the Office of the Registrar.

For information regarding the determination of withdrawal date, please see the *Withdrawal from the University* policy in the *General Academic Information and Policies* section in this *Catalog*.

Satisfactory Academic Progress Policy (SAP)

We are dedicated to the academic success of our students. As such, the following policies outline the academic requirements for Ashford University's online programs and describe how they are measured to ensure that students are making satisfactory academic progress toward successful degree completion. This policy applies to all undergraduate-level coursework attempted at Ashford University, regardless of date attempted.

Academic and Financial Aid Warning, and Academic and Financial Aid Probation statuses provide an opportunity for students to improve academic performance and meet overall requirements for degree completion. Students placed on one of these statuses should meet with their Student Advisor to discuss course scheduling and to plan for remediation.

Please contact the Ashford University Registrar or Associate University Registrar with any questions concerning the requirements outlined in this policy.

This policy applies to all coursework accepted and applied in transfer as well as attempted at Ashford University, as outlined in this policy, regardless of date attempted.

Undergraduate Non-Term Based Program Measures

Week = 7 calendar days

Full Academic Year Definition = a minimum of 40 weeks of instructional time and 24 successfully earned credits that apply toward the student's program of study. Please note: courses are offered 50 weeks in each calendar year. Therefore, students can complete five academic years in four calendar years.

A full Academic Year consists of 2 increments also referred to in this *Catalog* as payment periods, financial aid payment periods and Satisfactory Academic Progress (SAP) increments.

- The first payment period in the Academic Year ends when half of the credits and weeks required for a completed Academic Year have been successfully met.
- The second payment period in the Academic Year ends when the requirements for a completed Academic Year have been successfully met.

Final Academic Year Exceptions:

- For any remaining portion of a program that is half of an Academic Year or less, the remaining portion is treated as a single payment period.
- For any remaining portion of a program that is more than half of an Academic Year but less than a full Academic Year, the remaining portion is divided into two payment periods and the first payment period is the period in which the student successfully completes half of the credits and half of the weeks of instructional time in the remaining portion.

Satisfactory Academic Progress (SAP) is evaluated at the end of each payment period.

Full-Time Enrollment = Students who remain continuously enrolled, including breaks of 14 days or less, in non-term-based programs are classified as full-time. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break.

Satisfactory Academic Progress Standards

Undergraduate students must meet the following minimum qualitative and quantitative standards to make satisfactory academic progress:

- Minimum cumulative GPA in Ashford University coursework for all undergraduate students = 2.00.
- The Bachelor of Science in Health Information Management major requires a 2.50 minimum GPA standard for all major coursework attempted at the University.
- Cumulative GPA includes all undergraduate-level coursework attempted at Ashford University, excluding grades of Pass, I, or W. Only the later grade is counted in the cumulative GPA when a course is repeated.
- Grade points earned at another college are not used in the computation of the grade point average at Ashford University.
- Successful Completion Rate = 67% or 2/3 of all attempted credits. Attempted undergraduate credits are all Ashford University course attempts recorded on the academic transcript, including repeated courses, withdrawals, and incompletes, as well as transfer credits that apply toward the student's current degree program. Grades that count negatively against successful completion rates include I, W, WF, and F.
- Grades of D+, D, or D- that do not count toward successful completion of required competency courses and thus must be repeated, also do not count toward successfully completed courses.
- Successful completion of all program requirements must be accomplished within 150% of the normal length of the program as measured in credits attempted toward the program. Credits accepted in transfer toward the program are included as attempted and earned credits in determining the maximum timeframe.
- Repeated courses count negatively against successful completion rates.

If at any point during the program, the institution determines that the student will not be able to successfully complete all program requirements at the conclusion of 150% of the normal length of a program as measured in credits, he or she will be dismissed from the University.

Satisfactory Academic Progress Review and Evaluation

Satisfactory Academic Progress (SAP) is reviewed at regular SAP increments. Students are evaluated against both qualitative and quantitative standards at the conclusion of a SAP increment. After each evaluation, students who do not meet SAP standards will be notified in writing. Students who have an outstanding incomplete grade at the time of SAP review may not be allowed to continue until the incomplete grade is successfully completed.

SAP increments will be adjusted to coincide with the payment period. Please note any of the following activities may have an impact on the student's payment period which will result in a SAP review that may not be congruent with the standard SAP increment:

- Changing program of study;
- Returning to the University after being officially or unofficially withdrawn;
- Earning letter grades in competency courses that are considered unsuccessful for fulfillment of competency requirements;
- Repeating coursework in which a passing grade was earned;
- Returning after being out of attendance over 180 days;
- Completing courses which do not apply to the student's program of study; and/or
- Taking courses concurrently.

Additionally, if it is determined that the SAP review did not align with the Financial Aid Payment Period, SAP will be reevaluated to coincide with the Financial Aid Payment Period and could affect the outcome of a previous SAP review.

Academic and Financial Aid Warning

Students who do not meet the minimum requirements for making satisfactory academic progress at the time of evaluation are placed on Academic and Financial Aid Warning for the following SAP increment.

Students are given up to one SAP increment to meet the requirements for satisfactory academic progress. All coursework earned after the period during which the student did not meet satisfactory academic progress is counted as a part of the Academic and Financial Aid Warning period. Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Warning. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory

academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

At the conclusion of the Academic and Financial Aid Warning period, students who do not meet the requirements for satisfactory academic progress will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Academic and Financial Aid Probation

Students who have been granted an appeal for readmission after dismissal following a period of Academic and Financial Aid Warning, are placed on Academic and Financial Aid Probation for the following payment period.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Probation. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

At the conclusion of the Academic and Financial Aid Probation period, students who do not meet the requirements for satisfactory academic progress will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Probation-Academic Plan

Students who are approved by the Appeals Committee for re-admission after dismissal following a period of Academic and Financial Aid Probation, after a period on Probation-Academic Plan or after dismissal due to exceeding the maximum time frame are placed on Probation-Academic Plan, and are required to meet specific academic requirements outlined in writing in an academic plan from the Registrar's Office. Students are provided with an academic plan to assist the student in meeting regular SAP requirements within a specific period of time. Students may be limited in the number of courses for which they are scheduled while on Probation-Academic Plan. It is the student's responsibility to adhere to the academic plan.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Probation-Academic Plan. Students may be required to re-take coursework previously completed

in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

Students will be placed on Probation-Academic Plan for the first payment period/SAP increment while on the academic plan. Students on Probation-Academic Plan are reviewed against the progression requirements outlined in the academic plan. Students who are not meeting plan requirements at the time of review will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Appeal of Academic Dismissal

Students who have been dismissed from the University for failure to meet satisfactory academic progress requirements may appeal to be re-admitted to the University. Students must appeal in writing to the University Registrar. The appeal must be submitted to academic.progress@ashford.edu or electronically via the online *SAP Appeal* form and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:

- a reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student;
- compelling evidence that they have the ability to demonstrate satisfactory academic progress and to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits during the period of absence; and
- a plan for completion of the coursework required to meet satisfactory academic progress during the following payment period.

Appeals are evaluated by an Appeals Committee made up of the University Registrar or designee, and representative from Academic Affairs. The decision of the Committee will be communicated in writing to the student by the Registrar's Office.

The passage of time does not substantiate eligibility for readmission or appeal for readmission, however, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements and have been denied re-admission after an appeal, may submit another appeal to be readmitted after one or more years have

elapsed since their last appeal. The appeal must meet the criteria outlined previously and the student must present compelling evidence that they have the ability to demonstrate satisfactory academic progress and to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits since the last appeal was submitted.

General Transfer Credit Provisions and Limitations

Students are responsible for reviewing their scheduled courses with their Student Advisor and informing him or her of any courses that they believe are duplicative or equivalent in content to previously completed coursework or nontraditional learning. Students may submit official transcripts to Ashford University for review of transfer credits at any time. However, transfer credit and/or nontraditional credit is not retroactive. Credits submitted and evaluated will not be accepted if they are duplicative of course work already earned at Ashford University, through transfer of credit, or nontraditional credit. Students are fully responsible for any charges for duplicative coursework taken at Ashford University.

Ashford University will provide an unofficial pre-evaluation of transfer credit upon request of the student and submission of unofficial transcripts. This service is intended to assist the student in determining how many transfer credits are likely to apply to an Ashford University degree and if transfer credit is equivalent to Ashford University courses prior to submission and evaluation of official transcripts. Pre-evaluation of transfer credit prior to the submission of official transcripts is NEVER a guarantee that a certain number of transfer credits will officially apply toward the student's specific degree program.

Once official transfer credit evaluation is completed, students are responsible for reviewing their degree progress reports and notifying their Student Advisors of any perceived discrepancies between credits completed and credits applied in transfer.

Duplication: It is the student's responsibility to ensure that transfer credits, nontraditional learning, and/or Ashford University coursework do not duplicate previous credit earned. A student may not earn credit by examination, nontraditional learning or transfer credits in an area in which he or she has completed an equivalent course/exam or a course of a similar level. Degree-seeking students should meet with their Student Advisor to determine if coursework will fit into their academic plan and not duplicate previous credit awarded.

Regression: It is the student's responsibility to ensure that transfer credits, nontraditional learning, and/or Ashford University coursework is not considered regression from previous credit earned. A student may not earn credit by examination, nontraditional learning or transfer credits in an area in which would be considered regression from previous courses/exams he or she completed. A student may not take Ashford University coursework in an area in which he or she has already completed a course that is more advanced in content level. Degree-seeking students should meet with their Student Advisor to determine if coursework will fit into their academic plan and not be considered regression from previous credit awarded.

Applicants and/or students who have questions concerning their transfer credit evaluation and/or official degree progress report should contact their Student Advisor to discuss their concerns. Students requesting re-evaluation of specific transfer credits will be directed to the *Transfer Credit Appeal* form in the Student Portal at www.ashford.edu and are required to submit course descriptions and/or syllabi for the previous courses to be reviewed by the Office of the Registrar.

Transfer credits will be officially evaluated, based on review of official transcripts by the Office of the Registrar, in terms of curriculum. Courses similar in content and level will be accepted as equivalents to University courses based on the following criteria along with any program specific criteria:

- Transfer credits must carry college level academic credit (generally, 100-level or higher). Remedial or developmental course credit is not transferable into a program of study.
- Credits must have been earned with grade of "C-" or better from regionally accredited and approved nationally accredited colleges or universities. Transfer credits will generally be evaluated from each college or university independently.
- A maximum of 9 credits with a "D" grade are transferable into a program of study as long as the student's cumulative overall GPA is 2.0 or above. If students sign an *Authorization to Close* form, their CGPA cannot be determined therefore, "D" grades cannot be applied. "D" credits cannot be applied toward the major or toward General Education competencies at any time.
- Credits from international institutions will be accepted based on a detailed evaluation from an approved evaluation service.

- Transfer credit may not be granted when it duplicates college credit previously earned. Credit will not be given for the same learning twice.
- Unless special conditions exist, upper-division courses will not be considered equivalent or duplicative of lower-division courses.
- The online modality places no general age limit on transfer credit from regionally accredited and approved nationally accredited institutions, with possible exceptions in subject areas where there has been significant change. Requirements are noted in specific degree/major requirements.
- Graduate-level credits cannot be applied to undergraduate degrees.
- A quarter credit hour taken in transfer will be equated to two-thirds of a semester hour. When quarter credits are used as equivalencies to General Education requirements, the difference in required credits must be earned through completion of coursework necessary to achieve the total required credits for graduation. For example: A 3-quarter-credit course may be accepted as meeting General Education core or competency requirements but will equate to 2.00 credits. Therefore, one additional credit of coursework will be needed to meet General Education graduation requirements. A minimum of 5 quarter credits in Natural Science is required to meet the General Education Science requirement, if a laboratory component is included. If not, the equivalent of 6 semester credits, without a laboratory component, is required.
- Limitations on the number and type of transfer credits accepted are set by each Ashford University degree program.
- Introductory courses may be waived in certain circumstances. Please see *24+ Transfer Credit Students* policy in this section of the *Catalog*.
- Capstone courses must be taken at Ashford University. Students may not use transfer credits or nontraditional credits to waive capstone course requirements, with the exception of GEN 499 General Education Capstone, in certain circumstances. Refer to *General Education Capstone* in the *General Academic Information and Policies* section of this *Catalog*.

Nationally accredited institutions granted accreditation by the following accrediting agencies will be considered in transfer:

- Association of Advanced Rabbinical and Talmudic Schools, Accreditation Commission (AARTS);
- Association of Biblical Higher Education (ABHE, formerly known as AABC);
- Accrediting Council for Independent Colleges and Schools (ACICS, formerly known as AICS or CCAACICS);
- Association of Theological Schools in the United States and Canada, Commission on Accrediting (ATS);
- Distance Education and Training Council, Accrediting Commission (DETC, formerly known as NHSC); and
- Transnational Association of Christian Colleges and Schools, Accreditation Commission (TRACS).

Credits from the following institutions will be considered for transfer for Ashford University Non-Competency General Education requirements if the course in transfer holds a grade of “C” or higher and is equivalent to at least three semester credits. All other transfer courses from the following institutions will be considered as fulfilling elective credit requirements in Ashford University programs.

- Council on Occupational Education (COE, formerly known as SACS-COEI);
- Accrediting Council for Continuing Education and Training (ACCET);
- Accrediting Bureau of Health Education Schools (ABHES); and
- Accrediting Commission of Career Schools and Colleges (ACCSC)

Credits earned toward a Vocational Diploma/Certificate or Diploma/Certificate will not be considered for transfer.

Credits from any institutions with whom Ashford University has current articulation agreements will be considered for transfer.

Associate of Arts Transfer Credit, Prior Learning Credit, and Nontraditional Credit Provisions and Limitations

- Students in an Associate of Arts program may apply a maximum of 49 credits of combined nontraditional learning and/or transfer

credits toward the 67 credits required for an Associate of Arts degree. Students in a 64 credit Associate of Arts program may apply a maximum of 46 credits of combined nontraditional learning and/or transfer credits toward the degree.

- A maximum of 30 non-traditional credits of which a maximum of 15 PLA credits may be applied toward degree completion on a course match basis.
- Students who transfer in General Education courses or transfer from an Ashford Bachelor's program will be required to complete all of the course requirements for an Associate of Arts program, even if the student transfers in 64 credits or more.
- Washington residents may apply a maximum of 16 credits toward an Associate's degree from a combination of prior learning assessment or other nontraditional learning, including national testing programs, or credit recommendation services.
- Georgia residents may apply a maximum of 16 credits toward an Associate's degree from credit by examination and prior learning assessment.

Bachelor's Degree Transfer Credit, Nontraditional Credit, and Prior Learning Credit Provisions and Limitations

- A maximum of 90 credits of combined nontraditional learning, prior learning, and transfer credits may be accepted and applied toward the 120 credits required for a Bachelor's degree.
- Within the 90 credit maximum, a maximum of 75 credits of nontraditional credit, including a maximum of 30 credits of prior learning may be applied toward degree completion. These 75 credits can be any combination of acceptable types of nontraditional credit.
- Within the 75 credit nontraditional maximum, a maximum of nine (9) nontraditional credits may be applied toward the major requirements (including additional majors). Nontraditional credits may also apply up to a maximum of 50% of the requirements for a minor or specialization or 100% of the requirements for a transfer concentration. The content of nontraditional credits must be comparable to the content of the replaced course.

- Nontraditional credit may not be counted toward the residency requirement in a degree program.
- Nontraditional credit may not be granted when it duplicates college credit previously earned. Credit will not be given for the same learning twice.
- Nontraditional credit is posted to the transcript as credit earned (i.e., without a grade), and does not affect a student's grade point average.
- Maximum allowance of six (6) credits may be accepted for Physical Education activity courses (unless student is a PE major).
- Maximum allowance of six (6) credits may be accepted for software applications courses.
- Unless special conditions exist, upper-division courses will not be considered equivalent or duplicative of lower-division courses.
- Credits earned from a regionally or approved nationally accredited institution as part of an Associate degree where a student earned a 2.0 cumulative GPA or higher are accepted as fulfilling all General Education and competency requirements of a Bachelor's program, with the exception of Introductory courses and the General Education Capstone, if one of the two subsequent conditions is satisfied:
 - The student meets the General Education requirements for Bachelor degrees offered through state universities in which the college granting the Associate degree resides; OR
 - The transfer credits have been evaluated and deemed acceptable by the University Registrar's Office.
 - This does not constitute a waiver of any course required to earn a particular major.
- AAS degrees will not be accepted as fulfilling the General Education or competency requirements. Credits earned in an Associate of Applied Science degree or a certificate program will be evaluated on an individual basis for application toward the BA degree. Courses taken that are similar to those taken in an Associate of Arts or Associate of Science degree program will be accepted in transfer.
- Washington residents may apply a maximum of 30 credits toward a Bachelor's degree from any combination of prior learning

assessment or other nontraditional learning, including national testing programs, or credit recommendation services.

- Georgia residents may apply a maximum of 30 credits toward a Bachelor's degree from credit by examination and prior learning assessment.

Nontraditional Credits

Ashford University recognizes the uniqueness of each student's experience and realizes that learning takes place in a variety of environments. Nontraditional credits can be awarded in three ways: through national testing programs, through national credit recommendations, and through prior learning assessment. National testing programs include AP: Advanced Placement, Berlitz, CLEP: College Level Examination Program, DSST: DANTES Subject Standardized Tests, Excelsior, IB: International Baccalaureate, TECEP: Thomas Edison College Examination Program, and UExcel. National credit recommendations include ACE: American Council on Education, and National CCRS: National College Credit Recommendation Service. Prior learning assessment includes Sponsored Professional Training and Experiential Essays. National testing programs and national credit recommendations should be transferred in through the Registrar's Office. All Prior Learning submissions should be processed by the Prior Learning Assessment Department. Please review the *Nontraditional Credit Provisions and Limitations* sections for additional information regarding nontraditional credits.

Prior Learning Assessment (PLA)

The Ashford University Prior Learning Assessment program allows students pursuing an Associate's or a Bachelor's degree the opportunity to earn credit for college-level learning that occurs outside a traditional classroom setting. The program complies fully with the Council for Adult and Experiential Learning (CAEL) standards for excellence. Credit will only be awarded in areas that fall within the regular curricular offerings at Ashford University.

Students may earn credit through the Prior Learning Assessment program in two ways:

Through Sponsored Professional Training: Students may participate in the Sponsored Professional Training component of PLA by providing the following documentation:

- Evidence of successful completion (i.e., official certificate or letter)
- Evidence of length of course (number of contact hours)

- Evidence of course content (i.e., syllabus or handouts)
- Contact information for course instructor/work supervisor (current phone/email)
- Credit Rationale Paper for each submission/topic

Ashford University faculty will evaluate the submission of Sponsored Professional Training for evidence of college-level learning. Applicable fees for evaluation of Sponsored Professional Training are listed in the *Financial Information* section of this *Catalog*. Payment for evaluation is charged per credit submitted for evaluation and does not guarantee that credit will be awarded.

Through Experiential Learning: Students may participate in the experiential learning component by first enrolling in the experiential learning course, EXP 200 Fundamentals of Adult Learning. EXP 200 is a 3-credit elective course, and per-credit tuition is charged at the regular rate outlined in the current tuition and fee schedule in the *Financial Information* section of this *Catalog*. Upon successful completion of EXP 200, students may submit one or more experiential essays for review. Ashford University faculty will evaluate the experiential essay submission for evidence of college-level learning applicable to the student's Ashford University degree program. Additional charges apply per evaluation submitted, as outlined in the tuition and fee schedule in the *Financial Information* section of this *Catalog*. Payment for evaluation is charged per essay submitted for evaluation and does not guarantee that credit will be awarded.

Students may participate in one or both PLA components depending on their experience, background, and need.

Prior Learning Assessment credit awarded at another regionally or approved nationally accredited institution may be transferred to Ashford University with the approval of the Ashford University Registrar and the Department of Prior Learning Assessment, if the content area falls within the regular curricular offerings of Ashford University. In order to be applied toward an Ashford University degree, transcript records must include PLA subject area and/or content information. Students may also be required to submit the original PLA documentation. Such transfer credit counts toward the nontraditional credit maximum applicable in a degree program.

Prior Learning Assessment applies to students pursuing Associate's or Bachelor's degrees. It does not apply to students pursuing a graduate degree or non-degree seeking students. To be eligible for PLA,

undergraduate students must be fully admitted, satisfy the English Proficiency requirement, and successfully complete PSY 202. Additionally,

- Prior Learning Assessment credit may be applied to an Associate of Arts program on a course match basis only;
- PLA cannot be used to waive EXP 105, PSY 202, or a Capstone course; and,
- Prior learning assessment credit may or may not be transferable. It is the student's responsibility to find out if credits will transfer to an institution that the student may plan to attend in the future.

Students who have formally completed the PLA process but disagree with the final credit decision may be eligible to appeal. Please contact the Department of Prior Learning Assessment to discuss the appeal process. Please read the *Nontraditional Credit Provisions and Limitations* for more information in this section of the *Catalog*.

Articulation Agreements

Ashford University enters into articulation agreements with other schools in the spirit of cooperation and to mutually recognize each other as quality institutions of higher learning. The purpose of an articulation agreement is to enable students transferring to Ashford University to carry with them the credit they have already earned for as much relevant study as possible. Students who transfer under the terms and conditions of a valid articulation agreement are subject to the requirements outlined by the articulation agreement and *Ashford University Academic Catalog* at the time the student is enrolled into his or her Ashford University program. A list of schools with which Ashford University has established articulation agreements, terms of articulation and transfer guides outlining all articulated courses by degree program can be found on Ashford University's website at www.ashford.edu/admissions/community_colleges.htm.

Associate's Program Academic Policies

General Education Courses

While the General Education courses in each Associate Degree program are recommended, Associate's students may speak with their Student Advisor if they would prefer to take a different 100 to 200-level General Education course. This policy does not apply to core courses in the Associate Degree program.

Residency Requirements in Associate's Programs

Students enrolling into an Associate of Arts degree program must successfully complete a minimum of eighteen (18) credits of Ashford University courses and all other program requirements for degree completion. Credits earned through Prior Learning Assessment are not included in the 18-credit calculation.

Progression Requirements in Associate's Programs

Associate of Arts students will be required to successfully complete an online orientation prior to enrolling in credit-bearing coursework as outlined in the *Admission Policies and Procedures for Online Undergraduate Programs*. Following successful completion of orientation, students are required to successfully complete EXP 105 Personal Dimensions of Education as their first course. Unsuccessful completion of EXP 105 will result in the rescheduling of the course and revision of future course sequence. EXP 105 satisfies an Associate of Arts core program requirement and cannot be replaced or waived by transfer credit. Students transferring from an Ashford University Bachelor's program may waive EXP 105 if they have successfully completed PSY 202. Associate of Arts students will be registered, per the program of enrollment indicated on their Admissions Application, for the full Associate of Arts program course sequence.

Students may request changes to course registration in writing to their Admissions Counselor, University Advisor or Student Advisor and should include any appropriate supporting documentation. It is the student's responsibility to inform his or her Admissions Counselor/University Advisor and Student Advisor, in writing, of potential equivalent transfer courses and to provide appropriate supporting documentation prior to each course start date.

Bachelor's Program Academic Policies

Residency Requirements in Bachelor's Programs

No on-campus residency is required for graduation, but at least 30 credits included in the degree must be Ashford University credits. Credits earned through Prior Learning Assessment are not included in the 30-credit calculation.

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, most Bachelor degree-seeking students will not be enrolled in major coursework until the three following requirements are met. Student has:

- a. A minimum of 48 credits applied to his or her degree;
- b. Successfully met the English Proficiency requirement; and
- c. Successfully fulfilled the Mathematical General Education Competency.

Bachelor's Program Course Sequencing

0-23 Traditional Transfer Credit Students

Bachelor's program students may be required to successfully complete an online orientation prior to enrolling in credit-bearing coursework as outlined in the *Admission Policies and Procedures for Online Undergraduate Programs*. Following successful completion of orientation, students are required to successfully complete EXP 105 Personal Dimensions of Education as their first course. Unsuccessful completion of EXP 105 will result in the rescheduling of the course and revision of future course sequence. A minimum grade of C- is required. EXP 105 applies toward elective credit requirements and cannot be replaced or waived by credit in transfer.

Students with fewer than twenty-four (24) transferable credits will be initially registered for the General Education course sequence. Typically, students entering their Ashford University Bachelor's program with fewer than 24 transferable credits complete their General Education course sequence at Ashford University and then progress into their appropriate major course sequence. Students who do not wish to take any or all of the General Education course sequence through Ashford University must generally fulfill the Bachelor's progression requirements and contact their Student Advisor to request a schedule change in order to begin major coursework.

Students may request changes to course registration by contacting their Admissions Counselor, University Advisor, or Student Advisor and should include any appropriate supporting documentation. It is the student's responsibility to inform his or her Admissions Counselor/University Advisor and Student Advisor of potential equivalent transfer courses and to provide appropriate supporting documentation prior to each course start date.

The following General Education course sequence is the standard for the University. On occasion, courses may be substituted to satisfy specific General Education requirements.

General Education Course Sequence:

- EXP 105 Personal Dimensions of Education (3 credits) (introductory course)
- PSY 202 Adult Development & Life Assessment (3 credits) (introductory course)
- ENG 121 English Composition I (3 credits)
- INF 103 Computer Literacy (3 credits)
- ENG 122 English Composition II (3 credits)
- ENG 125 Introduction to Literature (3 credits)
- PHI 103 Informal Logic (3 credits)
- SOC 120 Introduction to Ethics & Social Responsibility (3 credits)
- ANT 101 Introduction to Cultural Anthropology (3 credits)
- COM 200 Interpersonal Communication (3 credits)
- ENG 225 Introduction to Film (3 credits)
- POL 201 American National Government (3 credits)
- SCI 207 Dependence of Man on the Environment (4 credits)
- HIS 204 American History Since 1865 (3 credits)
- MAT 221 Introduction to Algebra (3 credits)
- PHI 208 Ethics & Moral Reasoning (3 credits)
- MAT 222 Intermediate Algebra (3 credits)
- GEN 499 General Education Capstone (3 credits)

Capstone prerequisite: Completion of a minimum of 75 credits

24+ Transfer Credit Students

Bachelor's program students entering Ashford University with twenty-four (24) or more transferable credits are required to successfully complete PSY 202 Adult Development & Life Assessment as their first course. Unsuccessful completion of PSY 202 will result in the rescheduling of the course and revision of the future course sequence. A minimum grade of C- is required. PSY 202 satisfies the Social and Personal Awareness General Education requirement and cannot be replaced or waived unless a student provides proof of one of the following:

- 90 credits of lower-division transfer credits that are applicable to the student's chosen degree program prior to initial program enrollment;
- A previously earned a Bachelor's degree at Ashford University, or from a regionally or approved nationally accredited institution; or
- A Bachelor's degree from a country other than the United States that has been evaluated by an approved evaluation service, and accepted by Ashford University as equivalent to a Bachelor's degree in the United States.

Students who have not previously completed the coursework applicable to the Ashford University General Education requirements and have not fulfilled the Bachelor's progression requirements will generally be enrolled in the General Education course sequence or in specific General Education courses required for degree completion.

Students may request changes to course registration to their Admissions Counselor, University Advisor, or Student Advisor and should include any appropriate supporting documentation. It is the student's responsibility to inform his or her Admissions Counselor/University Advisor and Student Advisor in writing of potential equivalent transfer courses and to provide appropriate supporting documentation prior to each course start date.

Students with twenty-four (24) or more transferable credits will not be required to take EXP 105 Personal Dimensions of Education. Exceptions are made for those students who have been out of school for a long time or feel that they need additional support to enter the online environment, in which case they may choose to enroll in EXP 105 *Personal Dimensions of Education* as their first course. EXP 105 is designed for students with little or no previous college experience and is not recommended for students with high transfer credit. Enrollment in EXP 105 may result in the reduction of three (3) transfer credits in the Elective category. Students taking EXP 105 are required to take PSY 202 as their second course. Unsuccessful completion of either EXP 105 or PSY 202 will result in the rescheduling of the course and revision of the future course sequence.

Transfer Concentration Guidelines

Transfer concentrations are intended for Bachelor's students who have experience and/or extensive transfer credit coursework in a field of study at the time of admission.

Students must petition for a transfer concentration in a defined subject area and submit a minimum of twelve

(12) credits of coursework before approval is granted. In rare cases, a student with some transfer coursework completed in a given subject area may petition to the University Registrar's Office, after admission, to complete part of a concentration through Ashford University coursework.

- Transfer concentrations generally will not be approved in fields of study that lead to licensure or certification.
- Transfer credits will only be applied toward the required coursework in applicable majors if the student has maximized all other transfer credit possibilities within the Bachelor's degree and has otherwise earned enough upper-division credits to meet program requirements. Otherwise, transfer concentration coursework will be applied toward elective credit.
- A student can earn more than one transfer concentration as long as each transfer concentration has at least six credits that do not apply to another concentration or major.
- Students earning transfer concentrations with substitutions against major coursework are not exempt from the minimum requirement for earning thirty (30) upper-division credits.

SMART Track Program Requirements

Students enrolled in an Ashford University Bachelor's degree program may be eligible to enroll in up to six (6) credits (nine (9) applicable credits for the MBA or MPA programs) of graduate-level coursework toward their Bachelor's degree and accelerate completion of a Master's degree with Ashford University.

Bachelor's Program Stipulations and Requirements for Enrolling and Applying Master's-Level Coursework

- Students in a Bachelor's-level program offered at Ashford University may attempt up to six (6) Master's-level credits* offered at Ashford University to satisfy elective requirements in their Bachelor's program.
- Bachelor's-level tuition applies to any AU Master's-level coursework attempted as part of the Bachelor's program. Students are limited to six (6) attempted credits* at the Bachelor's-level tuition rate (AU Military Grant rates are applicable for students who qualify). Financial aid is also awarded at the Bachelor's-level.
- Students are not permitted to retake Master's-level courses attempted while enrolled in

a Bachelor's program. Only one attempt per Master's course is permitted at the undergraduate-level (W and WF grades included).

- Master's-level coursework attempted as part of a Bachelor's program is applied toward the Bachelor's-level cumulative grade point average (CGPA).
- Enrollment in the Master's degree program begins after an applicant has been formally admitted to the program by submitting an application indicating an earned Bachelor's degree. Students are subject to the academic requirements that are in effect at the time of enrollment in the Master's degree program. Any Master's degree requirements that have been satisfied by coursework taken as part of the SMART Track will be considered fulfilled.
- Unless otherwise stipulated by program, the graduate-level coursework will apply toward elective credit requirements.
- Master's-level courses taken while enrolled in a Bachelor's program will count toward the upper division credit requirement.
- Graduate-level courses are normally six (6) weeks in length; therefore enrollment may extend graduation dates and may delay financial aid disbursement timing.
- Graduate-level courses are graded as follows: A, B, C, F, W, WF, or I. Plus, Minus, and D grades are not awarded in graduate-level coursework.
- Students may not apply more than 9 credits of graduate coursework to their Bachelor's degree program.

SMART Track Courses

Specific graduate-level courses for which Bachelor's students are eligible to enroll may be stipulated by each Master's degree program. The following courses have been designated by program for SMART Track student enrollment. Enrollment in any courses other than those subsequently designated must be approved by the appropriate Dean, University Provost or designee.

Master of Arts in Education

- EDU 650 Teaching, Learning and Leading in the 21st Century (3 credits)
- EDU 645 Learning & Assessment for the 21st Century (3 credits)

Master of Arts in Health Care Administration

- MHA 601 Principles of Health Care Administration (3 credits)
- MHA 622 Health Care Ethics & Law (3 credits)

Master of Arts in Organizational Management

- BUS 610 Organizational Behavior (3 credits)
- OMM 640 Business Ethics & Social Responsibility (3 credits)

Master of Arts in Teaching and Learning with Technology

- EDU 648 Teaching & Learning with Technology (3 credits)
- EDU 652 Instructional Design & Delivery (3 credits)

Master of Business Administration

- BUS 610 Organizational Behavior (3 credits)
- BUS 620 Managerial Marketing (3 credits)
- *BUS 591 Financial Accounting & Analysis (3 credits)

Master of Public Administration

- BUS 610 Organizational Behavior (3 credits)
- OMM 618 Human Resources Management (3 credits)
- *BUS 599 Introduction to Quantitative Principles (3 credits)

*Otherwise eligible students enrolled in a Bachelor's degree program who plan to apply to the Ashford University MBA program may take BUS 591 for an additional three (3) elective credits for a total of nine (9) Master's level credits to satisfy appropriate Bachelor's degree requirements and this prerequisite course to the MBA program. Students who plan to apply to the Ashford University MPA program may take BUS 599 for an additional three (3) elective credits for a total of nine (9) Master's level credits to satisfy appropriate Bachelor's degree requirements and this prerequisite course to the MPA program.

SMART Track Student Eligibility

Students must meet the following criteria in order to take Master's-level coursework in a Bachelor's program:

- Must be a senior-level student with 108+ credits earned toward a Bachelor's degree at Ashford University. Students may be pre-qualified and enrolled in SMART Track

courses when 105 credits are earned in anticipation of 108 credits completed prior to beginning SMART Track coursework.

- Must have a 3.00 or higher cumulative GPA to begin a Master's-level course.
- Must meet any prerequisite coursework requirements for each course.
- Must indicate to their Student Advisor that they plan to apply for admission to a specific Master's degree program at Ashford University upon completion of the Bachelor's degree, and request the courses through their Student Advisor.
- Must be in good financial standing at Ashford University.
- Students must complete a *SMART Track Request* form.

Applying Coursework Taken at Bachelor's Level to Ashford University Master's Programs

Students who graduate from an Ashford University Bachelor's program may apply up to six (6) applicable Master's level credits (or nine (9) applicable credits for the MBA or MPA programs) earned as part of their Bachelor's program to an Ashford University Master's program. In order to be applied toward completion of an Ashford University Master's program, courses taken at the Bachelor's level must be:

- Applicable to the specific Ashford University Master's program in which the student enrolls.
- Students are encouraged to complete the graduate level course with a "B" or higher. *Grades earned in Master's level courses completed as part of an undergraduate program will be calculated into the graduate-level cumulative grade point average (CGPA).*

Students who have successfully completed BUS 591 as part of their Bachelor's degree program with a grade of "C" or higher have also satisfied this prerequisite in the MBA.

Students who have successfully completed BUS 599 as part of their Bachelor's degree program with a grade of "C" or higher have also satisfied this prerequisite in the MPA.

Graduation Requirements for Bachelor's Degrees

To be eligible for a Bachelor's degree, a student must successfully accomplish the following:

- Completion of the General Education requirements, including competencies;

- Completion of a minimum of 120 total credits, including a minimum of 30 credits of upper-division courses and 18 credits of upper-division coursework in the major;
- Completion of all required major, minor, and specialization course requirements;
- Minimum cumulative grade point average of 2.00 in all coursework attempted at the University (a cumulative grade point of 2.50 is required for major coursework taken at Ashford University in the Bachelor of Science in Health Information Management); and
- Minimum of 30 credits earned toward a Bachelor's degree must be completed at the University as a matriculated student (residency requirement).

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Programs will be noted on the transcript as shown on the program heading. Programs with transfer concentrations or specializations are also noted on the transcript.

Forbes School of Business: Undergraduate Programs and Requirements

Bachelor of Arts in Accounting

Students pursuing the Accounting major at the University will develop the necessary analytical, conceptual, technical knowledge and proficiency in accounting. The curriculum will enable students to better understand the internal and external business environment through study in business administration, economics, and quantitative methods. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaa.

Special Terms and Conditions: Successful completion of this program by itself does not qualify a student to sit for the Certified Public Accountant (CPA) examination. All prospective students are advised to contact individual state boards of accounting for additional information relating to licensure requirements (e.g., education and

work experience and any potential restrictions, such as prior criminal convictions) prior to enrolling. A list of state accounting boards is available here: www.nasba.org/stateboards. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.

Additionally, students may wish to seek a Certified Management Accountant designation. Information on the CMA exam can be found at their website (www.imanet.org). Students are advised that a degree program is different from an exam preparation course and they may need more education in addition to work experience in order to successfully pass the examination.

Program Outcomes

Accounting major graduates will be able to:

- Demonstrate fundamental accounting principles and procedures;
- Employ technology tools related to the area of accounting;
- Analyze alternatives to complex accounting problems;
- Utilize and integrate accounting information in business decision making; and
- Synthesize accounting information and non-accounting information in order to appropriately assess business opportunities.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*42 credits
Electives:	29 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (42 credits)

- *CGD 218 Visual Literacy in Business (3 credits)

- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
Prerequisite: ACC 205
- ACC 305 Intermediate Accounting I (3 credits)
Prerequisite: ACC 206
- ACC 306 Intermediate Accounting II (3 credits)
Prerequisite: ACC 305
- ^BUS 308 Statistics for Managers (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- ^BUS 401 Principles of Finance (3 credits)
Prerequisite: ACC 205 or ACC 208
- ACC 310 Cost Accounting I (3 credits)
Prerequisite: ACC 206
- ACC 380 Accounting for Not-For-Profit Organizations (3 credits)
Prerequisite: ACC 206
- BUS 311 Business Law I (3 credits)
- ACC 401 Federal Income Taxes I (3 credits)
Prerequisite: ACC 205
- ACC 407 Advanced Accounting (3 credits)
Prerequisites: ACC 306 and ACC 310
- ACC 410 Auditing (3 credits)
Prerequisites: ACC 306 and ACC 310 and GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking these courses.

Please note, student who have successfully completed ACC 201 and/or ACC 202 at the Associate's level will be waived from ACC 205 and/or ACC 206 at the Bachelor's level.

Bachelor of Arts in Business Administration

The BA in Business Administration will provide students with the technical knowledge, critical thinking skills, and the ability to communicate ideas in a collaborative environment. Graduates will be equipped with a practical understanding of these and other important business concepts and skills. Ashford University takes great pride in ensuring that students are challenged to open their minds to new ways of thinking and problem solving. The BA in Business Administration degree will assist students

in meeting both personal and professional goals. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaba.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Business Administration major graduates will be able to:

- Collaborate to achieve team goals;
- Develop an awareness of their leadership style;
- Evaluate a situation and apply an effective leadership style;
- Use technology tools related to their area of emphasis;
- Manage change within a dynamic business environment; and
- Create a strategic business plan.

Program Requirements

Total number of credits required: 120 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 29 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- *CGD 218 Visual Literacy in Business (3 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- MGT 415 Group Behavior in Organizations (3 credits)
- MGT 435 Organizational Change (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
Prerequisite: ACC 205
- BUS 311 Business Law I (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- BUS 303 Human Resource Management (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- ^BUS 401 Principles of Finance (3 credits)
Prerequisite: ACC 205 or ACC 208
- BUS 402 Strategic Management & Business Policy (3 credits)
Prerequisite: BUS 201 or MGT 330, ACC 205 and ECO 203 or ECO 204 and GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking these courses.

Transfer Concentration Option

Students may add a transfer concentration to the BA in Business Administration program by transferring in 12 applicable credits in one of the following areas:

- Business Management
- Marketing
- Accounting
- Finance
- Hospitality Management
- Retail Management
- Computer Science Studies

Transfer concentrations are intended for students who have experience and/or extensive transfer credit coursework in a field of study at the time of admission to the program. The following major courses

are designated for substitution with concentration coursework, where appropriate: BUS 303, MGT 415, MGT 435, and PHI 445. For additional details, see *Transfer Concentration Guidelines* in this section of the *Catalog*.

Bachelor of Arts in Business Economics

The Bachelor of Arts in Business Economics links the fields of economics and business to provide students with an understanding of the theoretical and practical approaches of economics while preparing graduates for employment in a continually changing global and technologically innovative business environment. It prepares students for employment in a variety of business fields, particularly finance, banking, business management, and government service. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obabe.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Business Economics major graduates will be able to:

- Assess business facts and interpret them consistent with economic thinking;
- Understanding of how decision makers allocate scarce resources to achieve economic efficiency;
- Apply economic tools to analyze decisions made by consumers, firms, and policy makers; and
- Integrate economic models to analyze the impact of various fiscal monetary, and trade policies on a nation's economy.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*45 credits
Electives:	26 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 311 Business Law I (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
Prerequisite: ACC 205
- ^BUS 308 Statistics for Managers (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 or ECO 203
- ECO 320 International Economics (3 credits)
- ^ECO 342 Principles of Econometrics (3 credits)
Prerequisite: BUS 308
- ^BUS 401 Principles of Finance (3 credits)
Prerequisite: ACC 205 or ACC 208
- *PHI 445 Personal & Organizational Ethics (3 credits)
- BUS 450 International Finance (3 credits)
- ECO 406 Business Cycles & Growth (3 credits)
Prerequisite: ECO 203
- BUS 402 Strategic Management & Business Policy (3 credits)
Prerequisite: BUS 201 or MGT 330, ACC 205 and ECO 203 or ECO 204 and GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Business Information Systems

The Bachelor of Arts in Business Information Systems graduates are able to understand the interaction and importance of information systems and information sharing within a business or organization. Courses focus on networking, e-business administration, strategic data utilization, business management, as well as problem solving and leadership in designing, developing and implementing new or existing information systems within the businesses organization. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obabis.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Business Information Systems major graduates will be able to:

- Utilize analytical, logical, and critical thinking abilities to analyze user requirements and to design, develop, and deploy effective Information Systems solutions;
- Evaluate appropriate enterprise solutions for business success;
- Manage relationships with technology providers and customers;
- Analyze alternatives to complex business problems and alternatives; and
- Evaluate the business as an integrated information system including the relations among the functional areas, and the application of long-range planning, systems implementation, and control processes.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	52 credits
Major Course Requirements:	45 credits
Electives:	23 credits

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

*In this program, 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- INF 220 IS Principles (3 credits)
Prerequisite: INF 103
- BUS 311 Business Law I (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- COM 340 Technical Writing (3 credits)
- **INF 231 Programming Concepts (3 credits)
Prerequisite: INF 103
- INF 340 Business Systems Analysis (3 credits)
- **^INF 322 Database Management Systems (3 credits)
Prerequisite: INF 231
- INF 325 Telecommunications & Networking Concepts (3 credits)
Prerequisite: INF 231
- BUS 352 e-Business (3 credits)
- INF 410 Project Management (3 credits)
- INF 336 Project Procurement Management (3 credits)
Prerequisite: INF 103
- MGT 497 Strategic Technology Planning for Organizations (3 credits)
Prerequisites: MGT 330 and INF 340 and GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

**Please note that some applications in this course may require additional hardware, software, and/or internet connectivity requirements. This includes use of Windows XP with Service Pack 2.0 or higher and broadband Internet access.

^Math competency requirement must be met before taking this course.

Bachelor of Arts in Business Leadership

The Bachelor of Arts in Business Leadership focuses on understanding the skills and knowledge necessary to be an effective leader in business organizations. The program emphasizes theory and practice through a comprehensive curriculum of communications, industrial/organizational psychology, conflict management, organizational behavior, social responsibility, motivation, strategic management, and leadership. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obabl.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Business Leadership major graduates will be able to:

- Examine the influence of leadership, vision, and strategic planning in a variety of organizations and environments;
- Assess the process of leading others in environments increasingly characterized by change and complexity;
- Apply principles of human behavior and motivation to maximize use of human resources;
- Analyze methods of organization change and development; and
- Evaluate the most recent tools and concepts emerging in management and leadership.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*39 credits
Electives:	35 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (39 credits)

- LIB 125 Contemporary Issues in Organizational Leadership (3 credits)
- *BUS 250 Corporate & Social Responsibility (3 credits)
- MGT 330 Management for Organizations (3 credits)
- BUS 318 Organizational Behavior (3 credits)
Prerequisite: BUS 201 or MGT 330
- PSY 302 Industrial/Organizational Psychology (3 credits)
- BUS 340 Business Communications (3 credits)
- *COM 325 Communication & Conflict (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- MGT 425 Leadership & Motivation (3 credits)
- MGT 321 Assessing Leadership Skills (3 credits)
- BUS 370 Organizational Development (3 credits)
Prerequisite: BUS 201 or MGT 330 or HCA 459
- MGT 450 Strategic Planning for Organizations (3 credits)
Prerequisite: MGT 330
- MGT 460 Leadership Priorities & Practice (3 credits)
Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Consumer and Family Financial Services

The Bachelor of Arts in Consumer and Family Financial Services program is designed to prepare students for careers in insurance, investments, or family financial advisement. While this program provides students with a comprehensive knowledge of business finance, personal financial planning, investment management, life and health insurance, property and casualty insurance, principles of banking, consumer lending, international finance, financial institutions, and trust operations, it is distinct from a pure corporate finance program due to its focus on individual and personal support. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obacffs.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Consumer and Family Financial Services major graduates will be able to:

- Analyze and communicate financial information to individual consumers;
- Assess legal concepts and their application to the individual investor;
- Evaluate the U.S. banking system and its regulation, examination, and control and the personal account limits of the various regulatory agencies;
- Assess the role of advisor in the provision of business services to clients;
- Develop a life-time financial plan;
- Examine the role of life, health, property, and casualty insurance in business and personal financial planning; and
- Evaluate various types of investments in terms of their risks and potential returns.

Program Requirements

Total number of credits required: 120 credits
General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 26 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- BUS 215 Personal Financial Management (3 credits)
- BUS 311 Business Law I (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- SRV 301 Introduction to Service Management (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 323 Risk Management & Insurance (3 credits)
- BUS 342 Financial Planning & Practice (3 credits)
- BUS 401 Principles of Finance (3 credits)
- BUS 405 Principles of Investments (3 credits)
- ACC 401 Federal Income Taxes I (3 credits)
- BUS 458 Consumer & Family Finance Capstone (3 credits)

Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking these courses.

Bachelor of Arts in eMarketing

The Bachelor of Arts in eMarketing degree prepares student to compete in areas of advertising, marketing, promotions, public relations, and coordinate the market research, develop marketing strategy, assess sales data, create advertising pieces, promote products or service, initiate pricing policy, participate in product development, and brand management from an e-business perspective. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaem.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

eMarketing major graduates will be able to:

- Evaluate marketing situations and make informed marketing decisions;
- Examine the significance of global markets and the universal marketing processes to develop global marketing plans applying alternative media approaches;
- Apply computer applications used by the e-marketing profession in an e-business solution; and
- Assess the business as an integrated system including the relations among the functional business areas, and the application long-range planning, implementation and business control systems.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*45 credits
Electives:	26 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- *CGD 218 Visual Literacy in Business (3 credits)
- BUS 311 Business Law I (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- BUS 336 Marketing Strategy (3 credits)
- BUS 350 Consumer Behavior (3 credits)
- BUS 339 Marketing Research (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 352 e-Business (3 credits)
- BUS 455 Internet & Social Media Marketing (3 credits)

Prerequisite: BUS 330

- BUS 497 e-Marketing Capstone (3 credits)

Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking these courses.

Bachelor of Arts in Entrepreneurship

Business is inherently entrepreneurial in nature but the skill set and knowledge required to be an entrepreneur are different from those required of other business managers. Ashford University's Bachelor of Arts in Entrepreneurship curriculum was designed to help emerging entrepreneurs build successful businesses and harness opportunities. The program takes students through a course of study that educates them in sound business principles, preparing a business plan, and how to finance and manage a small business. For

more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obae.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Entrepreneurship major graduates will be able to:

- Assess the risks involved in an entrepreneurial venture;
- Analyze the impact of the political, legal and ethical environment on entrepreneurial ventures;
- Analyze emerging issues facing emerging businesses in competitive markets;
- Integrate the functional areas of business in the strategic planning process; and
- Construct a business plan for an entrepreneurial venture.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*45 credits
Electives:	26 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)

- *PHI 445 Personal & Organizational Ethics (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 311 Business Law I (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
- BUS 362 Introduction to Entrepreneurship (3 credits)
- BUS 365 Creativity & Innovation (3 credits)
Prerequisite: BUS 362
- BUS 368 Venture Capital & Banking (3 credits)
Prerequisite: BUS 362
- ^BUS 401 Principles of Finance (3 credits)
Prerequisite: ACC 205 or ACC 208
- BUS 435 Small Business Ventures (3 credits)
Prerequisite: BUS 362
- BUS 433 New Business Strategy (3 credits)
Prerequisite: BUS 362
- BUS 437 Business Plan Development (3 credits)
Prerequisite: BUS 362 and GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Finance

The Bachelor of Arts in Finance provides students with an understanding of financial analysis, financial management, and financial systems. It prepares students for employment in a variety of business fields including credit manager, trust administrator, financial planning, financial services, banking, real estate, corporate financial management, risk management and insurance, and securities sales and management. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaf.

Special Terms and Conditions: A degree in finance prepares a student for many different career options. Some of these career options will require holding specific certifications such as Certified Financial Planner, Chartered Financial Analyst or FINRA registration.

While a degree program provides a wide background in the finance field, Ashford University does not guarantee that any student is prepared for any certification examination at the completion of their degree. You are encouraged to research the requirements of each organization so that you can see how your education and work experience can help prepare you for the designation you will need.

Program Outcomes

Finance major graduates will be able to:

- Demonstrate problem solving skills including the ability to analyze business and financial conditions;
- Apply financial theories to conduct financial analysis;
- Understand how to measure and achieve the efficiency use of financial resources;
- Evaluate the political, social, legal, regulatory, and technological issues in the context of micro- and macro-finance; and
- Understand the business as an integrated system including the relations among the functional areas, and the application long-range planning, implementation and control systems.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*45 credits
Electives:	26 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 311 Business Law I (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)

- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
Prerequisite: ACC 205
- BUS 215 Personal Financial Management (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 or ECO 203
- BUS 323 Risk Management & Insurance (3 credits)
- ^BUS 401 Principles of Finance (3 credits)
Prerequisite: ACC 205 or ACC 208
- BUS 405 Principles of Investments (3 credits)
Prerequisite: BUS 401
- BUS 450 International Finance (3 credits)
- BUS 402 Strategic Management & Business Policy (3 credits)
Prerequisites: BUS 201 or MGT 330, ACC 205 and ECO 203 or ECO 204 and GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Human Resources Management

The Bachelor of Arts in Human Resources Management degree program is designed for students seeking to acquire a concentration of human resource knowledge within a broad base of business concepts. Students will explore and acquire insights into the relationship between the organization's ability to implement its strategic intent through the HR organization's functional areas like recruitment and selection, training and development, compensation and benefits. All students must complete a capstone requirement which integrates content across the degree program and validates the students' knowledge. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obahrm.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Human Resources Management major graduates will be able to:

- Evaluate internal and external organizational environments and the impact of their interrelationships on human resource functions;
- Analyze the process of job analysis, staffing, appraisal and compensation, training, career planning, and organizational development;
- Examine the interaction among management, labor, and labor law;
- Assess and develop methods designed to prevent employer liability and labor relation issues (anti-discrimination statutes, employee and labor relations, union and non-union environment issues); and
- Analyze the ethical, legal, and safety challenges faced in the workplace.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*45 credits
Electives:	26 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 318 Organizational Behavior (3 credits)
Prerequisite: BUS 201 or MGT 330
- ECO 204 Principles of Microeconomics (3 credits)
- MGT 435 Organizational Change (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- BUS 311 Business Law I (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 370 Organizational Development (3 credits)
Prerequisite: BUS 201 or MGT 330 or HCA 459
- BUS 372 Employee & Labor Relations (3 credits)
Prerequisite: BUS 303
- BUS 375 Employee Training (3 credits)
Prerequisite: BUS 303
- *PHI 445 Personal & Organizational Ethics (3 credits)
- ^BUS 401 Principles of Finance (3 credits)
Prerequisite: ACC 205 or ACC 208
- BUS 434 Compensation & Benefits Management (3 credits)
Prerequisite: BUS 303
- MGT 490 Strategic Human Resources Planning (3 credits)
Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in International Business

Business is inherently international in nature and the success or even survival of modern multinational enterprises is largely dependent upon highly skilled business professionals competent in international business practices and strategies. The Bachelor of Arts in International Business degree program provides the essential body of knowledge for students seeking well-

defined careers in international business and skills required for professional advancement and business prosperity. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaib.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

International Business major graduates will be able to:

- Apply basic business practices to resolve international business problems;
- Assess market globalization factors and typical business strategies for competing in foreign markets;
- Construct a country strategic risk assessment that includes all the relevant factors for firms operating overseas or thinking of entering new markets;
- Integrate culturally sensitive concepts into team communication; and
- Analyze emerging issues facing countries or businesses in international markets.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*45 credits
Electives:	35 credits

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

*In this program, 12 credits from the major and 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- *COM 360 Advanced Communications in Society (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- ECO 320 International Economics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- ^BUS 307 Operations Management & Quantitative Techniques (3 credits)
- *BUS 357 International Business (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 378 International Business Law (3 credits)
- BUS 439 International Human Resources Management (3 credits)
- *POL 353 Comparative Politics (3 credits)
- BUS 450 International Finance (3 credits)
- MGT 492 Strategic Management for the Multinational Enterprise Capstone (3 credits)
Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Operations Management and Analysis

The Bachelor of Arts in Operations Management and Analysis program prepares students to be operations managers who possess the analytical, problem-solving, and behavioral management skills needed to diagnose problems, improve operating systems, and communicate and gather support for required system improvements that contribute to a business' success. It prepares students for employment in a variety of business fields, particularly manufacturing, production control, distribution, inventory control, quality management, and supply chain management. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaoma.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Operations Management and Analysis major graduates will be able to:

- Apply systems analysis to management decisions and operational success;
- Assess methods of quality management, product and service development, and learn processes in business operations;
- Develop skills in managing projects and programs;
- Examine globalization effects on the organization's operations, supply chain, and product or services production; and
- Understand effective decision-making, problem-solving, and technical skills required in management.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	52 credits
Major Course Requirements:	45 credits
Electives:	23 credits

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

*In this program, 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)

- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
Prerequisite: ACC 205
- ^BUS 308 Statistics for Managers (3 credits)
- ^BUS 307 Operations Management & Quantitative Techniques (3 credits)
- INF 336 Project Procurement Management (3 credits)
Prerequisite: INF 103 or Information Technology competency
- INF 337 Integrated Cost & Schedule Control (3 credits)
Prerequisites: ACC 205 and BUS 308 or MAT 332
- INF 340 Business Systems Analysis (3 credits)
Prerequisite: Information Technology competency
- BUS 461 Decision Modeling & Analysis (3 credits)
Prerequisites: MGT 330 and BUS 308
- BUS 445 Total Quality Management (3 credits)
- BUS 446 Production Operations Control (3 credits)
- ^BUS 401 Principles of Finance (3 credits)
Prerequisite: ACC 205 or ACC 208
- INF 410 Project Management (3 credits)
- BUS 402 Strategic Management & Business Policy (3 credits)
Prerequisites: BUS 201 or MGT 330, ACC 205 and ECO 203 or ECO 204 and GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Organizational Management

The Organizational Management program is designed for students who have work experience and desire to improve their understanding of how organizations function and develop effective skills in management and leadership. The curriculum places emphasis on the human side of managing organizations, allowing for skill development in communication, group behavior, decision making, human resource management, and ethics. Focused attention is given to defining and understanding strategic planning, financial

management, law, and marketing areas in which an organizational leader must be knowledgeable to be effective. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaom.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Organizational Management major graduates will be able to:

- Examine one's personal leadership style and determine its appropriateness to various organizational situations;
- Demonstrate appropriate decision-making skills in organizational contexts;
- Formulate strategies for effective team development;
- Analyze alternative solutions for complex business problems;
- Compare and contrast individual characteristics that influence work behaviors and organizational effectiveness; and
- Analyze the impact of social problems on the workplace at the individual, group, organizational, and societal levels.

Program Requirements

Total number of credits required: 120 credits
 General Education Requirements: *52 credits
 Major Course Requirements: *30 credits
 Electives: 44 credits
 Students must earn a minimum of 30 upper-division credits.

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)

- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (30 credits)

- MGT 330 Management for Organizations (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- MGT 415 Group Behavior in Organizations (3 credits)
- *SOC 402 Contemporary Social Problems & the Workplace (3 credits)
- *COM 425 Communication in Organizations (3 credits)
- MGT 435 Organizational Change (3 credits)
- BUS 303 Human Resource Management (3 credits)
- MGT 450 Strategic Planning for Organizations (3 credits)

Prerequisite: MGT 330

- *PHI 445 Personal & Organizational Ethics (3 credits)
- MGT 460 Leadership Priorities & Practice (3 credits)

Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Transfer Concentration Option

Students may add a transfer concentration to the Bachelor of Arts in Organizational Management program by transferring in 12 applicable credits in a defined subject area. Transfer concentrations are not required and are intended for students who have experience and/or extensive transfer credit coursework in a field of study at the time of admission to the program. The following major courses are designated for substitution with concentration coursework, where appropriate: COM 425, MGT 415, PHI 445, and SOC 402. For additional details, see *Transfer Concentration Guidelines* in this section of the *Catalog*.

Bachelor of Arts in Project Management

The Bachelor of Arts in Project Management program is specifically designed to prepare students with highly technical knowledge in this demanding field. Students learn critical skills such as leadership, risk analysis, project cost management, procurement, schedule/

task control, effective communication, quality control, and more. This major is also designed to incorporate the core business knowledge appropriate to manage wider organizational processes. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obapm.

Special Terms and Conditions: Successful completion of this degree by itself does not qualify a student to sit for any certification examinations offered by the Project Management Institute (PMI) including: the Certified Associate in Project Management (CAPM), Project Management Professional (PMP), Program Management Professional (PgMP), PMI Agile Certified Practitioner (PMI-ACP), PMI Risk Management Professional (PMI-RMP), or the PMI Scheduling Professional (PMI-SP). Graduates of this program may meet some of the requirements to sit for PMI certification exams, but, it is the responsibility of each student or graduate to research the requirements for each. In most instances, the requirements to sit for a PMI certification exam include a secondary diploma or a four year degree, and a certain number of documented hours of project management experience.

The Project Management Institute (PMI) is an independent entity not affiliated with Ashford University. Successful completion of this degree does not fully qualify a student for any PMI certification. Students or graduates that are interested in pursuing PMI certifications are strongly encouraged to visit their website (www.pmi.org) for additional information.

Program Outcomes

Project Management major graduates will be able to:

- Apply proven project management principles to business situations;
- Systematically initiate, plan, execute, control, and close a well-documented project;
- Identify and apply successful team development and management strategies;
- Evaluate the implications of project management to organizational effectiveness;
- Construct and implement an approach for using contracting and procurement activities to fulfill project goals; and
- Align project goals with the corporate strategic planning process.

Program Requirements

Total number of credits required: 120 credits
 General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 26 credits

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

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

Introductory Course Requirement (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 311 Business Law I (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
Prerequisite: ACC 205
- ^BUS 308 Statistics for Managers (3 credits)
- BUS 303 Human Resource Management (3 credits)
- INF 342 Project Quality Assurance (3 credits)
- INF 336 Project Procurement Management (3 credits)
Prerequisite: INF 103 or Information Technology competency
- INF 337 Integrated Cost & Schedule Control (3 credits)
Prerequisites: ACC 205 and BUS 308 or MAT 332
- INF 338 Leadership & Communication Skills for Project Managers (3 credits)
Prerequisites: MGT 330 and Communication I and II competency
- INF 410 Project Management (3 credits)
- MGT 435 Organizational Change (3 credits)
- BUS 402 Strategic Management & Business Policy (3 credits)
Prerequisites: BUS 201 or MGT 330, ACC 205, and ECO 203 or ECO 204, and GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Public Administration

The Bachelor of Art in Public Administration is designed for students who seek entry-level management careers in government management at the federal, state, or local level and nonprofit management. Students will receive a solid foundation in public sector practices and processes complemented by coursework in the social sciences. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obapa.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Public Administration major graduates will be able to:

- Demonstrate theoretical knowledge for understanding, developing, and implementing public policy and administration;
- Integrate academic theory and practical applications;
- Apply management theory to the practice of public administration;
- Identify relevant political and legal factors in the policy process and analyze their roles critically; and
- Judge the ethical components of public responsibility.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*45 credits
Electives:	32 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- *POL 303 The American Constitution (3 credits)
- *POL 310 Environmental Policies (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- PPA 301 Principles of Public Administration (3 credits)
- PPA 303 Finance for Public Administrators (3 credits)
Prerequisite: ECO 203
- PPA 305 Budgeting for Public Administrators (3 credits)
- PPA 307 Intergovernmental Relations & Issues (3 credits)
Prerequisite: PPA 301
- PPA 401 Urban Management (3 credits)
Prerequisite: PPA 301
- PPA 403 Administrative Law (3 credits)
- PPA 405 Personnel Management (3 credits)
- PPA 497 Public Policy Formation (3 credits)
Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Public Relations and Marketing

Graduates of the major in Public Relations and Marketing will be able to develop an understanding and mastery of marketing and public relations functions. Emphasis is on creating a repertoire of communication skills in order to become an effective communicator across contexts, as well as to develop competence in using planning skills to create and implement marketing and public relations solutions to meet client's needs. Graduates will be able to evaluate the effectiveness and appropriateness of marketing and public relations messages and engage in problem analysis, strategic planning, message development, and tactical solutions. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaprm.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Public Relations and Marketing major graduates will be able to:

- Develop an understanding and mastery of marketing, and public relations functions;
- Create a repertoire of communication skills in order to become an effective communicator across contexts;
- Develop competence in using planning skills to create and implement marketing and public relations solutions to meet client's needs;
- Evaluate the effectiveness and appropriateness of marketing and public relations messages; and
- Engage in problem analysis, strategic planning, message development, and tactical solutions.

Program Requirements

Total number of credits required: 120 credits
General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 32 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- BUS 336 Marketing Strategy (3 credits)
- BUS 339 Marketing Research (3 credits)
- *BUS 340 Business Communications (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 350 Consumer Behavior (3 credits)
- BUS 352 e-Business (3 credits)
- *CGD 218 Visual Literacy in Business (3 credits)
- CGD 240 Media Writing & Editing (3 credits)
- CGD 318 Public Relations Practices & Promotional Writing (3 credits)
- INF 410 Project Management (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- BUS 421 PR/Marketing Capstone (3 credits)

Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Real Estate Studies

The Bachelor of Arts in Real Estate Studies degree prepares student for a career in the real estate

profession. The curriculum incorporates a rich foundation of general business with the specialized advanced core in real estate studies. The real estate major prepares students for careers in mortgage lending, development, equity investment, brokerage and sales, valuation, consulting, property and asset management, etc. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obares.

Special Terms and Conditions: Successful completion of this degree does not guarantee that any state real estate licensing agency will accept a student's or a graduate's application to sit for or successfully complete any such exam. In addition, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for a certification or as a qualifying academic credential for membership in such professional organization.

Most US states require licensing to perform various professional activities associated with real estate business services. Such licensing may require an examination performed by designated controlling state agencies. If students or graduates are interested in pursuing any state licenses, they are strongly encouraged to research their local state real estate agency's requirements for licensure.

Program Outcomes

Real Estate Studies major graduates will be able to:

- Assess real estate professional governance and licensing in the states and how such laws and systems benefit consumers;
- Examine essential real estate business practices;
- Apply real estate law, contract law, and Uniform Commercial Code in solving complex real estate problems;
- Discern how economic, demographic, dynamic, and market trends influence real estate and real estate valuations; and
- Examine basic real estate financial markets and financing methods most commonly applied to single family residences, multiple family residences, and commercial properties.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*45 credits
Electives:	26 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 311 Business Law I (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- RES 301 Principles of Real Estate (3 credits)
- RES 325 Real Estate Practice (3 credits)
- RES 327 Real Estate Economics (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- RES 334 Real Estate Finance (3 credits)
- RES 345 Legal Aspects of Real Estate (3 credits)
- RES 429 Property Management (3 credits)
- RES 431 Commercial Real Estate Investment (3 credits)
- RES 450 Real Estate Appraisal (3 credits)
- RES 497 Strategic Management of the Real Estate Enterprise (3 credits)

Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking these courses.

Bachelor of Arts in Service Management

The Bachelor of Arts in Service Management with specializations program is designed to provide the knowledge and skills to be effective in one of the fastest growing sectors of the economy. The course of study prepares students to deliver services that include all

internal and external activities of organizations aimed at customer acquisition, retention and care. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obasm.

Because careers may range from consultant and specialist jobs to management tasks within the numerous fields and functions in the service sector, students must select a specialization in this program. Specializations include Non-profit Enterprise, Hospitality Enterprise, Restaurant Enterprise Management, and Mass Market Retail Enterprise Management.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Service Management major graduates will be able to:

- Assess service logistics in a variety of service environments;
- Apply various service systems to construct customer relationship platforms;
- Integrate innovative practices and processes designed to increase the performance of a service organization;
- Develop new human capital strategies in service organizations; and
- Design service metrics based on the needs of a service organization.

Program Requirements

Total number of credits required: 120 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 23-26 credits

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

*In this program, 3 credits from the Non-Profit Enterprise specialization and 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (33 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 311 Business Law I (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
Prerequisite: ACC 205
- ECO 204 Principles of Microeconomics (3 credits)
- SRV 301 Introduction to Service Management (3 credits)
- SRV 312 Service Operations Management (3 credits)
Prerequisite: SRV 301
- SRV 340 Marketing in a Services Environment (3 credits)
Prerequisite: SRV 301
- ^BUS 401 Principles of Finance (3 credits)
Prerequisite: ACC 205 or ACC 208
- BUS 402 Strategic Management & Business Policy (3 credits)
Prerequisites: BUS 201 or MGT 330, ACC 205, and ECO 203 or ECO 204, and GEN 499

Choose one specialization from the following:

Hospitality Enterprise Specialization (12 credits)

- SRV 332 Fundamentals of Hospitality (3 credits)
Prerequisite: SRV 301
- SRV 333 Resort Management (3 credits)
Prerequisite: SRV 301
- SRV 423 Food & Beverage Control (3 credits)
Prerequisite: SRV 301
- SRV 425 Event, Meeting, & Conference Management (3 credits)
Prerequisite: SRV 301

Mass Market Retail Enterprise Management Specialization (12 credits)

- BUS 337 Principles of Retail Management (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- BUS 441 Retail Pricing Management (3 credits)
Prerequisites: ECO 204 and SRV 340
- BUS 442 Retail Merchandising (3 credits)

Non-Profit Enterprise Specialization (12 credits)

- *SOC 315 Cross-Cultural Perspectives (3 credits)
- BUS 318 Organizational Behavior (3 credits)
- SRV 428 Non-Profit Agency Management (3 credits)
Prerequisite: SRV 301
- SRV 429 Fiscal Management of Nonprofit Organizations (3 credits)
Prerequisite: SRV 301

Restaurant Enterprise Management Specialization (12 credits)

- SRV 346 Introduction to Restaurant Management (3 credits)
Prerequisite: SRV 301
- SRV 347 Sanitation & Safety (3 credits)
Prerequisite: SRV 301
- SRV 438 Menu Planning & Design (3 credits)
Prerequisite: SRV 301
- SRV 423 Food & Beverage Control (3 credits)
Prerequisite: SRV 301

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Sports and Recreation Management

The Sports and Recreation Management major helps to prepare professionals for managerial positions in the sports and recreation industry including professional, intercollegiate, and interscholastic sports; sport/fitness clubs; sports/athletics equipment merchandising; public, private, and commercial recreation programs; and intramural and recreational sports.

Students complete coursework in the following areas: accounting, business, economics, English, information systems, philosophy, physical education, sociology, speech, and psychology. The curriculum consists of learning experiences that are essential for assuming entry-level business management positions in the sports and recreation profession. Students completing the required coursework will be exposed to various theories of management in the field of business administration, exhibit college-level writing and speaking skills, and acquire a knowledge base in the field of sports and recreation management. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obasrm.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Sports and Recreation Management major graduates will be able to:

- Integrate knowledge from sports recreation and business administration fields;
- Apply theory to practice;
- Communicate effectively in a variety of modalities; and
- Apply business procedures to team and facilities management.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*45 credits
Electives:	32 credits

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

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

Note: A minor in Business Administration is not available to students majoring in Sports and Recreation Management.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- *CGD 218 Visual Literacy in Business (3 credits)
- CGD 318 Public Relations Practices & Promotional Writing (3 credits)
- *SOC 318 Sociology of Sport (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- *BUS 340 Business Communications (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ^BUS 307 Operations Management & Quantitative Techniques (3 credits)
- BUS 311 Business Law I (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- INF 410 Project Management (3 credits)
- BUS 303 Human Resource Management (3 credits)
- SRM 320 Organization & Administration of Sports & Recreation Management (3 credits)
- SRM 410 Contemporary Issues in Sports Marketing & Management (3 credits)
- SRM 325 Case Research in Sports & Recreation Management (3 Credits)

Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking these courses.

Bachelor of Arts in Supply Chain Management

The Bachelor of Arts in Supply Chain Management

program focuses on effective management of supply chain processes and the information flow appropriate to optimize activities and costs to efficiently and effectively serve the customer. Production schedules, procurement, transportation services, quality, and warehousing management activities are studied as individual functions as well as the strategic relationships among these functions. Emphasis will be placed on problem solving, logical thinking, and development of accurate management assessments. This major is also designed to incorporate the core business knowledge appropriate to manage wider organizational processes. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obascm.

Special Terms and Conditions: Successful completion of this degree by itself does not qualify students to obtain any certifications from The Association for Operations Management (APICS). Also, successful completion of this degree does not by itself qualify students to sit for the APICS Certified Supply Chain Professional (CSCP) certificate examination. The requirements to sit for the CSCP certificate examination include a combination of education and documented supply chain management experience. Conversely, the APICS Certified in Production and Inventory Management (CPIM) certificate does not have any requirements to take the five examinations which are required to obtain CPIM certification, aside from exam registration fees.

Students or graduates interested in pursuing the APICS CSCP or the APICS CPIM certification are strongly encouraged to visit the APICS website (www.apics.org) for additional information.

Similarly, successful completion of this degree by itself does not qualify students to obtain any certifications from The American Purchasing Society or sit for any of their certification examinations. If a student or graduate is interested in pursuing certifications offered by this professional association including: the Certified Purchasing Professional (CPP), the Certified Professional Purchasing Manager (CPPM), and the Certified Professional Purchasing Consultant (CPPC), they are strongly encouraged to visit The American Purchasing Society portal (www.american-purchasing.com). Some of the prerequisites for eligibility for certification are a minimum of three years purchasing related experience or a degree from a recognized college, plus two years of purchasing related experience. Information on other prerequisites and requirements for certification is available at www.american-purchasing.com.

Program Outcomes

Supply Chain Management major graduates will be able to:

- Apply proven supply chain management principles to business situations;
- Examine globalization effects on the organization's operations, supply chain, and product or services production;
- Evaluate and select an appropriate supply chain design;
- Analyze the implications of supply chain management to organizational effectiveness;
- Assess supply chain system performance using logistics decision support systems; and
- Align supply chain goals with the corporate strategic planning process.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	52 credits
Major Course Requirements:	45 credits
Electives:	23 credits

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

*In this program, 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 311 Business Law I (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
Prerequisite: ACC 205
- ^BUS 308 Statistics for Managers (3 credits)
- INF 220 IS Principles (3 credits)
Prerequisite: INF 103 or information technology competency

- ^BUS 307 Operations Management & Quantitative Techniques (3 credits)
- MGT 322 Principles of Logistics Management (3 credits)
Prerequisite: MGT 330
- MGT 325 Introduction to Transportation Management (3 credits)
Prerequisite: MGT 330
- MGT 370 International Supply Chain Management (3 credits)
- MGT 401 Hazardous Materials Management (3 credits)
Prerequisite: MGT 330
- BUS 445 Total Quality Management (3 credits)
- BUS 461 Decision Modeling & Analysis (3 credits)
Prerequisites: MGT 330 and BUS 308
- MGT 496 Strategic Warehouse Management (3 credits)
Prerequisite: MGT 330 and GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Sustainable Enterprise Management

The emerging green economy requires significantly different business skills, competencies, and world view. The Ashford University Bachelor of Arts in Sustainable Enterprise Management curriculum is designed to ready students for those careers in which sustainable business practices and operating principles are the norm. The focus of the program beyond the general business core is the development of specialized competencies in social responsibility and environmentally friendly business practices. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obasem.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization

will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Sustainable Enterprise Management major graduates will be able to:

- Evaluate business processes applying environmentally appropriate management techniques;
- Develop economically, environmentally, and socially sound sustainable decision processes;
- Evaluate the impact of products, processes, and activities through life cycle assessment;
- Examine professional and ethically responsible challenges in the environmentally friendly business context; and
- Assess the business as an integrated system including the relations among the functional areas, and the application of long-range planning, implementation and control systems.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*46 credits
Electives:	32 credits

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

*In this program, 10 credits from the major and 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (46 credits)

- *SCI 207 Dependence of Man on the Environment (4 credits)
- ENV 230 Concepts of Sustainability (3 credits)
- MGT 330 Management for Organizations (3 credits)
- BUS 311 Business Law I (3 credits)
- *POL 310 Environmental Policies (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)

- ACC 205 Principles of Accounting I (3 credits)
- BUS 307 Operations Management & Quantitative Techniques (3 credits)
Prerequisite: Mathematical competency
- BUS 308 Statistics for Managers (3 credits)
Prerequisite: Mathematical competency
- ENV 322 Energy & Environmental Systems (3 credits)
- ENV 333 Environmental Impact (3 credits)
- BUS 401 Principles of Finance (3 credits)
Prerequisites: ACC 205 or ACC 208 and Mathematical competency
- BUS 427 Sustainable Business Practices (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- BUS 402 Strategic Management & Business Policy (3 credits)
Prerequisites: BUS 201 or MGT 330, ACC 205 and ECO 203 or ECO 204 and GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

College of Education: Undergraduate Programs and Requirements

Associate of Arts in Early Childhood Education

The Associate of Arts in Early Childhood Education is designed around courses that are grounded in the National Association for the Education of Young Children (NAEYC) standards, developmentally appropriate practices based upon best practices in child development research, center-based curriculum, and professionalism. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/oaace.

Certification and Licensure Terms and Conditions: This program is not CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states, and successful completion of the Associate of Arts in Early Childhood Education program by itself does not*

lead to certification or licensure in any state. 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).*

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as administrator in a P-12 school system(s). www.alsde.edu.

Kentucky Residents: Please be advised that although Ashford University College of Education offers a variety of programs aimed at preparing potential educators in diverse settings, our K-12 educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at www.epsb.ky.gov/certification/outofstate.asp.

Washington Residents: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Outcomes

Students who successfully complete the Associate of Arts in Early Childhood Education degree program will be able to:

- Construct and evaluate curriculum designed to meet the differentiated academic, social and developmental needs of young children in alignment with the NAEYC standards;
- Effectively utilize and evaluate assessment information as both formative and summative to inform and adapt instruction;
- Demonstrate knowledge of a wide range of instructional strategies and behavioral techniques to address the developmental needs of various ages of young children in a structured setting;
- Identify knowledge of the unique needs of special learners and adapt curriculum and instruction to meet these needs; and
- Identify the stages of language, physical and social development in children ages birth to eight.

Program Requirements

Total number of credits required:	67 credits
General Education Requirements:	*49 credits
Core Requirements:	*27 credits

*In this program, 6 credits from the core and 3 credits from introductory course requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- +PSY 202 Adult Development & Life Assessment (3 credits)
Satisfies General Education Social and Personal Awareness requirement

Core Requirements (21 credits)

- ART 101 Art Appreciation (3 credits)
Satisfies General Education Cultural and Aesthetic Awareness requirement
- ECE 101 Introduction to Early Childhood Education (3 credits)
- ECE 201 Introduction to Early Childhood Behavior Management (3 credits)
- ECE 203 Introduction to Curriculum & Instruction for the Early Childhood Classroom (3 credits)

- ECE 205 Introduction to Child Development (3 credits)
- ELL 240 Linguistically & Culturally Diverse Learners (3 credits)
Satisfies General Education Diversity Awareness requirement
- PED 212 Foundations of Movement & Motor Activities (3 credits)

General Education Requirements (49 credits)

- COM 200 Interpersonal Communication (3 credits)
Satisfies General Education Communication III Competency requirement
- ENG 121 English Composition I (3 credits)
Satisfies General Education Communication I Competency requirement
- ENG 122 English Composition II (3 credits)
Satisfies General Education Communication II Competency requirement
- ENG 125 Introduction to Literature (3 credits)
Satisfies General Education Literature requirement
- HIS 103 World Civilizations I (3 credits)
Satisfies General Education History requirement
- INF 103 Computer Literacy (3 credits)
Satisfies General Education Information Technology Competency requirement
- *MAT 221 Introduction to Algebra (3 credits)
Satisfies General Education Mathematical Competency Prerequisite requirement
- MAT 222 Intermediate Algebra (3 credits)
Satisfies General Education Mathematical Competency requirement
- PHI 103 Informal Logic (3 credits)
Satisfies General Education Critical Thinking Competency requirement
- PHI 208 Ethics & Moral Reasoning (3 credits)
Satisfies a General Education Humanities requirement
- POL 201 American National Government (3 credits)
Satisfies a General Education Political Science requirement
- SCI 207 Dependence of Man on the Environment (4 credits)
Satisfies General Education Science requirement

- SOC 120 Introduction to Ethics & Social Responsibility (3 credits)
Satisfies a General Education Applied Ethics requirement

+ EXP 105 and PSY 202 are required as core courses in the major and must be taken by all Associate of Arts students.

* Students who waive MAT 221 are required to take 64 total program credits in order to meet graduation requirements.

Associate of Arts in Early Childhood Education Graduation Requirements

To be eligible for an Associate of Arts in Early Childhood Education degree, a student must successfully accomplish the following:

- Completion of all program/course requirements;
- Completion of a minimum of 67 credits. Additional prerequisite courses may be required;
- Minimum cumulative grade point average of 2.00 in all coursework attempted at the University; and
- At least 18 credits earned toward the Associate of Arts degree must be completed at Ashford University.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as an Associate of Arts in Early Childhood Education.

Bachelor of Arts in Child Development

The Child Development major will focus on a comprehensive study of children (infancy through adolescence), and the family, cultural, peer, school and neighborhood contexts that influence the development of children. With an increasing attention to the importance of factors impacting the development of children, the Child Development major will provide investigation and knowledge of the development of children. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obacd.

Certification and Licensure Terms and Conditions: This program is not CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states, and successful completion of the Bachelor of Arts in Child Development program by itself does not lead to certification or licensure in any state. 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).*

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as administrator in a P-12 school system(s). www.alsde.edu.

Program Outcomes

Child Development major graduates will be able to:

- Utilize knowledge of child development to construct and evaluate curriculum that effectively addresses the stages of development including cognitive, language, physical and affective development of young children;

- Analyze the influence and impact of families and communities on a child's learning and development;
- Describe how family structure and cultural backgrounds influence communication processes in a child's environment;
- Evaluate the critical role of play in children's learning and development; and
- Apply their knowledge as an advocate for children, families, childcare and education.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	52 credits
Major Course Requirements:	36 credits
Electives:	32 credits

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

*In this program, 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- PSY 104 Child & Adolescent Development (3 credits)
- ECE 205 Introduction to Child Development (3 credits)
- SOC 312 Child, Family & Society (3 credits)
- ECE 315 Language Development in Young Children (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ECE 332 Child Development (3 credits)
- ECE 353 Cognitive Development of Infants & Young Children (3 credits)
- ECE 354 Assessment & Intervention During Early Childhood (3 credits)
- ECE 355 Understanding Behavior & Family Dynamics (3 credits)
- ECE 311 Early Childhood Curriculum & Methods (3 credits)

- ECE 351 Play & Learning for the Young Child (3 credits)
- ECE 497 Child Development Capstone (3 credits)

Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Cognitive Studies

Cognitive Studies is a versatile degree offering which includes the study of the mind, brain, and learning. This is a growing field of study due to technological advances that have allowed us to examine the brain and brain functioning. This degree is an interdisciplinary study with courses in psychology, education, and neuroscience. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obacos.

Certification and Licensure Terms and Conditions: This program is not CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states, and successful completion of the Bachelor of Arts in Cognitive Studies program by itself does not lead to certification or licensure in any state. 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).*

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system

personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as administrator in a P-12 school system(s). www.alsde.edu.

Program Outcomes

Cognitive Studies major graduates will be able to:

- Apply knowledge of brain functioning to teaching and learning;
- Examine life span development and the impact of developmental delays;
- Identify the unique needs of learners with cognitive or developmental delays and programs to address these needs;
- Identify changes in the child and adult brain over time and the impact on cognitive functioning; and
- Acquire and apply foundational research skills to a topic of interest in an area of cognitive studies.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	52 credits
Major Course Requirements:	36 credits
Electives:	32 credits

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

*In this program, 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- PSY 101 Introduction to Psychology (3 credits)

- ECE 205 Introduction to Child Development (3 credits)
- ESE 370 Learning & the Brain (3 credits)
- EDU 338 Human Development & Learning (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ECE 315 Language Development in Young Children (3 credits)
- EDU 411 Reading & Cognition (3 credits)
- EDU 382 Meeting the Needs of Diverse Learners (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 323 Perception, Learning, & Cognition (3 credits)
Prerequisite: PSY 101 or equivalent
- EDU 416 Intelligence Assessment (3 credits)
- EDU 417 Cognitive Studies Capstone (3 credits)
Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Early Childhood Education

The Bachelor of Arts in Early Childhood Education major prepares students for a career in education. Upon completion of coursework in childhood development, curricula, and program development, students will be well acquainted with the education industry, be highly trained in various theories of childhood development, and exhibit advanced instructional skills. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaeece.

Certification and Licensure Terms and Conditions: This program is not CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states, and successful completion of the Bachelor of Arts in Early Childhood Education program by itself does not lead to certification or licensure in any state. 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).*

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as administrator in a P-12 school system(s). www.alsde.edu.

Kentucky Residents: Please be advised that although Ashford University College of Education offers a variety of programs aimed at preparing potential educators in diverse settings, our K-12 educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at www.epsb.ky.gov/certification/outofstate.asp.

Washington Residents: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Outcomes

Early Childhood Education major graduates will be able to:

- Demonstrate knowledge of child development principles, including cognitive, language, physical and affective domains, in creating environments that are healthy, supportive, and challenging for children;
- Analyze the influence and impact of families and communities on a child’s learning and development;
- Design and assessment developmentally appropriate strategies and programs promoting positive development and learning for children;
- Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings; and
- Demonstrate knowledge of fiscal, legal, ethical, and program requirements in a quality child care settings.

- ECE 311 Early Childhood Curriculum & Methods (3 credits)
- ECE 335 Children’s Literature (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ECE 313 Collaboration with Parents & Community (3 credits)
- ECE 312 Administration of Early Childhood Education Programs (3 credits)
- ECE 405 Children & Families in a Diverse Society (3 credits)
- ECE 430 Early Childhood Education Capstone (3 credits)

Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 52 credits

Major Course Requirements: 39 credits

Electives: 29 credits

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

*In this program, 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (39 credits)

- ECE 101 Introduction to Early Childhood Education (3 credits)
- ECE 214 Nutrition & Health of Children & Families (3 credits)
- ECE 332 Child Development (3 credits)
- SOC 312 Child, Family & Society (3 credits)
- PED 212 Foundations of Movement & Motor Activities (3 credits)
- ECE 315 Language Development in Young Children (3 credits)

Bachelor of Arts in Early Childhood Education Administration

The Bachelor of Arts in Early Childhood Education Administration prepares students for a career in early childcare administration. Upon completion of coursework in organizational behavior and management, childhood development, and curricula and program administration, students will be well acquainted with the education industry, be highly trained in various theories of childhood development, and exhibit advanced organizational management skills. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaeece.

Certification and Licensure Terms and Conditions: This program is not CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states, and successful completion of the Bachelor of Arts in Early Childhood Education Administration program by itself does not lead to certification or licensure in any state. 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.

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Washington Residents: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Outcomes

Early Childhood Education Administration major graduates will be able to:

- Demonstrate knowledge of child development principles, including cognitive, language, physical and affective domains, in creating environments that are healthy, supportive, and challenging for children;
- Analyze the influence and impact of families and communities on a child's learning and development;

- Design and assess developmentally appropriate strategies and programs promoting positive development and learning for children;
- Apply leadership principles in directing and managing a child care setting;
- Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings; and
- Demonstrate knowledge of fiscal, legal, ethical, and program requirements in administering quality child care settings.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	52 credits
Major Course Requirements:	39 credits
Electives:	29 credits

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

*In this program, 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (39 credits)

- ECE 101 Introduction to Early Childhood Education (3 credits)
- ECE 214 Nutrition & Health of Children & Families (3 credits)
- ECE 332 Child Development (3 credits)
- SOC 312 Child, Family & Society (3 credits)
- ECE 311 Early Childhood Curriculum & Methods (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ECE 313 Collaboration with Parents & Community (3 credits)
- ECE 312 Administration of Early Childhood Education Programs (3 credits)
- MGT 380 Leadership for Organizations (3 credits)

- MGT 415 Group Behavior in Organizations (3 credits)
- MGT 435 Organizational Change (3 credits)
- BUS 303 Human Resource Management (3 credits)
- ECE 430 Early Childhood Education Capstone (3 credits)

Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Education and Public Policy

The Bachelor of Arts in Education and Public Policy major will focus on a comprehensive study of the role of policy and government in education. This program is designed for students who have backgrounds and interests in educational organizations, government, community development, public service, and work with non-profit organizations as well as those that have an interest in pursuing graduate school. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaapp.

Certification and Licensure Terms and Conditions: This program is not CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states, and successful completion of the Bachelor of Arts in Education and Public Policy program by itself does not lead to certification or licensure in any state. 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).*

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department

of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as administrator in a P-12 school system(s). www.alsde.edu.

Kentucky Residents: Please be advised that although Ashford University College of Education offers a variety of programs aimed at preparing potential educators in diverse settings, our K-12 educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at www.epsb.ky.gov/certification/outofstate.asp.

Washington Residents: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Outcomes

Education and Public Policy major graduates will be able to:

- Describe the roles, processes, and dynamics of educational policy-making;
- Explain how educational program policies are directed toward a specific population in meeting organizational and individual needs;
- Explain the historical and philosophical foundations of education in the development of educational policy;
- Analyze issues and trends that drive education reform;
- Examine methods and techniques for analyzing educational needs, alternative policies, and implementation of selected policies; and
- Analyze the impact of globalization on education policy.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*36 credits
Electives:	38 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- EDU 108 Introduction to Policy & Education (3 credits)
- *HIS 324 History of American Education (3 credits)
- *POL 303 The American Constitution (3 credits)
- EDU 363 Education & Social Justice (3 credits)
- EDU 365 Politics of American Education (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- EDU 422 Public Policy & Special Education (3 credits)
- EDU 428 Student Achievement in Public Schools (3 credits)
- EDU 471 Public Policy Issues in Education (3 credits)
- EDU 473 Divergent Perspectives in Educational Policy & Practice (3 credits)
- EDU 486 Educational Policy & Administration (3 credits)
- EDU 497 Capstone: Education & Public Policy Development (3 credits)
Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits

* Satisfies General Education requirements.

Bachelor of Arts in Education Studies

The Bachelor of Arts in Education Studies program is designed to provide the foundational knowledge and skills needed to understand and work in education in a variety of settings. Although this BA does not provide teacher certification or licensure, the course of study prepares students to work with students in a variety of capacities or to continue their education in a Post-Baccalaureate program to complete their teaching degree requirements. Careers in the field of education or working with students may include any of the following settings: business, public sector, education, childcare, recreation centers, nonprofit organizations, health and human services, counseling, social work, psychology, career services, sociology, and public administration. Education specializations that may be included with this degree include Early Childhood Education, Child Development, Instructional Design, English Language Learner Studies, or Education and Public Policy. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaeds.

Certification and Licensure Terms and Conditions: This program is not CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states, and successful completion of the Bachelor of Arts in Education Studies program by itself does not lead to certification or licensure in any state. 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).*

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to

the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as administrator in a P-12 school system(s). www.alsde.edu.

Kentucky Residents: Please be advised that although Ashford University College of Education offers a variety of programs aimed at preparing potential educators in diverse settings, our K-12 educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at www.epsb.ky.gov/certification/outofstate.asp.

Missouri Students: Contact the Missouri Department of Elementary and Secondary Education, Routes to Certification at 573-751-0051 or at <http://dese.mo.gov/eq/cert/routes-to-certification.htm> to verify additional coursework and/or other requirements and how those requirements can be met in Missouri.

Washington Residents: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Outcomes

Education Studies major graduates will be able to:

- Design effective curriculum, instruction and assessment to meet the needs of diverse learners;
- Demonstrate knowledge of child and adolescent development in the cognitive, social, physical, and emotional domains;
- Identify the unique needs of special learners and adapt curriculum and instruction to meet these needs;
- Apply alignment practices of standards, instruction and assessment to identified academic, district and state standards, goals and priorities as part of the planning and material selection process; and

- Apply foundational research skills to a topic of interest in an area of education.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*33 credits
Electives:	38 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (33 credits)

- PSY 104 Child & Adolescent Development (3 credits)
- EDU 304 Introduction to Education (3 credits)
- *EDU 324 History of American Education (3 credits)
- EDU 381 Curriculum & Instructional Design (3 credits)
- EDU 382 Meeting the Needs of Diverse Learners (3 credits)
- EDU 352 Foundations of Educational Technology (3 credits)
- EDU 372 Educational Psychology (3 credits)
- ESE 370 Learning & the Brain (3 credits)
- EDU 321 Introduction to Serving English Language Learners (3 credits)
- EDU 371 Phonics-Based Reading & Decoding (3 credits)
Prerequisite: EDU 372
- EDU 498 Education Studies Capstone (3 credits)
Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in English Language Learner Studies

The Bachelor of Arts in English Language Learner Studies major focuses on a comprehensive study of the broad application of linguistics in addressing second language learning needs. The program of study is designed around courses that are grounded in the Teachers of English to Speakers of Other Languages (TESOL) standards. This program addresses English Language Development (ELD) as it applies to its five stages for children and adults. The program focuses on best practices to deliver instruction in research-based four square and sheltered models to address ELD standards that map to national consortiums as well as support the Common Core Standards for K-12 learners. In addition, to prepare those who will address adult ELL populations, a concentration on adult learner models and authentic learning activities is embedded in the program curriculum. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaells.

Certification and Licensure Terms and Conditions: This program is not CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states, and successful completion of the Bachelor of Arts in English Language Learner Studies program by itself does not lead to certification or licensure in any state. 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).*

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system

personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as administrator in a P-12 school system(s). www.alsde.edu.

Program Outcomes

English Language Learner Studies major graduates will be able to:

- Apply concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of English for English Language Learners;
- Analyze the influences of culture and diversity as it affects second language learning;
- Apply knowledge of meta-linguistics in second language development in constructing multiple identities;
- Describe standards-based practices and strategies for developing and integrating English listening, speaking, reading and writing skills in instructional settings; and
- Demonstrate knowledge of history, research and current practices in the field of second language acquisition and ELL.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*36 credits
Electives:	35 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- EDU 321 Introduction to Serving English Language Learners (3 credits)
- ELL 240 Linguistically & Culturally Diverse Learners (3 credits)
- ELL 242 Understanding & Teaching English Language (3 credits)
- *SOC 308 Racial & Ethnic Groups (3 credits)
- ELL 355 Methods, Materials, & Technology for Learning a Second Language (3 credits)
- ELL 351 Listening & Speaking in a Second Language (3 credits)
- ELL 353 Reading & Writing in a Second Language (3 credits)
- ELL 357 English Language Teaching & Adult Learners (3 credits)
- ELL 420 Testing & Assessment for ELL Students (3 credits)
- ELL 359 Contemporary Issues in English Language Instruction (3 credits)
- ELL 361 Language Learning in a Global Context (3 credits)
- ELL 497 English Language Learner Studies Capstone (3 credits)

Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Instructional Design

The Bachelor of Arts in Instructional Design will focus on a comprehensive study of Instructional Design with an emphasis on e-learning including the role of technology, learning theories and models of instructional design. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaid.

Certification and Licensure Terms and Conditions: This program is not CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states, and successful completion of the Bachelor of Arts in Instructional Design program by itself does not lead to certification or licensure in any state. 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).*

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as administrator in a P-12 school system(s). www.alsde.edu.

Program Outcomes

Instructional Design major graduates will be able to:

- Design instruction for e-learning delivery;
- Apply universal design principles to instruction;
- Evaluate technology tools and applications for effective instructional delivery and student learning;
- Synthesize learning theories and models of instructional design;
- Analyze research, trends and issues related to the field of instructional design; and
- Develop instruction designed to meet the needs of diverse learners.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	52 credits
Major Course Requirements:	36 credits

Electives: 32 credits

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

*In this program, 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- ESE 370 Learning & the Brain (3 credits)
- EDU 120 Principles of Instructional Design (3 credits)
- EDU 232 Instructional Design for E-Learning (3 credits)
Prerequisite: EDU 120
- EDU 335 Design Concepts & Application (3 credits)
Prerequisites: EDU 120 and 232
- EDU 337 Collaboration in the Virtual Classroom (3 credits)
Prerequisites: EDU 120 and 232
- EDU 356 Emerging Issues in Educational Technology (3 credits)
Prerequisites: EDU 120 and 232
- EDU 358 Assessment of Student Learning (3 credits)
Prerequisites: EDU 120 and 232
- EDU 336 Evaluation of E-Learning (3 credits)
Prerequisites: EDU 120 and 232
- EDU 362 Adult Learning & Instruction (3 credits)
- EDU 431 Advanced Instructional Design (3 credits)
Prerequisites: EDU 120 and 232
- EDU 433 Project Management for Instructional Design (3 credits)
Prerequisites: EDU 120 and 232
- EDU 496 Capstone Instructional Design (3 credits)
Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Library Science and Media

Library Science and Media is a growing field. In addition to programming and developing collections, librarians in the 21st century are charged with managing various informational literacies including digital resources. As technology continues to advance and as institutions continue to develop their virtual presence, librarians will play an essential role in supporting research and informational systems. The evolving role of librarians and the training necessary to become 21st century information experts will be explored through coursework in this degree program. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obalsm.

Certification and Licensure Terms and Conditions: This program is not CAEP, TEAC, NCATE or ALA accredited, which is a requirement for certification and employment in some states, and successful completion of the Library Science and Media program by itself does not lead to teacher or librarian certification or licensure in any state. 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).*

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate

is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as administrator in a P-12 school system(s). www.alsde.edu.

Program Outcomes

Library Science and Media major graduates will be able to:

- Apply the concepts and tools of inquiry to create learning environments and experiences to include multiple environments;
- Evaluate technology tools and applications for effective instructional delivery and research applications;
- Create learning opportunities that are adapted to diverse learners and cultures;
- Analyze media, literature and materials for inclusion in specific settings and programs, including multiple modalities; and,
- Develop research skills and strategies to support accurate, efficient and appropriate information acquisition.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	52 credits
Major Course Requirements:	30 credits
Electives:	38 credits

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

*In this program, 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (30 credits)

- EDU 304 Introduction to Education (3 credits)
- EDU 381 Curriculum & Instructional Design (3 credits)
- EDU 382 Meeting the Needs of Diverse Learners (3 credits)
- EDU 352 Foundations of Educational Technology (3 credits)

- EDU 411 Reading & Cognition (3 credits)
- EDU 367 Elementary & Secondary School Media (3 credits)
- EDU 440 Information Literacy (3 credits)
- EDU 441 Research & Analysis Skills (3 credits)
- EDU 443 Literature for Children & Teens (3 credits)
- EDU 495 Library Science & Media Capstone (3 credits)

Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

College of Health, Human Services, and Science: Undergraduate Programs and Requirements

Bachelor of Arts in Applied Behavioral Science

The Bachelor of Arts in Applied Behavioral Science is a generalist degree with an interdisciplinary emphasis. Providing a foundation from the social and behavioral sciences, the degree program teaches students to utilize critical thinking to understand behavior and solve societal problems at the individual, family, and community level. An interdisciplinary approach is utilized to assist students in developing an overview of the diversity of societal problems, and the interdisciplinary framework for solutions. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaabs.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Applied Behavioral Science major graduates will be able to:

- Apply basic behavioral research concepts, methods, and tools;
- Choose communication skills to create, build, and maintain effective relationships;
- Analyze individual, family, and community problems using theories of human behavior;
- Specify the impact of cultural diversity on social and organizational issues;
- Identify the major constructs of ethical decision making; and
- Understand the role of behavioral sciences in the cause, treatment, and prevention of individual, family, and community problems.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*39 credits
Electives:	32 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (39 credits)

- PSY 101 Introduction to Psychology (3 credits)
- ABS 200 Introduction to Applied Behavioral Sciences (3 credits)
- SOC 203 Social Problems (3 credits)
- COM 321 Communication Theory (3 credits)
- PSY 304 Lifespan Development (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 301 Social Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- *SOC 320 Public Policy & Social Services (3 credits)
- PSY 352 Cognitive Psychology (3 credits)

- ABS 417 Community Organizing & Development (3 credits)
- SOC 402 Contemporary Social Problems & the Workplace (3 credits)
- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)
Prerequisite: Mathematical Competency
- PSY 326 Research Methods (3 credits)
- ABS 497 Applied Behavioral Sciences Capstone (3 credits)
Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Complementary and Alternative Health

This degree provides students the opportunity to study the history and delivery of major non-allopathic health systems including but not limited to the following: Chinese Medicine, Ayurveda, Homeopathy, Naturopathic Medicine, Biofeedback, Herbal Medicines, Chiropractic Medicine, Acupuncture, Hypnosis, Acupressure, Reiki, Reflexology, Energy Systems, and Transpersonal Health such as meditation, hypnosis, and prayer. Students analyze complementary and alternative health studies as well as identify usage trends, and integration into health services and disease management from multi-cultural perspectives. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obacah.

Special Terms and Conditions: Please note, each of the professions previously listed may require additional study for certification, licensing, or licensing examination preparation. Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Complementary and Alternative Health major graduates will be able to:

- Explore the history and practice of non-allopathic health systems;
- Examine cultural influences as related to complementary and alternative health practices;
- Analyze complementary and alternative health usage trends;
- Differentiate major complementary and alternative health systems;
- Examine complementary and alternative health practices integrated into U.S. health care delivery;
- Analyze research in complementary and alternative health; and
- Examine components of holistic health care service and delivery.

Program Requirements

Total number of credits required: 120 credits

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 35 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- *ANT 101 Introduction to Cultural Anthropology (3 credits)
- HCA 415 Community & Public Health (3 credits)
- HCS 323 Health and Wellness Promotion throughout the Lifespan (3 credits)
- HCS 326 Holistic Health (3 credits)
- SOC 313 Social Implications of Medical Issues (3 credits)

Prerequisites: PSY 101 and SOC 101 or equivalents

- HCS 321 Foundations of Complementary & Alternative Health (3 credits)
- HCS 316 Cultural Diversity in Health & Illness (3 credits)
- HCA 430 Special Populations (3 credits)
- HCS 435 Spirituality, Health, & Healing (3 credits)
- HCS 338 Integrative Health (3 credits)
- HPR 460 Analysis of Health Research (3 credits)
- HCS 495 Complementary & Alternative Health Capstone (3 credits)

Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Gerontology

This degree provides a foundation of the biological, psychological, social, spiritual, and developmental aspects of aging and longevity. A multidisciplinary perspective promotes student exploration of the needs and influences of the growing population of senior citizens, and their impact on multiple aspects of society. Multiculturalism, social, and ethical issues of aging and longevity are explored within the multidisciplinary context of the major. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obag.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Gerontology major graduates will be able to:

- Examine interdisciplinary aspects of aging;

- Analyze social policy and the aging continuum;
- Examine legal, ethical, and financial factors influencing aging independence;
- Examine social support service models for the aging;
- Analyze multicultural perspectives on aging;
- Analyze the mental, physical, social, spiritual, and developmental aspects of aging;
- Analyze contemporary theory and research in gerontology;
- Analyze the aging population demographics relative to the impact on society past, present, and future; and
- Examine emerging service delivery models for the aging.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*36 credits
Electives:	41 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- SOC 322 Sociological Aspects of Adulthood (3 credits)
- GRO 320 Adult Development & Aging (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits)
Prerequisite: PSY 101 or equivalent
- GRO 325 Aging & Health (3 credits)
- *GRO 330 Social Policy & Aging (3 credits)
- GRO 338 Mental Well-Being & Aging (3 credits)
- *SOC 326 Diversity & Aging (3 credits)

- GRO 410 Death & Dying (3 credits)
- *GRO 440 Ethics & Legal Aspects of Aging (3 credits)
- HCA 442 Contemporary Issues in Aging (3 credits)
- PSY 326 Research Methods (3 credits)
- GRO 497 Gerontology Capstone (3 credits)

Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits

* Satisfies General Education requirements.

Bachelor of Arts in Health and Human Services

The Bachelor of Arts in Health and Human Services is an interdisciplinary degree program preparing students to work in diverse entry level positions in health and human services. Emphasis of the major is on the delivery of health and human services to diverse populations, in the context of the current and emerging political, socioeconomic, psychosocial, and regulatory environment. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obahhs.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Health and Human Services major graduates will be able to:

- Analyze health and human services delivery from political, socioeconomic, and psychosocial perspectives;
- Evaluate social and human delivery systems at the individual, family, group, organization, and community levels;
- Analyze social problems within the context of health care environments;

- Evaluate ethical issues and challenges inherent in the provision of health and human services, and service provision;
- Analyze human behaviors within the health and human services context;
- Evaluate health and human services issues, challenges, and interventions;
- Discuss the provision of health and human services from multi-cultural perspectives; and
- Identify effective communication components and strategies with diverse health and human services constituents.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*36 credits
Electives:	41 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- HHS 201 Introduction to Human Services (3 credits)
- *HHS 307 Communication Skills for Health & Human Service Personnel (3 credits)
- HHS 310 Health & Human Services Culture: The Helping Relationship (3 credits)
- HCA 305 The U.S. Health Care System (3 credits)
- SOC 313 Social Implications of Medical Issues (3 credits)

Prerequisites: PSY 101 and SOC 101 or equivalents

- HCA 415 Community & Public Health (3 credits)
- *HHS 320 Cultural Awareness in the Human Services (3 credits)

- HCA 430 Special Populations (3 credits)
- HHS 435 Contemporary Issues, Trends, Health Law Ethics in Health & Human Services (3 credits)
- *HHS 440 Technology in Health & Human Services (3 credits)
- HHS 460 Research Methods in Health & Human Services (3 credits)
- HHS 497 Health & Human Services Capstone (3 credits)

Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Health and Wellness

This degree explores the dimensions of health and wellness and their relationship to health status and disease and injury prevention. Through a holistic wellness perspective, students study the implications of positive and negative health practices impacting physical, social, occupational, emotional, intellectual, spiritual, and environmental health. Students examine major health risks and diseases affecting contemporary society, and explore the principal ways to promote health and wellness through lifestyle and behavioral change throughout the lifespan. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obahw.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Health and Wellness major graduates will be able to:

- Differentiate the dimensions of health;
- Analyze the factors which positively and negatively affect all dimensions of health;

- Examine behavioral, social, and environmental determinants of health;
- Examine major disease and health risks across the lifespan;
- Analyze the impact of lifestyle and behavior on health status;
- Analyze research in health and wellness promotion;
- Examine health behaviors that place individuals at risk for health-compromising conditions throughout the lifespan; and
- Examine multicultural perspectives in health and wellness.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*37 credits
Electives:	38 credits

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

*In this program, 7 credits from the major and 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (37 credits)

- HCS 323 Health & Wellness Promotion throughout the Lifespan (3 credits)
- *HPR 205 The Human Body, Health, and Disease (4 credits)
- HCS 208 Introduction to Nutritional Concepts (3 credits)
- HCS 334 Personal Fitness & Wellness for Optimal Living (3 credits)
- HCS 321 Foundations of Complementary & Alternative Health (3 credits)
- *HCS 316 Cultural Diversity in Health & Illness (3 credits)
- HCS 408 Methods of Community Health Promotion (3 credits)
- HCS 412 Health Promotion Planning & Evaluation (3 credits)

- HCA 415 Community & Public Health (3 credits)
- HCA 430 Special Populations (3 credits)
- HPR 460 Analysis of Health Research (3 credits)
- HCS 498 Health & Wellness Capstone (3 credits)

Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Health Care Administration

The Health Care Administration major provides foundational knowledge in health-related topics, operations, and applications for those working in or seeking careers in the rapidly growing healthcare industry. The degree is characterized by an interdisciplinary and integrated learning approach, reflecting the realities of the healthcare system. Specific curriculum in health administration, regulation and financing, health care planning, health policy, and quality monitoring is provided. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obahca.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Health Care Administration major graduates will be able to:

- Analyze the legal and ethical issues of healthcare systems;
- Explore cultural and social-demographic variables influencing the delivery of healthcare services;

- Examine the provision of healthcare services within a regulatory environment;
- Analyze the major financing systems of U.S. healthcare services;
- Analyze the major forces driving change in the healthcare system;
- Assess the major issues confronting community and public health services; and
- Apply the theoretical dimensions of leadership within the health care environment.

Program Requirements

Total number of credits required: 120 credits

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 35 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- HCA 305 The U.S. Health Care System (3 credits)
- SOC 313 Social Implications of Medical Issues (3 credits)
Prerequisites: PSY 101 and SOC 101 or equivalents
- HCA 340 Managing in Health & Human Services (3 credits)
Prerequisite: HCA 305
- *HCA 322 Health Care Ethics & Medical Law (3 credits)
Prerequisite: HCA 305
- BUS 303 Human Resource Management (3 credits)
- HCA 375 Continuous Quality Monitoring & Accreditation (3 credits)
- ACC 281 Accounting Concepts for Health Care Professionals (3 credits)
Prerequisites: Mathematical and Information Technology competencies

- HCA 311 Health Care Financing and Information Systems (3 credits)
Prerequisite: HCA 305 and ACC 281
- HCA 430 Special Populations (3 credits)
- HCA 415 Community & Public Health (3 credits)
- HCA 421 Health Care Planning & Evaluation (3 credits)
- HCA 459 Senior Project (3 credits)
Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Health Care Studies

The Bachelor of Arts in Health Care Studies is designed to facilitate the attainment of a Bachelor's degree for individuals working in the health care system, as well as learners desiring an entry level health care degree. This generalist degree stresses the knowledge of the health care industry and emphasizes the development of qualitative skills. It is intended to complement our more quantitative managerial BA in Health Care Administration. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obahcs.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Health Care Studies major graduates will be able to:

- Explain the major components of the U. S. health care system;
- Explain the major population factors that influence the delivery of health services;
- Analyze driving factors influencing health care, including reform and quality;

- Apply principles from management theory, social and health sciences;
- Analyze non-clinical issues arising in delivering health care;
- Discuss regulatory elements influencing health care delivery such as ethics and legal issues; and
- Demonstrate communication skills that facilitate the delivery of health services.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*30 credits
Electives:	41 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (30 credits)

- HCA 305 The U.S. Health Care System (3 credits)
- *HCA 322 Health Care Ethics & Medical Law (3 credits)
Prerequisite: HCA 305
- SOC 313 Social Implications of Medical Issues (3 credits)
Prerequisites: PSY 101 and SOC 101 or equivalents
- HCA 340 Managing in Health & Human Services (3 credits)
Prerequisite: HCA 305
- BUS 303 Human Resource Management (3 credits)
- HCA 415 Community & Public Health (3 credits)
- HCA 430 Special Populations (3 credits)
- HCA 331 Introduction to Health Education (3 credits)
- HCA 333 Introduction to Long Term Care (3 credits)

- HCA 497 Health Care Studies Capstone (3 credits)

Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Transfer Concentration Option

Students may add a transfer concentration to the Bachelor of Arts in Health Care Studies program by transferring in 12 applicable credits in a defined subject area. Transfer concentrations are not required and are intended for students who have experience and/or extensive transfer credit coursework in a field of study at the time of admission to the program. The following major courses are designated for substitution with concentration coursework, where appropriate: HCA 305, SOC 313, HCA 340, and BUS 303. For additional details, see *Transfer Concentration Guidelines* in this section of the *Catalog*.

Bachelor of Arts in Health Education

This degree identifies and explores the theoretical and practical issues encountered by health educators, and provides students the skills needed to apply health education principles to health challenges facing individuals, groups, and communities.

Upon completion of this degree, students will have foundational understanding of the interrelationships between physical, social, and cultural forces in the etiology of disease and the ensuing practices of assessing, planning, executing, and evaluating health challenges impacting the well-being of today's multicultural society. While this program prepares students to become health educators that encourage healthy lifestyles and wellness through educating individuals and communities about behaviors that promote healthy living and prevent diseases and other health problems, it is NOT intended to prepare students to become certified teachers in the K-12 setting. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obahe.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession

are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Health Education major graduates will be able to:

- Examine the individual and community needs for health education;
- Examine the impact of social and cultural factors in health education planning, delivery, and evaluation;
- Analyze research in health education;
- Identify elements of effective health education;
- Differentiate tools health educators use to bring about health change;
- Examine the interrelationships between physical, social, mental, and cultural forces in the etiology of disease;
- Examine behavior change theories and models in the context of health education; and
- Apply measures of individual and community health needs to health education planning, delivery, and evaluation.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*36 credits
Electives:	38 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- HCA 331 Introduction to Health Education (3 credits)
- HCS 408 Methods of Community Health Promotion (3 credits)

- HCA 415 Community & Public Health (3 credits)
- HCS 323 Health & Wellness Promotion throughout the Lifespan (3 credits)
- *HCA 322 Health Care Ethics & Medical Law (3 credits)
Prerequisite: HCA 305
- *HCS 316 Cultural Diversity in Health & Illness (3 credits)
- HMC 303 Health Communications (3 credits)
- HCA 430 Special Populations (3 credits)
- BUS 303 Human Resource Management (3 credits)
- HCS 412 Health Promotion Planning & Evaluation (3 credits)
- HPR 460 Analysis of Health Research (3 credits)
- HCS 497 Health Education Capstone (3 credits)
Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Health Marketing and Communication

This multidisciplinary degree prepares students to apply theories, strategies, and techniques in the design of health interventions, campaigns, communications, and research projects for targeted audiences. Drawing from the disciplines of marketing, public relations, health promotion, prevention and wellness, students learn to create, communicate, and deliver health information and interventions using customer-centered and science-based strategies to protect and promote the health of diverse populations. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obahmc.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the

requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Health Marketing and Communication major graduates will be able to:

- Apply health behavior theory to develop strategies and messages to target audiences;
- Examine health marketing and communication strategies used in raising awareness, advocacy, behavior change, and risk communication;
- Choose marketing and communication strategies to achieve health communication objectives;
- Analyze the strengths and weaknesses of communication channels used in health marketing;
- Identify eHealth channels;
- Examine current eHealth trends; and
- Examine ethical perspectives and issues in health marketing and communication.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*36 credits
Electives:	38 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- HCA 415 Community & Public Health (3 credits)
- SOC 313 Social Implications of Medical Issues (3 credits)
Prerequisites: PSY 101 and SOC 101 or equivalents

- *HCS 316 Cultural Diversity in Health & Illness (3 credits)
- HCS 323 Health & Wellness Promotion Throughout the Lifespan (3 credits)
- HMC 303 Health Communications (3 credits)
- HMC 312 Health Marketing & Advertising (3 credits)
- CGD 318 Public Relations Practices & Promotional Writing (3 credits)
- JRN 335 Cyber-journalism (3 credits)
- HMC 314 Social Media & Health Promotion (3 credits)
- *HMC 334 Ethics in Health Marketing & Communication (3 credits)
- HMC 462 Contemporary Issues & Trends in Health Marketing & Communication (3 credits)
- HMC 499 Health Marketing & Communication Capstone (3 credits)
Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Psychology

The Psychology major focuses on the study of human behavior and mental processes. This major explores psychology both as an area of scientific investigation and as a health or human services profession. Students majoring in psychology may also seek employment opportunities in business, law, government, health care, and other careers that involve understanding human behavior and providing competent leadership. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obap.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Psychology major graduates will be able to:

- Analyze human behavior and mental processes;
- Analyze theories of continuing education in psychology and related fields;
- Evaluate theories of personality development;
- Evaluate psychology research methods;
- Demonstrate communication behaviors consistent with the study and practice of psychology; and
- Acquire and use skills and concepts that are fundamental to the ethical application of psychology.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*36 credits
Electives:	35 credits

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

*In this program, 3 credits from the introductory requirements may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- PSY 101 Introduction to Psychology (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- PSY 301 Social Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 304 Lifespan Development (3 credits)
- PSY 330 Theories of Personality (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 350 Physiological Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 331 Psychology of Learning (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 302 Industrial/Organizational Psychology (3 credits)

- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)
Prerequisite: Mathematical competency
- PSY 326 Research Methods (3 credits)
- PSY 303 Abnormal Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 496 Applied Project (3 credits)
Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Science in Health Information Management

Health information management (HIM) is the practice of acquiring, analyzing, and protecting medical information that is vital to providing patient care. Students in this online degree program will compare and contrast biomedical research, quality management, and performance improvement strategies used in health care. Employment in the field is projected to grow much faster on average than other professions

(www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm). Students will be able to evaluate emerging trends in technology, information systems, and data security.

Applicants are advised that healthcare organizations (hospitals, home health agencies, clinics and other types of health agencies) may require a background check for any student completing a professional practice experience as well as for employment.

Students earning the Bachelor of Science in Health Information Management degree will complete two Professional Practice Experiences, one that is virtual and one that is a combination of virtual and onsite at a facility. As part of the second Professional Practice Experience embedded in HIM 495, students will complete a minimum of 40 hours of supervised Professional Practice Experience at an approved facility. The 40 hours must be completed during normal business hours of Monday through Friday from 8AM to 5 PM while they are enrolled in HIM 495. Students can only complete their Professional Practice Experiences in states where this program is available.

Students should also be aware that they will be required to pay for other memberships and fees to the American Health Information Management Association (AHIMA) in order to successfully complete this program.

Healthcare is an ever changing field and the program

curriculum is updated approximately every five years, as required by CAHIIM. Students are encouraged to stay continuously enrolled and complete the national certification exam right after graduation from this program. Eligibility for students to sit for the AHIMA Registered Health Information Administrator (RHIA) certification examination is not available until the program receives formal CAHIIM accreditation.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obshim.

Special Terms and Conditions: This program is not accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM is an independent accrediting organization whose mission is to serve the public interest by establishing and enforcing quality Accreditation Standards for Health Informatics and Health Information Management (HIM) educational programs.

Academic leadership will pursue programmatic accreditation for this program with CAHIIM after the program launches. The new Bachelor of Science in Health Information Management (BSHIM) program is aligned with CAHIIM accreditation standards (sponsorship, mission and goals, faculty, resources and fair practice) for Baccalaureate Degree Programs in Health Information Management. By adhering to these standards, graduates of the BSHIM program will be prepared to sit for the Registered Health Information Administrator (RHIA) certification exam; however, eligibility for students to sit for the RHIA certification examination is not available until the program receives formal Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accreditation.

Students should be aware that, if Ashford does not receive CAHIIM accreditation before they graduate, they will not be eligible to sit for the RHIA national certification exam. Students also should know be aware that without the RHIA certification, their options in relation to employability and salary potential will be significantly reduced.

Successful completion of this program does not guarantee certification from the American Health Information Management Association (AHIMA), which may be a requirement for certain positions in this field. Prospective students are advised to regularly review the requirements for job postings in their intended field of employment, which are subject to change. Other factors, such as a student's criminal history, may prevent an applicant from obtaining employment in this field.

Program Outcomes

Students who successfully complete the Bachelor of Science in Health Information Management degree program will be able to:

- Analyze health data structure, content, standards, clinical classification systems and reimbursement methodologies;
- Manage strategic planning and organizational development;
- Compare and contrast health statistics, biomedical research, quality management, and performance improvement strategies used in health care;
- Examine driving factors influencing healthcare organization, delivery systems, healthcare privacy, confidentiality, and legal and ethical issues;
- Evaluate emerging applications in health informatics;
- Evaluate emerging healthcare trends in information and communication technology, information systems and data security; and
- Analyze the process of job analysis, staffing, appraisal and compensation, training, career planning, and organizational development.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*70 credits
Electives:	8 credits

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

Students must earn a minimum cumulative grade point average of 2.50 in all major coursework attempted at the University.

*In this program, 10 credits from the major can also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (70 credits)

- *INF 103 Computer Literacy (3 credits)
- INF 220 IS Principles (3 credits)

- INF 231 Programming Concepts (3 credits)
- HCA 205 Introduction to Health Care (3 credits)
- HIM 105 Medical Terminology (3 credits)
- *HIM 205 Anatomy and Physiology for HIM I (4 credits)
- HIM 206 Anatomy and Physiology for HIM II (3 credits)
- HIM 217 Electronic Health Records (3 credits)
- HIM 210 Pathophysiology (3 credits)
- HIM 250 Clinical Classification Systems I (3 credits)
- *HIM 252 Legal Aspects of Health Information (3 credits)
- HIM 251 Clinical Classification Systems II (3 credits)
- HIM 310 Healthcare Reimbursement (3 credits)
- HIM 301 Introduction to Health Informatics (3 credits)
- HIM 360 Healthcare Statistics (3 credits)
- HIM 370 Professional Practice Experience I (3 credits)
- HCA 375 Continuous Quality Monitoring and Accreditation (3 credits)
- HIM 410 Health Informatics – A Systems Perspective (3 credits)
- HIM 450 Healthcare Management (3 credits)
- HIM 435 Analyzing Healthcare Data (3 credits)
- HIM 440 Health Informatics Research Methods and Data Analysis (3 credits)
- HIM 445 Healthcare Project Management (3 credits)
- HIM 495 Professional Practice Experience II (3 credits)

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits

* Satisfies General Education requirements

College of Liberal Arts: Undergraduate Programs and Requirements

Associate of Arts in Military Studies

The Associate of Arts in Military Studies degree

provides students with a solid foundation in general education from which the fundamentals of military studies can be drawn. Students will make use of the critically reflective tools for interpreting pertinent historical, cultural, philosophical, and political issues that lead to an understanding of military studies. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/oaams.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study. This program is not a Military Science (ROTC) program and does not lead to a commission.

Program Outcomes

Students who successfully complete the Associate of Arts in Military Studies degree program will be able to:

- Communicate information and ideas at an acceptable competency level through written, verbal, and technological means;
- Demonstrate skills in logical reasoning at a level useful in decision making and problems solving activities;
- Apply the perspectives of history to understand military studies;
- Understand the basic concepts of political science specific to American Government;
- Develop an understanding of international relations and the relationship to the military studies; and
- Formulate questions concerning the role of the military within chronological and geographical context to serve as a foundation for more in-depth inquiries.

Program Requirements

Total number of credits required: 64 credits

General Education Requirements: *49 credits

Core Requirements: *27 credits

*In this program, 9 credits from the core and 3 credits

from introductory course requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- +PSY 202 Adult Development & Life Assessment (3 credits)
Satisfies General Education Social and Personal Awareness requirement

Core Requirements (21 credits)

- POL 201 American National Government (3 credits)
Satisfies General Education Political Science requirement
- POL 211 Introduction to Politics (3 credits)
- HIS 103 World Civilizations I (3 credits)
Satisfies General Education History requirement
- HIS 104 World Civilizations II (3 credits)
Satisfies General Education Diversity Awareness requirement
- MIL 204 Introduction to Sources of Conflict in the Middle East (3 credits)
- MIL 208 Survey of the American Military since WWI (3 credits)
- MIL 212 The Military as a Peace Keeping Force (3 credits)

General Education Requirements (49 credits)

- PHI 208 Ethics & Moral Reasoning (3 credits)
Satisfies General Education Humanities requirement
- CGD 218 Visual Literacy in Business (3 credits)
Satisfies General Education Cultural and Aesthetic Awareness requirement
- COM 200 Interpersonal Communication (3 credits)
Satisfies General Education Communication III Competency requirement
- ENG 121 English Composition I (3 credits)
Satisfies General Education Communication I Competency requirement
- ENG 122 English Composition II (3 credits)
Satisfies General Education Communication II Competency requirement
- ENG 125 Introduction to Literature (3 credits)
Satisfies General Education Literature requirement

- INF 103 Computer Literacy (3 credits)
Satisfies General Education Information Technology Competency requirement
- *MAT 221 Introduction to Algebra (3 credits)
Satisfies General Education Mathematical Competency Prerequisite requirement
- MAT 222 Intermediate Algebra (3 credits)
Satisfies General Education Mathematical Competency requirement
- PHI 103 Informal Logic (3 credits)
Satisfies General Education Critical Thinking Competency requirement
- SOC 120 Introduction to Ethics & Social Responsibility (3 credits)
Satisfies General Education Applied Ethics Competency requirement
- SCI 207 Dependence of Man on the Environment (4 credits)
Satisfies General Education Science requirement

+ EXP 105 and PSY 202 are required core courses in the major and must be taken by all Associate of Arts students.

*Students who waive MAT 221 are required to take 61 total program credits in order to meet graduation requirements.

Associate of Arts in Military Studies Graduation Requirements

To be eligible for an Associate of Arts in Military Studies degree, a student must successfully accomplish the following:

- Completion of all program/course requirements;
- Completion of a minimum of 64 credits. Additional prerequisite courses may be required;
- Minimum cumulative grade point average of 2.00 in all coursework attempted at the University; and
- At least 18 credits earned toward the Associate of Arts degree must be completed at Ashford University.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as an Associate of Arts in Military Studies.

Bachelor of Arts in Applied Linguistics

Applied Linguistics is an interdisciplinary field of study focusing on the practical problems of language-related issues in order to improve the lives of individuals and conditions in society. This major draws from courses in anthropology, English, psychology, sociology, education, and more. Students in this major will address topics such as: how languages can best be learned and taught, social factors that affect language learning, and how technology can be used to contribute to the effectiveness of language teaching and learning. A Bachelor's degree in Applied Linguistics provides students with valuable training for many opportunities following graduation, and for continuing on to graduate degrees in specialized areas of the field. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaa.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state.

Program Outcomes

Applied Linguistics major graduates will be able to:

- Apply the overall theories and purposes of linguistic study and research;
- Assess how language is learned;
- Examine the use of language-related technologies and their impact on professions;
- Recount the history and evolution of the English language;
- Demonstrate an understanding of Linguistics fields, such as phonetics, phonology, morphology, syntax, semantics, and pragmatics;
- Interpret the policy issues and sociological aspects of applied linguistics; and
- Develop a capstone research paper exemplifying the ability to apply theoretical

knowledge, and research and technological skills in preparation for a career in the field.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*42 credits
Electives:	32 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (42 credits) ***Understanding and Teaching Language Courses (9 credits):***

- LNG 321 Foundations of Linguistics (3 credits)
- LNG 353 Evolution of the English Language (3 credits)
- LNG 206 Language & Technology (3 credits)

Theoretical Linguistics Courses (15 credits):

- LNG 320 Structures of Language (3 credits)
- LNG 310 Sounds of Language (3 credits)
- LNG 415 Meaning in Language (3 credits)
- *LNG 360 Language & Society (3 credits)
- LNG 450 Computational Linguistics (3 credits)

Second Language Acquisition Courses (9 credits):

- LNG 212 Second Language Acquisition (3 credits)
- *ELL 361 Language Learning in a Global Context (3 credits)
- ELL 355 Methods, Materials, & Technology for Learning a Second Language (3 credits)

Speech Therapy Courses (6 credits):

- LNG 222 Survey of Communicative Disorders (3 credits)
- LNG 455 Language Development Disorders (3 credits)

Applied Linguistics Capstone Course (3 credits):

- LNG 497 Applied Linguistics Capstone (3 credits)
Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Communication Studies

The Bachelor of Arts in Communication Studies major is designed for students who seek career opportunities in many fields: public relations, human resources, business management, communications management, education, public policy and administration, sociology, journalism, and the media. Communication Studies provides students with an understanding of ethical responsibilities when accessing and disseminating information and the role of interpersonal, group, and mediated messages in a democratic society. Within the program, students will examine multiple topics in communication from persuasion and communication theory to various forms of written communication, both business/professional writing and writing for media purposes. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obacs.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Communication Studies major graduates will be able to:

- Communicate with fluency and clarity;
- Select effective communication techniques appropriate to audience and context;
- Identify barriers to effective communication in different contexts and formulate effective solutions;

- Articulate the value of free expression to a democratic society;
- Demonstrate sensitivity in communications between and among different groups and individuals of diverse backgrounds;
- Demonstrate adaptability to changes in communication technology;
- Conduct effective independent research; and
- Communicate in ways consistent with the highest ethical standards of the communications professions.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*33 credits
Electives:	44 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (33 credits)

- COM 321 Communication Theory (3 credits)
- COM 425 Communication in Organizations (3 credits)
- ENG 325 Intermediate Composition (3 credits)
- COM 345 Media Writing for Communication (3 credits)
- *COM 323 Persuasion & Argumentation (3 credits)
- *COM 325 Communication & Conflict (3 credits)
- *COM 360 Advanced Communications in Society (3 credits)
- COM 340 Technical Writing (3 credits)
- CGD 318 Public Relations Practice & Promotional Writing (3 credits)
- ENG 315 Business & Professional Writing (3 credits)

- COM 480 Communication Studies Capstone (3 credits)

Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

Bachelor of Arts in Cultural Anthropology

A Bachelor of Arts degree in Cultural Anthropology provides students with basic skills of critical thinking, writing, research, and cross-cultural understanding. The Cultural Anthropology major examines patterns and processes of cultural change with a focus on how people live in particular places, and how they organize, govern and create meaning. Students will examine diversity in other cultures and consider other world views to gain an understanding of how and why diversity in human culture came about. Research in cultural anthropology is distinguished by its reliance on participant observation, and students will learn the research methodologies used to collect and assess critically anthropological data. Students who complete the program will be prepared to enter graduate school in several of the social science disciplines. Course offerings examine topics ranging from anthropological theory, urban and gender anthropology and the study of Native American culture. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaca.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state.

Note: Some applications in major courses may require additional hardware, software, and/or internet connectivity requirements. This includes the use of plug-in software Adobe Flash Player 8 for Windows or 8.0 for Mac users.

Program Outcomes

Cultural Anthropology major graduates will be able to:

- Demonstrate an understanding of the topical scope and main concepts of cultural anthropology, including gender and conflict;

- Explain how cultural systems construct reality differently for various human groups;
- Evaluate the role of anthropology as essential to understanding contemporary cultures in the US and globally;
- Evaluate the ethical principles and guidelines that are the framework for all anthropological work; and
- Apply anthropological research skills in analysis, the collection of data and artifacts.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*36 credits
Electives:	35 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- *ANT 101 Introduction to Cultural Anthropology (3 credits)
- ANT 234 Family, Kin, & Groups (3 credits)
- ANT 307 Anthropology of War (3 credits)
Prerequisite: ANT 101
- ANT 340 Anthropological Theory (3 credits)
Prerequisite: ANT 101
- ANT 343 Language, Culture, & Communication (3 credits)
Prerequisite: ANT 101
- ANT 351 Anthropology of Religion, Magic, & Ritual (3 credits)
Prerequisite: ANT 101
- ANT 347 Urban Anthropology (3 credits)
Prerequisite: ANT 340
- ANT 353 Anthropology of Gender (3 credits)
Prerequisite: ANT 340
- ANT 348 Native American Anthropology (3 credits)
Prerequisite: ANT 340

- ANT 464 Applied Anthropology (3 credits)
Prerequisite: ANT 340
- ANT 462 Anthropological Research Methods (3 credits)
Prerequisite: ANT 340
- ANT 499 Ethnographic Study Capstone (3 credits)
Prerequisite: ANT 462 and GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in English

The Bachelor of Arts in English is a natural extension of the existing English and Communication Degree currently offered at the Clinton campus. This program will offer students a disciplined study of literature and provide a rigorously designed foundation for the development of writing and critical thinking skills. An English degree is versatile, and employers value the proficiency in communication and composition that are valuable in any career. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaen.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state.

Program Outcomes

English major graduates will be able to:

- Demonstrate an understanding of various literary genres and works in their historical, analytical, and sociopolitical contexts;
- Develop the ability to write creatively, clearly, and concisely;
- Develop critical thinking skills through intellectual inquiry;
- Demonstrate the ability to integrate significant literary ideas and themes into a personal worldview;

- Evaluate the power of language relative to ethnicities and gender;
- Analyze how writing, language, and literature function to shape human culture and individual identity; and
- Apply effective independent research skills.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*36 credits
Electives:	38 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- ENG 341 Studies in Literary Genres (3 credits)
- *ENG 201 American Literature to 1865 (3 credits)
- ENG 202 American Literature After 1865 (3 credits)
- ENG 345 British Literature I (3 credits)
- ENG 346 British Literature II (3 credits)
- ENG 325 Intermediate Composition (3 credits)
- ENG 321 Introductory Linguistics (3 credits)
- *ENG 317 International Voices (3 credits)
- ENG 380 Literary Research (3 credits)
- ENG 318 Creative Writing (3 credits)
- ENG 438 Literary Theory (3 credits)
- ENG 497 English Capstone (3 credits)
Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Environmental Studies

The Bachelor of Arts in Environmental Studies prepares students as professionals and citizens of the world for work in environmental careers. Environmental Studies is an interdisciplinary program that instills in students an ability to better understand the relationships between humans and the environments and humanity's impact on the different environments. Students work individually and collaboratively to acquire the knowledge, skills, attitudes, and motivation to seek out solutions to global environmental issues. Through interdisciplinary study in science, the social sciences, and the humanities, Environmental Studies encourages students to embrace the interconnections in knowledge and the environment in order to understand and manage the complexities of environmental, cultural, and social issues that are local, national, and global in scale. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaes.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state.

Program Outcomes

Environmental Studies major graduates will be able to:

- Demonstrate specific knowledge of material, information, and techniques in the natural sciences relating to a career in the environmental fields;
- Evaluate the specific knowledge of material and information in the humanities and social sciences relating to a career in the environmental fields;
- Apply critical reading, thinking, and communication skill using language specific to the environmental fields;
- Implement appropriate current technologies that allow work and knowledge in the field to meet or exceed course expectations; and
- Demonstrate critical thinking, reading, and integration skills in the analysis of complex

situations in order to develop descriptions, interpretations, and solutions regarding issues in the environmental fields.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*43 credits
Electives:	35 credits

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

*In this program, 10 credits from the major and 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (43 credits)

- ENV 230 Concepts of Sustainability (3 credits)
- *SCI 207 Dependence of Man on the Environment (4 credits)
- ENV 300 Environmental Biology (3 credits)
Prerequisite: SCI 207
- ENV 345 Business & the Environment (3 credits)
- LIB 315 The Environment & the Human Spirit (3 credits)
Prerequisite: ENG 122 or equivalent
- *POL 310 Environmental Policies (3 credits)
- ^ENG 328 Scientific & Technical Writing (3 credits)
Prerequisite: ENG 122 or equivalent
- ENV 322 Energy & Environmental Systems (3 credits)
- ENV 325 Environmental Management (3 credits)
- ENV 330 Environmental Ethics (3 credits)
- */**GEO 308 GIS Software Application (3 credits)
- ENV 333 Environmental Impact (3 credits)
- **ENV 495 Environmental Research (3 credits)
- **ENV 497 Environmental Studies Capstone (3 credits)
Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

**Please note that some applications in this course may require additional hardware, software, and/or internet connectivity requirements. This includes use of Windows XP with Service Pack 2.0 or higher and broadband Internet access. GIS software used in this program is not compatible with Mac OS.

^ Science General Education requirement must be met before taking this course.

Bachelor of Arts in History

In a world transformed by the powerful tides of globalization, history provides an intellectual toolkit for dealing with complex national and international realities. Every aspect of the present is rooted in aspects of the past. Immersion in place-based knowledge and understanding how unintended consequences shape our lives help students to understand an increasingly complex world. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obah.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state.

Program Outcomes

History major graduates will be able to:

- Utilize appropriate historical sources in the completion of written and/or oral narratives and analysis;
- Interpret events, institutions, and human communities in their historical contexts;
- Assess historical phenomena in terms of continuity, change, causation, and significance;
- Distinguish between history and other ways of thinking about the past;
- Evaluate historical events and trends from global perspectives that examine interaction between societies and cultures; and

- Assess the significance of social and cultural developments within broader historical contexts.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*42 credits
Electives:	35 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (42 credits)

- *HIS 103 World Civilizations I (3 credits)
- HIS 104 World Civilizations II (3 credits)
- HIS 203 American History to 1865 (3 credits)
- HIS 204 American History Since 1865 (3 credits)
- *POL 303 The American Constitution (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- HIS 378 Historiography & Historical Methodologies (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- HIS 306 Twentieth-Century Europe (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- *HIS 310 American Women's History (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- HIS 331 World War II (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency

- HIS 340 Recent American History (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- HIS 342 The Middle East (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- HIS 351 Asia in the Age of Decolonization & Globalization (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- HIS 379 The Atlantic World (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- HIS 497 History Capstone: Advanced Research Project (3 credits)
Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Homeland Security and Emergency Management

The Bachelor of Arts in Homeland Security and Emergency Management provides students with a broad view of homeland security, emergency management, and preparedness at the federal, state, and local levels. The program is designed to transcend a single discipline to consider counter-terrorism, emergency planning for natural disasters and response to terrorism, research and analysis, and an interdisciplinary foundation of courses including ethics, international relations, cyber-crime, as well as a strong emphasis on American Government and the United States Constitution. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obahsem.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession

are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Homeland Security and Emergency Management major graduates will be able to:

- Demonstrate a comprehension of relevant bodies of law, the intelligence community, and international, political, social, and cultural environments;
- Develop critical thinking skills for effective problem solving relative to crisis management issues, principles, and procedures;
- Understand the importance of the historic, cultural, and diversity aspects of selected populations;
- Demonstrate the ability to write a substantive report or analysis using strong research skills and technical writing proficiency;
- Evaluate data and analyze the validity of the information;
- Create a report that demonstrates the ability to retrieve information from relevant websites including the pertinent governmental websites and repositories of information; and
- Evaluate the ethical implications of Homeland Security measures.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*39 credits
Electives:	35 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (39 credits)

- *POL 201 American National Government (3 credits)

- *POL 303 The American Constitution (3 credits)
- POL 355 International Relations (3 credits)
- HSM 305 Survey of Homeland Security & Emergency Management (3 credits)
- HSM 311 Ethics & Homeland Security (3 credits)
- HSM 315 Emergency Planning (3 credits)
- HSM 320 Emergency Response to Terrorism (3 credits)
- HSM 421 Research & Analysis in Homeland Security (3 credits)
- LIB 323 Revolution & Terrorism in the Modern World (3 credits)
- HSM 433 Counter Terrorism & Intelligence Analysis (3 credits)
- HSM 435 Psychology of Disaster (3 credits)
- HSM 438 Introduction to Cyber Crime (3 credits)
- HSM 497 Homeland Security & Emergency Management Capstone (3 credits)

Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Journalism and Mass Communication

The Bachelor of Arts in Journalism & Mass Communication draws upon the applied liberal arts tradition of the university. This program builds on a wide range of journalism-related studies: electronic media communication, ethics, law and integrity in journalism, and the First Amendment. Graduates will be prepared for employment or advancement in a wide variety of journalism positions, advertising and marketing, communications, and in many areas of mass media. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obajmc.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking

licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Journalism and Mass Communication major graduates will be able to:

- Demonstrate an understanding of the rights, roles and responsibilities of news media professionals;
- Apply the journalistic concepts of accuracy, timeliness and impact;
- Demonstrate professional-level communication skills in the areas of print, online media layout, report, editorial writing and interviewing;
- Apply ethical principles and decision-making in the practice of journalism; and
- Demonstrate the research skills necessary to interpret and analyze public records, reference materials, and internet resources.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*36 credits
Electives:	35 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- JRN 231 Survey of Journalism & Mass Communication (3 credits)
- JRN 337 News Reporting & Writing (3 credits)
- JRN 333 Ethics in Journalism (3 credits)
- ENG 325 Intermediate Composition (3 credits)
Prerequisite: ENG 121 and ENG 122 or equivalents

- JRN 335 Cyber-journalism (3 credits)
- *JRN 331 Advanced Writing & Editing for the Media (3 credits)
Prerequisite: ENG 325
- JRN 339 Global Journalism (3 credits)
- JRN 410 Journalism Law (3 credits)
- JRN 412 Advanced Editorial & Feature Writing (3 credits)
Prerequisite: ENG 325
- JRN 415 Methods of Research & Analysis in Journalism (3 credits)
- JRN 425 Journalism & Politics (3 credits)
- JRN 497 Journalism & Mass Communication Capstone (3 credits)
Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Law Enforcement Administration

The Bachelor of Arts in Law Enforcement Administration (LEA) is designed for students who wish to advance their careers by developing management skills in the field of law enforcement. The major is designed to provide students with the knowledge and leadership skills necessary to maintain social order, protect individual rights, meet public needs, and uphold the laws and institutions of democracy. Students will learn problem solving and communication skills, and develop increased empathy and a greater understanding of diversity. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obalea.

Special Terms and Conditions: Successful completion of this program by itself does not lead to professional licensure or certification in any state, regardless of concentration or specialization, and students will not receive the training required to become a law enforcement officer. Each state has its own standards and training requirements for appointment as a law enforcement officer. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of

professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Law Enforcement Administration major graduates will be able to:

- Develop management and leadership skills appropriate to law enforcement administration;
- Evaluate the practices and systems for maintaining individual rights;
- Develop an understanding of police responsibility, ethics, and rights;
- Analyze criminal behavior;
- Demonstrate an understanding of race, crime, and social policy;
- Develop an understanding of the character traits necessary for becoming a responsible, moral law enforcement leader;
- Evaluate the guidelines for policing in today's communities; and
- Create a final project that demonstrates an understanding of research and illustrates critical thinking and clear and concise writing skills.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*36 credits
Electives:	35 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- LEA 201 Introduction to Law Enforcement Administration (3 credits)
- LEA 312 Community Policing (3 credits)
- *LEA 316 Ethics in Law Enforcement (3 credits)
- LEA 328 Leadership & Supervision in Law Enforcement (3 credits)
- LEA 408 Technological Management in Law Enforcement (3 credits)
- LEA 339 Law Enforcement Personnel Management (3 credits)
- LEA 413 Investigations Management (3 credits)
- LEA 432 Fiscal Administration in Law Enforcement (3 credits)
- LEA 439 Politics & Law Enforcement (3 credits)
- ENG 325 Intermediate Composition (3 credits)
Prerequisites: ENG 121 and ENG 122 or equivalents
- LEA 444 Training Management (3 credits)
- LEA 497 Law Enforcement Administration Capstone (3 credits)
Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Liberal Arts

The Bachelor of Arts in Liberal Arts major is designed for students who seek career opportunities in many fields. The Liberal Arts program is designed to provide students with a broad-based liberal arts experience enriching the student's understanding of the physical and social world. The diversity of courses will enable the student to examine major national and global issues, especially those issues related to cultures and their diversity. Liberal studies emphasize literature, philosophy, social science, and analytical and critical thinking skills, all of which prepare students for lifelong learning and social, cultural, and technological change.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the

purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state.

Program Outcomes

Liberal Arts major graduates will be able to:

- Demonstrate appropriate comparative and analytical communication skills across disciplines;
- Develop skills to conduct effective independent research;
- Develop and apply culturally diverse communication skills between and among different groups and individuals in a global environment;
- Apply critical thinking skills in analyzing, environmental, social, and political issues;
- Develop the ability to integrate viewpoints from different disciplines; and
- Analyze the values that influence interactions among people, groups, and nations.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*33 credits
Electives:	50 credits

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

*In this program, 15 credits from the major and 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (33 credits)

- *SOC 315 Cross-Cultural Perspectives (3 credits)
- *LIB 316 Historical Contexts & Literature (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)

- COM 321 Communication Theory (3 credits)
- *COM 360 Advanced Communications in Society (3 credits)
- ENG 325 Intermediate Composition (3 credits)
- *HIS 306 Twentieth-Century Europe (3 credits)
- LIB 315 The Environment & the Human Spirit (3 credits)
Prerequisite: ENG 122 or equivalent
- LIB 332 Science & Culture (3 credits)
- LIB 356 Research Methods for the Humanities (3 credits)
- LIB 495 Capstone – Advanced Research Project (3 credits)
Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Military Studies

The Military Studies program is developed to provide students with a foundation in the areas of historical and political studies and methodologies to understand the role of the military as an institution within society. This major will provide students with historical and ethical perspectives on military affairs. Students will take a broad variety of courses that provide a context in chronology and geography to develop the skills, knowledge base, and moral awareness in preparation for a career as a leader in the military or in the private sector. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obams.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study. This program is not a Military Science (ROTC) program and does not lead to a commission.

Program Outcomes

Military Studies major graduates will be able to:

- Apply the methodologies and approaches characteristic of a range of liberal arts disciplines (e.g. anthropology, history, literature, political science, philosophy, and international relations) in a military context;
- Analyze issues concerning the role of the military within its chronological and geographical context;
- Demonstrate the ability to conduct effective research by creating a final summative research project;
- Assess the moral and ethical concerns raised through the study of the relationship of the military to society;
- Analyze the importance of the military as an instrument for the preservation of peace, as well as the waging of war; and
- Demonstrate an understanding of the character traits necessary for becoming a responsible, moral leader.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*36 credits
Electives:	44 credits

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

*In this program, 12 credits from the major and 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- *MIL 275 Military Ethics (3 credits)
- ANT 307 Anthropology of War (3 credits)
- MIL 310 American Military History I (3 credits)
- MIL 311 American Military History II (3 credits)
- *MIL 322 The Literature of War (3 credits)

- ENG 325 Intermediate Composition (3 credits)
Prerequisites: ENG 121 and ENG 122 or equivalents
- *HIS 306 Twentieth-Century Europe (3 credits)
- *POL 355 International Relations (3 credits)
- *POL 303 The American Constitution (3 credits)
- LIB 318 Peacemaking: A Study of Conflict Resolution (3 credits)
- MIL 350 Studies in Military Leadership (3 credits)
- MIL 497 Military Studies Capstone (3 credits)
Prerequisite: GEN 499

+ Fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Political Science and Government

The Bachelor of Arts in Political Science and Government focuses on the systematic study of political institutions, behavior, political parties, research methods, comparative politics, and an emphasis on our national government. Political Science is key for imparting knowledge of political processes, values, and public policy and is designed to provide students with the analytical tools and critical thinking skills to address the intricate and complex relationships among the private, public, transnational, and global sectors. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obapsg.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Political Science and Government major graduates will be able to:

- Demonstrate an understanding of the ways in which power and authority are embedded in the structures and workings of the government and politics;
- Analyze political issues and develop methods to resolve them through effective and creative communication;
- Develop the ability to undertake in-depth analyses of political behavior as it applies to various political theories in democracy and representation;
- Assess critically the causes and implications of conflict, compromise, and cooperation at the local, national, transnational, and global levels; and
- Evaluate public policy as it relates to political behavior, rights, and justice.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*36 credits
Electives:	38 credits

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

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

Introductory Course Requirement (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- *POL 201 American National Government (3 credits)
- POL 211 Introduction to Politics (3 credits)
- *POL 303 The American Constitution (3 credits)
- POL 310 Environmental Policies (3 credits)
- POL 319 State & Local Government (3 credits)
- POL 325 Congress & the Presidency (3 credits)
- POL 353 Comparative Politics (3 credits)
- POL 355 International Relations (3 credits)
- POL 411 Political Behavior (3 credits)

- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)
Prerequisite: Mathematical competency
- PSY 326 Research Methods (3 credits)
- POL 497 Political Science Capstone (3 credits)
Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Bachelor of Arts in Social and Criminal Justice

The Social and Criminal Justice major offers a unique interdisciplinary program that examines criminal justice from a perspective that sees it as a means of building a more just society. Students examine topics such as forensics, psychology, crime prevention, the Constitution, criminal law, and the correctional system. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obacj.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Social and Criminal Justice major graduates will be able to:

- Analyze criminal justice issues within the systems of law enforcement, the judiciary, and corrections;
- Evaluate the application of the social justice principles of equality, solidarity, and human rights toward building a just society;
- Apply knowledge of cultural sensitivity and diversity awareness to social and criminal justice;
- Deconstruct the relationship between law enforcement, the judiciary, and corrections;

- Interpret the relationship between social justice and criminal justice; and,
- Develop critical perspectives in the study of social and criminal justice by drawing on the fields of criminology, law, philosophy, psychology, science, and sociology.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*36 credits
Electives:	41 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- *SOC 120 Introduction to Ethics & Social Responsibility (3 credits)
- *POL 303 The American Constitution (3 credits)
- CRJ 201 Introduction to Criminal Justice (3 credits)
- SOC 305 Crime & Society (3 credits)
- *SOC 331 Social Justice & Ethics (3 credits)
- CRJ 308 Psychology of Criminal Behavior (3 credits)
- CRJ 305 Crime Prevention (3 credits)
- CRJ 301 Juvenile Justice (3 credits)
- CRJ 306 Criminal Law & Procedure (3 credits)
- CRJ 311 Forensics (3 credits)
- *CRJ 303 Corrections (3 credits)
- CRJ 422 Criminal Justice Capstone (3 credits)
Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Note: CRJ 201 should be taken prior to 300-level CRJ courses and above.

Bachelor of Arts in Social Science

The Social Science major offers students an opportunity to focus their studies primarily in psychology, sociology, history, and related social science fields. Online students may have previous expertise recognized through a transfer concentration. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obass.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Social Science major graduates will be able to:

- Evaluate fundamental social science concepts;
- Examine the implications of social and cultural diversity;
- Acquire and use a foundation of research skills from the social sciences, including history, psychology, and sociology;
- Examine the relationship of service to social sciences; and
- Integrate knowledge from the social sciences, including history, psychology, and sociology.

Program Requirements

Total number of credits required:	120 credits
General Education Requirements:	*52 credits
Major Course Requirements:	*45 credits
Electives:	35 credits

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

*In this program, 12 credits from the major and 3 credits from introductory requirements may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

- PSY 101 Introduction to Psychology (3 credits)
- SOC 101 Introduction to Sociology (3 credits)
- SOC 402 Contemporary Social Problems & the Workplace (3 credits)
- *LIB 316 Historical Contexts & Literature (3 credits)
- PSY 301 Social Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 302 Industrial/Organizational Psychology (3 credits)
- *HIS 204 American History Since 1865 (3 credits)
- POL 303 The American Constitution (3 credits)
- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)
Prerequisite: Mathematical competency
- *POL 310 Environmental Policies (3 credits)
- HIS 306 Twentieth-Century Europe (3 credits)
- *SOC 315 Cross-Cultural Perspectives (3 credits)
- LIB 320 Global Socioeconomic Perspectives (3 credits)
- LIB 332 Science & Culture (3 credits)
- SOC 490 Social Science Capstone (3 credits)
Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Note: PSY 101, SOC 101, and HIS 204 should be taken prior to 300-level courses and above in their respective subject areas.

Transfer Concentration Option

Students may add a transfer concentration to the Bachelor of Arts in Social Science program by transferring in 12 applicable credits in a defined subject area. Transfer concentrations are not required and are intended for students who have experience and/or extensive transfer credit coursework in a field

of study at the time of admission to the program. The following major courses are designated for substitution with concentration coursework, where appropriate: SOC 402, POL 310, HIS 306, and LIB 332. For additional details, see *Transfer Concentration Guidelines* in this section of the *Catalog*.

Bachelor of Arts in Sociology

The BA in Sociology focuses on the study of human beings in their social settings. Sociology majors study topics such as social structures, various forms of social interactions, racial and ethnic groups, and the making and implementation of social policy. Graduates of the program are prepared for entry-level social science-linked and social service positions. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obas.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Sociology major graduates will be able to:

- Demonstrate a knowledge of basic sociological concepts;
- Apply major sociological theoretical perspectives;
- Explain the methodologies of collecting and assessing data that the discipline of sociology offers;
- Assess the quality of sociological research by applying the standards of the discipline;
- Analyze critically major sociological issues; and
- Demonstrate an appreciation for cultural and social diversity.

Program Requirements

Total number of credits required: 120 credits

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 41 credits

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

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

Introductory Course Requirements (6 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)
- *PSY 202 Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

- SOC 101 Introduction to Sociology (3 credits)
- SOC 203 Social Problems (3 credits)
- *SOC 315 Cross-Cultural Perspectives (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 312 Child, Family, & Society (3 credits)
- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)

Prerequisite: Mathematical competency

- PSY 326 Research Methods (3 credits)
- SOC 304 Social Gerontology (3 credits)
- *SOC 320 Public Policy & Social Services (3 credits)
- *SOC 331 Social Justice & Ethics (3 credits)
- SOC 490 Social Science Capstone (3 credits)

Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits.

* Satisfies General Education requirements.

Minors

Minors offered in the online modality provide students with additional opportunities to broaden and enrich their education. A minor is a program of study that is distinct from and supplements a student's major. A minor may be taken as a way to give a coherent pattern to elective credits, to expand career options, to prepare for graduate study, or simply to explore in greater depth an area different from one's major.

Coursework that is applied toward fulfillment of a minor may count toward elective or General Education requirements, but will not apply toward fulfillment of a transfer concentration or specialization. Students cannot earn a minor in the same subject area as their major field of study or a major that has more than 50% of the same coursework, unless otherwise noted. In addition, students cannot declare or earn two minors that share more than 50% of the same coursework. Students must declare a minor prior to degree conferral.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Accounting Minor

(18 credits)

Please note: This minor is not available to students majoring in Accounting.

- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
Prerequisite: ACC 205
- ACC 305 Intermediate Accounting I (3 credits)
Prerequisite: ACC 206
- ACC 306 Intermediate Accounting II (3 credits)
Prerequisite: ACC 305
- ACC 310 Cost Accounting I (3 credits)
Prerequisite: ACC 206
- ACC 401 Federal Income Taxes I (3 credits)
Prerequisite: ACC 205

Business Administration Minor

(18 credits)

Please note: This minor is not available to students majoring in Business Administration, Business Economics, Human Resources Management, or Sports and Recreation Management.

- ACC 205 Principles of Accounting I (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 311 Business Law I (3 credits)
- BUS 330 Principles of Marketing (3 credits)

- ECO 203 Principles of Macroeconomics (3 credits)
Prerequisite: Critical thinking competency
- MGT 330 Management for Organizations (3 credits)

Business Economics Minor

(18 credits)

Not available in Bachelor of Arts in Business Economics.

- BUS 308 Statistics for Managers (3 credits)
Prerequisite: Mathematical competency
- ECO 203 Principles of Macroeconomics (3 credits)
Prerequisite: Critical thinking competency
- ECO 204 Principles of Microeconomics (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 and ECO 203
- ECO 320 International Economics (3 credits)
- ECO 406 Business Cycles & Growth (3 credits)
Prerequisite: ECO 203

Child Development Minor

(18 credits)

- ECE 315 Language Development in Young Children (3 credits)
- ECE 353 Cognitive Development of Infants & Young Children (3 credits)
- ECE 354 Assessment & Intervention During Early Childhood (3 credits)
- ECE 355 Understanding Behavior & Family Dynamics (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- SOC 312 Child, Family & Society (3 credits)

Entrepreneurship Minor

(18 credits)

Please note: This minor is not available to students majoring in Entrepreneurship.

- BUS 362 Introduction to Entrepreneurship (3 credits)
- BUS 365 Creativity & Innovation (3 credits)
Prerequisite: BUS 362
- BUS 368 Venture Capital & Banking (3 credits)
Prerequisite: BUS 362

- BUS 433 New Business Strategy (3 credits)
Prerequisite: BUS 362
- BUS 435 Small Business Ventures (3 credits)
Prerequisite: BUS 362
- MGT 330 Management for Organizations (3 credits)

Finance Minor

(18 credits)

- ACC 205 Principles of Accounting I (3 credits)
- BUS 215 Personal Financial Management (3 credits)
- BUS 401 Principles of Finance (3 credits)
Prerequisites: ACC 205 or ACC 208 or ACC 281 and Mathematical competency
- BUS 405 Principles of Investments (3 credits)
Prerequisite: BUS 401
- BUS 430 Finance Seminar (3 credits)
Prerequisite: BUS 405
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 and ECO 203

Health Care Administration Minor

(18 credits)

Please note: This minor is not available to students majoring in Health Care Administration or Health Care Studies.

- HCA 305 The U.S. Health Care System (3 credits)
- HCA 340 Managing in Health & Human Services (3 credits)
Prerequisite: HCA 305
- HCA 322 Health Care Ethics & Medical Law (3 credits)
Prerequisite: HCA 305
- HCA 415 Community & Public Health (3 credits)
- HCA 421 Health Care Planning & Evaluation (3 credits)
Prerequisite: Successful completion of the majority of major coursework
- HCA 430 Special Populations (3 credits)
Prerequisite: Successful completion of the majority of major coursework

Human Resources Management Minor

(18 credits)

Please note: This minor is not available to students majoring in Human Resources Management or Organizational Management.

- BUS 303 Human Resource Management (3 credits)
- BUS 370 Organizational Development (3 credits)
Prerequisite: BUS 201 or MGT 330 or HCA 459
- BUS 372 Employee & Labor Relations (3 credits)
Prerequisite: BUS 303
- BUS 375 Employee Training (3 credits)
Prerequisite: BUS 303
- BUS 434 Compensation & Benefits Management (3 credits)
Prerequisite: BUS 303
- MGT 330 Management for Organizations (3 credits)

Information Systems Minor

(18 credits)

Please note: This minor is not available to students majoring in Business Information Systems.

- INF 220 IS Principles (3 credits)
Prerequisite: INF 103
- INF 231 Programming Concepts (3 credits)
Prerequisite: INF 103
- INF 322 Database Management Systems (3 credits)
Prerequisite: INF 231 and Mathematical competency
- INF 325 Telecommunications & Networking Concepts (3 credits)
Prerequisite: INF 231
- INF 340 Business Systems Analysis (3 credits)
Prerequisite: Information Technology competency
- INF 410 Project Management (3 credits)

International Management Minor

(18 credits)

Please note: This minor is not available to students majoring in International Business.

- BUS 343 International Marketing (3 credits)
- BUS 357 International Business (3 credits)
- BUS 378 International Business Law (3 credits)

- BUS 439 International Human Resources Management (3 credits)
- BUS 450 International Finance (3 credits)
- ECO 320 International Economics (3 credits)

Logistics Management Minor

(18 credits)

- BUS 445 Total Quality Management (3 credits)
- INF 220 IS Principles (3 credits)
Prerequisite: INF 103
- MGT 322 Principles of Logistics Management (3 credits)
Prerequisite: MGT 330
- MGT 325 Introduction to Transportation Management (3 credits)
Prerequisite: MGT 330
- MGT 330 Management for Organizations (3 credits)
- MGT 401 Hazardous Materials Management (3 credits)
Prerequisite: MGT 330

Marketing Minor

(18 credits)

Please note: This minor is not available to students majoring in Public Relations and Marketing.

- BUS 317 Introduction to Advertising (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 336 Marketing Strategy (3 credits)
- BUS 339 Marketing Research (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 350 Consumer Behavior (3 credits)

Operations Management Minor

(18 credits)

Please note: This minor is not available to students majoring in Operations Management and Analysis.

- BUS 307 Operations Management & Quantitative Techniques (3 credits)
Prerequisite: Mathematical competency
- BUS 308 Statistics for Managers (3 credits)
Prerequisite: Mathematical competency
- BUS 445 Total Quality Management (3 credits)
- BUS 446 Production Operations Control (3 credits)

- INF 336 Project Procurement Management (3 credits)
Prerequisite: INF 103
- INF 340 Business Systems Analysis (3 credits)
Prerequisite: Information Technology competency

Organizational Management Minor

(18 credits)

Please note: This minor is not available to students majoring in Business Administration or Organizational Management.

- BUS 303 Human Resource Management (3 credits)
- COM 425 Communication in Organizations (3 credits)
- MGT 330 Management for Organizations (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- MGT 415 Group Behavior in Organizations (3 credits)
- MGT 435 Organizational Change (3 credits)

Political Science and Government Minor

(18 credits)

Please note: This minor is not available to students majoring in Political Science and Government.

- POL 201 American National Government (3 credits)
- POL 211 Introduction to Politics (3 credits)
- POL 303 The American Constitution (3 credits)
- POL 310 Environmental Policies (3 credits)
- POL 353 Comparative Politics (3 credits)
- POL 355 International Relations (3 credits)

Project Management Minor

(18 credits)

- INF 336 Project Procurement Management (3 credits)
Prerequisite: INF 103
- INF 337 Integrated Cost & Schedule Control (3 credits)
Prerequisites: ACC 205, and MAT 332 or BUS 308

- INF 338 Leadership & Communication Skills for Project Managers (3 credits)
Prerequisite: MGT 330 and writing competency
- INF 342 Project Quality Assurance (3 credits)
- INF 410 Project Management (3 credits)
- MGT 435 Organizational Change (3 credits)

Psychology Minor

(18 credits)

Please note: This minor is not available to students majoring in Psychology.

- PSY 101 Introduction to Psychology (3 credits)
- PSY 301 Social Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 302 Industrial/Organizational Psychology (3 credits)
- PSY 303 Abnormal Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 331 Psychology of Learning (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 350 Physiological Psychology (3 credits)
Prerequisite: PSY 101 or equivalent

Public Administration Minor

(18 credits)

Please note: This minor is not available to students majoring in Public Administration.

- PPA 301 Principles of Public Administration (3 credits)
- PPA 303 Finance for Public Administrators (3 credits)
Prerequisite: ECO 203
- PPA 305 Budgeting for Public Administrators (3 credits)
- PPA 307 Intergovernmental Relations & Issues (3 credits)
Prerequisite: PPA 301
- PPA 401 Urban Management (3 credits)
Prerequisite: PPA 301
- PPA 403 Administrative Law (3 credits)

Social and Criminal Justice Minor

(18 credits)

Please note: This minor is not available to students majoring in Social and Criminal Justice.

- CRJ 201 Introduction to Criminal Justice (3 credits)

- CRJ 301 Juvenile Justice (3 credits)
- CRJ 303 Corrections (3 credits)
- CRJ 305 Crime Prevention (3 credits)
- CRJ 306 Criminal Law & Procedure (3 credits)
- CRJ 311 Forensics (3 credits)

Sociology Minor

(18 credits)

Please note: This minor is not available to students majoring in Sociology.

- SOC 101 Introduction to Sociology (3 credits)
- SOC 203 Social Problems (3 credits)
- SOC 304 Social Gerontology (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 312 Child, Family & Society (3 credits)

Sports and Recreation Management Minor

(18 credits)

Please note: This minor is not available to students majoring in Sports and Recreation Management.

- ACC 205 Principles of Accounting I (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- MGT 330 Management for Organizations (3 credits)
- SOC 318 Sociology of Sport (3 credits)
- SRM 410 Contemporary Issues in Sports Marketing & Management (3 credits)

World History Minor

(18 credits)

Please note: This minor is not available to students majoring in History.

- HIS 104 World Civilizations II (3 credits)
- HIS 378 Historiography & Historical Methodologies (3 credits)
- HIS 306 Twentieth-Century Europe (3 credits)
- HIS 342 The Middle East (3 credits)
- HIS 351 Asia in the Age of Decolonization & Globalization (3 credits)
- HIS 379 The Atlantic World (3 credits)

Specializations

A specialization is an area of study that supplements select undergraduate majors. Students begin specialization coursework following successful completion of the major capstone. Students must declare a specialization prior to completion of program requirements. A student may not enroll in any undergraduate specialization that has a course overlap with any declared major(s).

Business Economics Specialization

(12 credits)

Available for Bachelor of Arts in Accounting degree program only.

- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 and ECO 203
- ECO 320 International Economics (3 credits)
- ECO 406 Business Cycles & Growth (3 credits)
Prerequisite: ECO 203

Child Development Specialization

(12 credits)

Available for Bachelor of Arts in Education Studies degree program only.

- ECE 205 Introduction to Child Development (3 credits)
- ECE 332 Child Development (3 credits)
- ECE 351 Play & Learning for the Young Child (3 credits)
- ECE 355 Understanding Behavior & Family Dynamics (3 credits)

Corrections Management Specialization

(12 credits)

Available for Bachelor of Arts in Social and Criminal Justice degree program only.

- CRJ 461 Corrections Administration & Management (3 credits)
- CRJ 463 Contemporary Corrections Issues (3 credits)
- CRJ 465 Corrections & Incarceration (3 credits)
- CRJ 467 Probation & Parole (3 credits)

Early Childhood Education Specialization

(12 credits)

Available for Bachelor of Arts in Education Studies degree program only.

- ECE 101 Introduction to Early Childhood Education (3 credits)
- ECE 311 Early Childhood Curriculum & Methods (3 credits)
- ECE 315 Language Development in Young Children (3 credits)
- ECE 335 Children's Literature (3 credits)

Education and Public Policy Specialization

(12 credits)

Available for Bachelor of Arts in Education Studies degree program only.

- EDU 108 Introduction to Policy & Education (3 credits)
- EDU 363 Education & Social Justice (3 credits)
- EDU 365 Politics of American Education (3 credits)
- EDU 428 Student Achievement in Public Schools (3 credits)

English Language Learner Studies Specialization

(12 credits)

Available for Bachelor of Arts in Education Studies degree program only.

- ELL 240 Linguistically & Culturally Diverse Learners (3 credits)
- ELL 355 Methods, Materials, & Technology for Learning a Second Language (3 credits)
- ELL 359 Contemporary Issues in English Language Instruction (3 credits)
- ELL 420 Testing & Assessment for ELL Students (3 credits)

Entrepreneurship Specialization

(12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, and Sports and Recreation Management degree programs only.

- BUS 362 Introduction to Entrepreneurship (3 credits)

- BUS 365 Creativity & Innovation (3 credits)
Prerequisite: BUS 362
- BUS 368 Venture Capital & Banking (3 credits)
Prerequisite: BUS 362
- BUS 433 New Business Strategy (3 credits)
Prerequisite: BUS 362

Finance Specialization

(12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, and Sports and Recreation Management degree programs only.

- BUS 215 Personal Financial Management (3 credits)
- BUS 401 Principles of Finance (3 credits)
Prerequisites: ACC 205 or ACC 208 or ACC 281 and Mathematical competency
- BUS 405 Principles of Investments (3 credits)
Prerequisite: BUS 401
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 or ECO 203

Forensics Specialization

(12 credits)

Available in Bachelor of Arts in Social and Criminal Justice degree program only.

- CRJ 451 Homicide Investigation & Evidence Gathering (3 credits)
- CRJ 453 Criminal Profiling (3 credits)
- CRJ 455 Criminal Law (3 credits)
- CRJ 457 Forensic Evidence & the Law (3 credits)

Health Care Informatics Systems Specialization

(12 credits)

Available in all Bachelor's programs in the College of Health, Human Services, and Science except for Applied Behavioral Science, Health Informatics, and Psychology.

- HIM 301 Introduction to Health Informatics (3 credits)
- HCA 417 Electronic Health Records (3 credits)
- HIM 410 Health Informatics – A Systems Perspective (3 credits)
- HIM 435 Analyzing Healthcare Data (3 credits)

History Specialization

(12 credits)

Available in Bachelor of Arts in Political Science and Government and Social Science degree programs only.

- HIS 331 World War II (3 credits)
- HIS 340 Recent American History (3 credits)
- HIS 342 The Middle East (3 credits)
- HIS 379 The Atlantic World (3 credits)

Homeland Security Specialization

(12 credits)

Available in Bachelor of Arts in Social and Criminal Justice degree program only.

- CRJ 441 Homeland Defense (3 credits)
- CRJ 443 Intelligence & Homeland Security (3 credits)
- CRJ 445 Consequence Management: Terrorism Preparation & Response (3 credits)
- CRJ 447 Homeland Security Organization (3 credits)

Human Resources Management Specialization

(12 credits)

Available in Bachelor of Arts in Business Administration, Health Care Administration and Organizational Management degree programs only.

- BUS 370 Organizational Development (3 credits)
Prerequisite: BUS 201 or MGT 330 or HCA 459
- BUS 372 Employee & Labor Relations (3 credits)
Prerequisite: BUS 303
- BUS 375 Employee Training (3 credits)
Prerequisite: BUS 303
- BUS 434 Compensation & Benefits Management (3 credits)
Prerequisite: BUS 303

Infant and Toddler Care Specialization

(12 credits)

Available in Bachelor of Arts in Early Childhood Education and Early Childhood Education Administration only.

- ECE 341 Social & Emotional Growth of Infants & Toddlers (3 credits)

- ECE 343 Quality Care Environments for Infants & Toddlers (3 credits)
- ECE 345 Infant & Toddler Learning & Development (3 credits)
- ECE 347 Culture, Family & Childcare (3 credits)

Information Systems Specialization

(12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, Public Relations and Marketing and Sports and Recreation Management degree programs only.

- INF 231 Programming Concepts (3 credits)
Prerequisite: INF 103
- INF 322 Database Management Systems (3 credits)
Prerequisites: INF 231 and Mathematical competency
- INF 325 Telecommunications & Networking Concepts (3 credits)
Prerequisite: INF 231
- INF 340 Business Systems Analysis (3 credits)
Prerequisite: Information Technology competency

Instructional Design Specialization

(12 credits)

Available for Bachelor of Arts in Education Studies degree program only.

- EDU 120 Principles of Instructional Design (3 credits)
- EDU 232 Instructional Design for E-Learning (3 credits)
Prerequisite: EDU 120
- EDU 335 Design Concepts & Applications for Online Learning (3 credits)
Prerequisites: EDU 120 and EDU 232
- EDU 336 Evaluation of E-Learning (3 credits)
Prerequisites: EDU 120 and EDU 232

International Management Specialization

(12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, and Public Relations and Marketing degree programs only.

- BUS 343 International Marketing (3 credits)
- BUS 357 International Business (3 credits)

- BUS 450 International Finance (3 credits)
- ECO 320 International Economics (3 credits)

Logistics Management Specialization

(12 credits)

Available in Bachelor of Arts in Business Administration, Entrepreneurship, International Business, Organizational Management, Operations Management and Analysis, and Public Administration only.

- MGT 322 Principles of Logistics Management (3 credits)
Prerequisite: MGT 330
- MGT 325 Introduction to Transportation Management (3 credits)
Prerequisite: MGT 330
- MGT 370 International Supply Chain Management (3 credits)
- MGT 401 Hazardous Materials Management (3 credits)
Prerequisite: MGT 330

Long-Term Care Specialization

(12 credits)

Available in the Bachelor of Arts in Health and Human Services degree program only.

- HCA 333 Introduction to Long-Term Care (3 credits)
- HCA 442 Contemporary Issues in Aging (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits)
Prerequisite: PSY 101 or equivalent
- SOC 304 Social Gerontology (3 credits)

Long-Term Care Management Specialization

(12 credits)

Available in Bachelor of Arts in Health Care Administration and Health Care Studies degree programs only.

- HCA 442 Contemporary Issues in Aging (3 credits)
- HCA 444 Long-Term Care: The Consumer Perspective (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits)
Prerequisite: PSY 101 or equivalent
- SOC 304 Social Gerontology (3 credits)

Marketing Specialization

(12 credits)

Available in Bachelor of Arts in Business Administration and Sports and Recreation Management degree programs only.

- BUS 317 Introduction to Advertising (3 credits)
- BUS 339 Marketing Research (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 350 Consumer Behavior (3 credits)

Operations Management Specialization

(12 credits)

Available in Bachelor of Arts in Accounting and Business Administration degree programs only.

- BUS 307 Operations Management & Quantitative Techniques (3 credits)
Prerequisite: Mathematical competency
- BUS 445 Total Quality Management (3 credits)
- BUS 446 Production Operations Control (3 credits)
- INF 336 Project Procurement Management (3 credits)
Prerequisite: INF 103

Political Science and Government Specialization

(12 credits)

Available in Bachelor of Arts in History, Social and Criminal Justice, Social Science and Sociology degree programs only.

- POL 310 Environmental Policies (3 credits)
- POL 319 State & Local Government (3 credits)
- POL 355 International Relations (3 credits)
- POL 411 Political Behavior (3 credits)

Project Management Specialization

(12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, Organizational Management, Public Relations and Marketing, and Sports and Recreation Management degree programs only.

- INF 336 Project Procurement Management (3 credits)
Prerequisite: INF 103

- INF 337 Integrated Cost & Schedule Control (3 credits)
Prerequisite: ACC 205, and MAT 332 or BUS 308
- INF 342 Project Quality Assurance (3 credits)
- INF 410 Project Management (3 credits)

Public Administration Specialization

(12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, and Organizational Management degree programs only.

- PPA 301 Principles of Public Administration (3 credits)
- PPA 303 Finance for Public Administrators (3 credits)
Prerequisite: ECO 203
- PPA 305 Budgeting for Public Administrators (3 credits)
- PPA 401 Urban Management (3 credits)
Prerequisite: PPA 301

Security Management Specialization

(12 credits)

Available in Bachelor of Arts in Social and Criminal Justice degree program only.

- CRJ 433 Principle & Theory of Security Issues (3 credits)
- CRJ 435 Evaluation of Security Programs (3 credits)
- CRJ 437 Contemporary Issues in Security Management (3 credits)
- CRJ 439 Security Administration (3 credits)

Sports and Recreation Management Specialization

(12 credits)

Available in Bachelor of Arts in Organizational Management and Public Administration degree programs only.

- ACC 205 Principles of Accounting I (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- SOC 318 Sociology of Sport (3 credits)
- SRM 410 Contemporary Issues in Sports Marketing & Management (3 credits)

SECTION EIGHT



ONLINE GRADUATE PROGRAMS



Online Graduate Programs

The following online graduate programs are offered through the College of Education, College of Health, Human Services, and Science and the Forbes School of Business at Ashford University.

Forbes School of Business

- Master of Arts in Organizational Management
 - Standard Specialization
 - Global Management Specialization
 - Health Care Administration Specialization
 - Human Resources Management Specialization
 - Media Management Specialization
 - Organizational Leadership Specialization
 - Project Management Specialization
 - Public Administration Specialization
 - Supply Chain Management Specialization
- Master of Business Administration
 - Standard Specialization
 - Business Economics Specialization
 - Entrepreneurship Specialization
 - Environmental Management Specialization
 - Finance Specialization
 - Global Management Specialization
 - Health Care Administration Specialization
 - Human Resources Management Specialization
 - Information Systems Specialization
 - Marketing Specialization
 - Media Management Specialization
 - Organizational Leadership Specialization
 - Project Management Specialization
 - Public Administration Specialization
 - Supply Chain Management Specialization
- Master of Public Administration

College of Education

- Master of Arts in Education
 - Assessment and Measurement Specialization
 - Child Development Specialization
 - Culturally Responsive Education Specialization

- Curriculum and Instruction Specialization
- Distance Learning Specialization
- Early Childhood Education Specialization
- Education and Public Policy Specialization
- Education Technology Leadership Specialization
- English Language Learners Specialization
- Family and Community Services Specialization
- Higher Education Specialization
- Library and Media Specialization
- Mathematics Instruction Specialization
- Reading Literacy Specialization
- Special Education Specialization
- Teacher Leader Specialization
- Master of Arts in Teaching and Learning with Technology
 - Standard Specialization
 - Online Educator Specialization

College of Health, Human Services, and Science

- Master of Arts in Health Care Administration

Admission Policies and Procedures for Online Graduate Programs

Conditional Admission Requirements

Applicants seeking admission to any Master's degree program must meet the following admission requirements prior to the start of the first course at Ashford University:

1. Have a Bachelor's degree or post-graduate degree from a regionally accredited or approved nationally accredited college or university with a grade point average (GPA) of 2.0 or above. Applicants with a grade point average of 2.0 to 2.74 will be placed on Academic Watch;
2. Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this *Catalog*;
3. Have the ability to study in English indicated by one of the following:

- a. Earned a Bachelor's degree in which the primary language of instruction was English; or
- b. Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 550 paper-based or 79 Internet-based is required. Copies of official scores must be submitted prior to provisional enrollment, and official scores must be submitted prior to full admission.

Bachelor's degrees from nationally accredited institutions granted accreditation by the following accrediting agencies may be considered for admission:

- Association of Advanced Rabbinical and Talmudic Schools, Accreditation Commission (AARTS);
- Association of Biblical Higher Education (ABHE, formerly known as AABC);
- Accrediting Commission of Career Schools and Colleges (ACCSC, formerly known as ACCSCT, NATTS or CCA-ACICS)
- Accrediting Council for Independent Colleges and Schools (ACICS, formerly known as AICS or CCAACICS);
- Association of Theological Schools in the United States and Canada, Commission on Accrediting (ATS);
- Council on Occupational Education (COE, formerly known as SACS-COEI);
- Distance Education and Training Council, Accrediting Commission (DETC, formerly known as NHSC);
- Transnational Association of Christian Colleges and Schools, Accreditation Commission (TRACS); and
- Accrediting Bureau of Health Education Schools (ABHES).

Students with Bachelor's degrees accredited by the aforementioned institutions may be required to submit unofficial documentation to the Registrar's Office at the time of provisional admissions.

Ashford University reserves the right to deny admission or re-admission to any applicant. Ashford University recognizes the importance of protecting student privacy and reserves the right to request documentation to establish or verify any student's identity at any time, for administrative or compliance purposes. Students are expected to provide such documentation, and failure to do so may be considered a violation of the Student Community Standards.

The University may deny or rescind admission to any student for failure to authenticate his or her identity.

Applicants are conditionally admitted to a Master's degree program when they submit a completed application indicating that they meet admission requirements outlined for that program and are approved by the Registrar's Office. Applicants in a conditional admission status are not eligible for Title IV funds and are not considered regular students until granted provisional or full admission.

Appeal Procedure for a 3rd Consecutive Conditional Admission Period or Ashford Promise

Provisional admission status must be attained by the end of the 2nd attempt of the Ashford Promise, while a student is in conditional standing. Students who fail to attain provisional admission by the end of their second attempt of the Ashford Promise must wait one year from the date they were denied admission to re-apply, or they may appeal the University's decision using the process outlined subsequently to request a 3rd consecutive attempt of conditional admission in the Ashford Promise.

Disagreements over academic quality will not be considered as an appropriate basis for such appeals. In cases of appropriate cause, the Ashford University Admission Appeals Committee reviews the appeals and renders a decision to the student. The decision will be communicated to the student via email from the Registrar's Office. Appeals must include an explanation of the event that occurred, which caused the student to not attain provisional admission to the University after two attempts.

Students must appeal in writing to the University Registrar. The appeal must be submitted to academic.progress@ashford.edu and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in the undue hardship to the student;
- Compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits during their period of absence; and,
- A plan for completion of the coursework required to meet basic academic requirements during their coursework at Ashford University.

Appeal decisions will be communicated from the Registrar's Office to the student via email.

Provisional Admission Requirements

Students must meet the following requirement in order to be provisionally admitted to a Master's degree program at Ashford University:

1. Attend beyond week 3 of their first course.

Attendance beyond week 3 constitutes a student's confirmation of their intention to continue in the program as a regular student. Upon attendance beyond Week 3 of their first course, students are considered matriculated, regular students in their degree program. Students who meet the requirements for Full Admission will be fully admitted into the degree program.

Full Admission Requirements

The following requirements must be met prior to the conclusion of the third (3rd) attempted Ashford University course in a degree seeking program. To start the fourth (4th) course, students must complete all the requirements subsequently outlined and must meet all admissions requirements applicable to their specific degree program. Students who do not complete all requirements will not be fully admitted and will be withdrawn from the program.

- Submission of an official transcript from the regionally accredited or approved nationally accredited institution that awarded the baccalaureate or post-graduate degree indicating a minimum GPA of 2.0 with a degree conferral date prior to the start of the first course at Ashford University.
- Submission of official transcripts from institutions where graduate credit was earned. (The Ashford University Registrar Office staff will manage the request of all transcripts for students using their signed *Transcript Request* form.)
- Students who do not meet the minimum GPA requirements outlined in the following two options but do have a minimum of a 2.0 GPA are fully admitted on Academic Watch and are required to achieve a cumulative GPA of 3.00 and successfully complete 67% of credits attempted by the conclusion of the first payment period.
 - Students who have completed only a Bachelor's degree or fewer than 12 credits of graduate-level coursework will have their GPA calculated for the Bachelor's degree only to meet the 2.75 GPA requirements.

- Students who have completed 12 credits or more of graduate-level coursework may have their GPA calculated for graduate coursework to meet the 3.0 graduate GPA requirement.
- Students must submit official TOEFL scores, if required for admission.
- At the conclusion of the Academic Watch period or the first payment period, any student who does not meet the requirements for satisfactory academic progress will be dismissed from the University.

Appeal of Dismissal Following Academic Watch

A student who has been dismissed for not meeting satisfactory academic progress requirements following Academic Watch may appeal to the University Registrar for re-admission. Appeals are evaluated by a committee comprised of the University Registrar or designee, and a representative from Academic Affairs. The decision of the Committee will be communicated in writing to the student by the Registrar's Office.

Additionally, the student's appeal letter must include:

- a reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student;
- compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate-level credits during the period of absence; and
- a plan for completion of the coursework required to meet satisfactory academic progress during the following payment period.

The passage of time does not substantiate eligibility for readmission or appeal for readmission, however, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements and have been denied re-admission after an appeal, may submit another appeal to be readmitted after one or more years have elapsed since their last appeal. The appeal must meet the criteria outlined previously and the student must present compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful

completion of graduate level credits since the last appeal was submitted.

Note: See the Satisfactory Academic Progress Requirements in this section to review all related Satisfactory Academic Progress guidelines.

MBA Program-Specific Requirements

Master of Business Administration students who submit official transcripts indicating that they have earned a Bachelor's degree in Business, Business Administration, Accounting, Finance, or Economics or have successfully completed undergraduate coursework in Accounting or Finance with a grade of "C" or higher, or graduate coursework in Accounting or Finance with a grade of "B" or higher will be exempt from the requirement to take BUS 591 Financial Accounting & Analysis. Students who have successfully completed undergraduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of "C" or higher or graduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of "B" or higher will be exempt from the requirement to take MAT 540 Statistical Concepts for Research. Students are responsible for notifying the University if they believe they have met these requirements through previous college coursework during the application process and are responsible for submitting official transcripts for verification.

MPA Program-Specific Requirements

Master of Public Administration students who submit official transcripts indicating that they have earned a Bachelor's degree in Business, Business Administration, Accounting, Finance, Economics or have successfully completed undergraduate coursework in Economics, Accounting, and Finance with a grade of "C" or higher or graduate coursework in Economics, Accounting, and Finance with a grade of "B" or higher will be exempt from the requirement to take BUS 599 Introduction to Quantitative Principles. Students are responsible for notifying the University if they believe they have met these requirements through previous college coursework during the application process and are responsible for submitting official transcripts for verification.

Additional Admission Requirements for International Applicants

The following requirements are applicable to international applicants and applicants relying on academic credentials earned outside the United States for admission to the programs offered through the online modality.

Provisional Admission Requirements

In addition to the requirements for provisional admission outlined in the admission policy for graduate programs, copies of documentation indicating that the student meets the following admission requirements are required for provisional admission:

1. Submit copies of an official evaluation from an approved evaluation service indicating that the student has met the following requirements:
 - a. The equivalent of a regionally or approved nationally accredited Bachelor's degree from the United States.
 - b. The requirement for official evaluation of the Bachelor's degree may be waived when a Master's degree has been earned at an appropriately accredited university in the United States.
2. All academic records from countries other than the United States must have been evaluated by one of the following evaluation services:
 - Educational Credentials Evaluators, Inc. (ECE); **OR**
 - World Education Services (WES)

Note: Students who have already had their international credentials evaluated prior to applying to Ashford University may petition the Office of the Registrar for acceptance of evaluations from other credible agencies.

Full Admission Requirements

In addition to the requirements for full admission outlined in the admission policy for graduate programs, international students must submit an official evaluation sent directly from an approved evaluation service indicating that the student meets full admission requirement (student copies are not accepted) prior to the conclusion of three (3) Ashford University courses (equivalent to one academic term) if that institution is where their undergraduate degree was earned. To begin the fourth (4th) Ashford University course, international students must complete the requirement or they will be withdrawn from the program at the conclusion of the third (3rd) attempted Ashford University course.

Non-Degree Seeking Student General Admission Requirements for Graduate Level Coursework

It is the responsibility of the applicant to provide Ashford University with all materials required for admission prior to enrolling in coursework as a non-degree seeking student. Please see additional policies

for non-degree seeking students under *Classification of Students* in the *General Academic Information and Policies* section of this *Catalog*.

Students seeking to enroll in graduate-level coursework as a non-degree seeking student must meet the following requirements:

1. Submit an official or unofficial transcript from the regionally accredited or approved nationally accredited institution that awarded the baccalaureate degree indicating a minimum GPA of 2.0 with a degree conferral date prior to the start of the first course at Ashford University;
2. Submit an official or unofficial transcript from the regionally accredited or approved nationally accredited institution showing proof of credit awarded for any required prerequisite coursework;
3. Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this *Catalog*; and
4. Have the ability to study in English indicated by one of the following:
 - a. Earned a Bachelor's degree in which the primary language of instruction was English;
 - b. A minimum of 30 credits have been earned from regionally or approved nationally accredited colleges/universities in the United States or equivalent in which the primary language of instruction was English; or
 - c. Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 550 paper-based or 79 Internet-based is required. Copies of official or unofficial scores must be submitted prior to enrolling in coursework as a non-degree seeking student.

Academic Policies and Procedures

Academic Calendar

The academic calendar for Ashford University online graduate programs is continuous, rather than defined by semester dates. Typically, students take one course at a time and move to the next course in the program sequence without a break. Opportunities to enroll in graduate studies and to begin a course sequence in a degree program are available frequently throughout the calendar year.

Most courses are six weeks long with an annual two-week Winter Break when courses are not scheduled. The Winter Break for 2014-2015 occurs from December 23, 2014 to January 5, 2015.

Technology Requirements

It is our intent to assist students and to prepare them for their coursework at Ashford University. Therefore, technology competencies and requirements have been established. These requirements are in effect for all Ashford University applicants and existing students and may be updated at any time.

Competencies

Students must possess the following online competencies:

- Ability to access course and program material on the Web;
- Ability to correspond with University staff, students, and faculty using email and the Web; and
- Ability to use appropriate antivirus utilities so that files transmitted and received are virus free.

Minimally, students must have a computer with the following features and system configurations:

- Platforms: Mac OS X 10.2 or higher or Windows XP or higher;
- Hardware: 256 Mb RAM, CD-ROM, and 1 Gb free disk space;
- Productivity Software: Microsoft Word, PowerPoint, and Excel 2003 or higher; Adobe Reader 8.0 or higher; Adobe Flash 10 or higher (Constellation Users);
- Web Browser: Firefox 3.0 or higher, Internet Explorer 9.0 or higher, Safari 3.0 or higher, or Chrome;
- Networking: 56k dialup modem, DSL, or cable modem; and
- Email: Outlook, Outlook Express, Mac Mail, Eudora, Entourage, or Yahoo/Hotmail/Gmail.

The following are recommended for optimal performance:

- Productivity Software: Microsoft Word, PowerPoint, and Excel 2007 or higher;
- Networking: Broadband internet connection (DSL, Cable, or other).
- Constellation users: Windows Media Player 7.0 or higher, sound card and speakers.

Please note certain courses may require the use of a microphone and/or webcam to record sound or video files.

Program Enrollment

Initial enrollment in Ashford University graduate programs is arranged through a University Admissions Counselor or University Advisor. New online students should contact an Admissions Counselor/University Advisor to register. It is the student's responsibility to officially register for the program course of study. After initial enrollment, students will work with their Student Advisors to register, add courses, or change their course schedule. Any change in the original registration must be communicated to the student's Student Advisor. Major changes in a student's schedule may necessitate completion of a new Admissions Application and Enrollment Agreement.

Registration

Initial registration and student scheduling is a one-time process based upon the information provided to Ashford University in the admission application. The student's initial schedule is based upon the student's desired start date and program of study in conjunction with previous education. Initial registration occurs in consultation with an Admissions Counselor/University Advisor. Upon completion of initial registration, students have access to their individual course schedules and the dates of each course for which they are registered via the student portal.

Student schedules are adjusted by the student's Student Advisor, in consultation with the student, to accommodate courses applied in transfer once the admission file is completed and the student receives full admission to the University. It is the student's responsibility to review his or her schedule regularly through the student portal and to notify their Student Advisor to initiate any schedule changes.

Degree-Seeking Student Classifications

Class Level:

Students enrolled in graduate programs are classified as graduate-level students.

Enrollment Status:

Students who remain continuously enrolled in non-term-based programs are classified as full-time. Students who are on a break of up to 14 consecutive days or on an approved Academic Leave are still classified as full-time. Students who fail to return from a break or approved Academic Leave as scheduled

should refer to the *Withdrawal from the University* policies for information regarding determination of withdrawal date. The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the break will extend the 14 day limit to include the break. The annual winter break does not extend the 45 day limit for approved Academic Leaves that are greater than 14 days.

Repeating Courses

A maximum of two different courses with letter grades of F or WF may be repeated at the graduate level. Both courses remain on the transcript. There is no restriction on the number of courses with a grade of C or W that may be repeated at the master's level so long as other requirements of satisfactory academic progress are met. The grade point average will be calculated based on the grade given in the second course. Exceptions to the limit on repeating courses must be approved by the Vice President of Academic Services, the University Registrar, or designee. Students who exceed the number of allowable F or WF grades will be academically dismissed from their program of study. Unsuccessful completion of the first course of a student's program will result in the rescheduling of the course and revision of future course sequence.

Courses that must be repeated due to an unsuccessful grade do not count towards eligibility for financial aid. This may affect the student's eligibility for financial aid funds. Students are encouraged to contact the Financial Aid Office for more information.

Auditing of Courses

Ashford University does not allow graduate-level course auditing due to the accelerated nature of course offerings and the unique nature of the online classroom environment.

Graduate Programs Credit Maximum Policy

A maximum of 24 credits may be attempted per academic year. Students may appeal in writing to the Registrar's Office for an increase to a maximum of 36 credits attempted per academic year.

Concurrent Course (Double Up) Registration Policy

- Concurrent course registration may occur when the student is fully admitted and has completed his or her first two courses.
- Student must meet Satisfactory Academic Progress requirements.
- Payment of concurrent courses is not deferred

and must be paid for in advance of the course start date.

- Concurrent course registration cannot violate progression or prerequisite requirements.
- At no time may a student attend more than two Ashford University courses concurrently in online modality.

Completion of Additional Specializations

Graduate students with a specialization component of their degree program may choose to complete more than one specialization. However each specialization must be comprised of unique courses or an approved substitution course.

Transfer Credit Policy

Students who have earned graduate-level course credits prior to matriculation at Ashford University may be eligible to transfer up to nine (9) credits toward an Ashford University graduate-level degree. Additional credits may be accepted when offered under an agreement approved by Ashford University up to a maximum of 15 credits. Once admitted and/or matriculated into an Ashford University Master's program, students are not permitted to take coursework at other institutions and transfer it into Ashford University, unless offered in an approved program or agreement.

Graduate-level college credits completed are acceptable for transfer under the following conditions, unless offered in an approved program or under an agreement approved by Ashford University:

- Credits should have been earned no more than ten (10) years before the date of admission to the degree program to which the credit is to be applied.
- Graduate courses cannot have been used to satisfy the requirements for a previous graduate degree, including Ashford University courses.
- The course must have been equivalent in content and level to the Ashford University course against which it is to be applied.
 - The course must have been a graduate-level course, taken for equivalent graduate-level credit at a regionally accredited college or university or Ashford University approved nationally accredited college.
 - Credits earned outside the United States must be evaluated by an approved Foreign Evaluation Agency for equivalency to both

content and degree level of the Ashford University course.

- Ashford University does not accept for graduate credit any credits earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools.
- Students must have earned a grade of “B” or better for any transfer course.
- All capstone courses must be taken at Ashford University. Degree programs may determine that certain courses are not eligible for transfer of credit.
- Official transcripts are required for transfer credit to be considered. In addition, students may be required to provide a copy of the catalog description and/or the course syllabus from the institution where the credit was awarded to validate that the course satisfies the transfer credit criteria.
- California residents who have earned graduate-level course credits prior to matriculation at Ashford University may be eligible to transfer up to six (6) credits awarded by another institution toward an Ashford University graduate-level degree.

Attendance Policy for Online Graduate Courses

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded discussion forum, submitting a written assignment or journal entry, or submitting a quiz or exam. Postings not related to graded discussion forums or written assignments or journal entries not related to the actual assignment may be reviewed and disqualified for attendance purposes. Attendance on the basis of submitting a quiz or exam is determined by submission status at the conclusion of the calendar day (11:59 pm Mountain Time).

Each instructional week begins on a Tuesday and concludes on the following Monday. A student is recorded either absent or present each day based on participation in an academic activity. All recorded time stamps for assignment submissions, discussion board posts, and attendance records will reflect Mountain Time Zone.

Students who do not attend at least once in any seven consecutive day period will be issued an attendance

warning. Students who do not attend at least once in any 14 consecutive day period will be dropped from the course and administratively withdrawn from the University retroactive to the last date of recorded attendance. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn.

Please refer to drop policies for grade implications when not meeting attendance requirements. Students not meeting attendance requirements will be dropped from the course and administratively withdrawn from the University retroactive to the last date of recorded attendance. A student’s last date of attendance following successful completion of a course is the end date of that course. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break. No approved Academic Leave can exceed 45 days including University scheduled periods of non-enrollment.

Note: New students who do not meet attendance requirements for the first week of their first course or do not complete their first course, will be administratively withdrawn from the University and must work with their Admissions Counselor/University Advisor to reschedule their enrollment in the program.

Academic Participation

In addition to meeting attendance requirements, students attending online courses are expected to participate in their courses by actively engaging in weekly discussion forums with substantial posts and completing the required assignments for each week. A list of all assignments can be found within the course calendar in each online class and also by week in the weekly instructional units.

Failure to meet academic participation requirements may negatively impact an assignment and/or course grade. All recorded time stamps for assignment submissions, discussion board posts, and attendance records will reflect Mountain Time Zone.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance and make arrangements to complete the required assignments. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Academic Leave

Students who plan to take a break in attendance of greater than 14 days but no more than 30 days from their last date of attendance, who provide a written confirmation of their intent to return, will not be administratively withdrawn, provided they return as scheduled.

Written confirmations must be provided via the *Academic Leave Request* form in the Student Portal, and should be submitted within 14 days of the last date of attendance. Academic Leave Requests allow students to postpone the start date of their next scheduled course and maintain an active status with the University. To gain access to the *Academic Leave Request* form, students must speak with a Student Advisor. New students must complete their first course in order to be eligible for an Academic Leave.

Students who do not return on their scheduled return date or do not attend within the first seven days of the course they are scheduled for when returning from an approved Academic Leave will be administratively withdrawn. Please note that administrative withdrawal may occur at any point in a student's enrollment when 14 consecutive days of non-attendance occur, whether within an active course or between the last date of attendance in a prior course and the first date of attendance in a subsequent course. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn.

Exceptions to submitting an *Academic Leave Request* through the Student Portal may be made in instances where extreme extenuating circumstances exist for students unable to access the Student Portal. Students must contact a Student Advisor for assistance with this exception.

If a student requires a break in attendance of greater than 30 days, the Student Advisor may escalate an exception approval to a Director or designee for an Academic Leave with a maximum allotment of 45 days out of attendance. Exceptions will be made on a case-by-case basis.

Course Drop

To drop from a course(s), a student must contact his or her assigned Admissions Counselor, University Advisor, Student Advisor, or other advisor within the Admissions or Student Services Departments. Students who officially drop from a course or courses during the add/drop period, which is before the conclusion of the first instructional week, will have that course removed from their academic transcripts.

Drop Deadlines:

6-week course = Week 1

Students who officially drop or are administratively dropped from a course after week 1 and have a Last Date of Attendance (LDA) in weeks 2 through 5 will receive a grade of "W" in the course. Students who officially drop or are administratively dropped from a course prior to the course end date and have an LDA in week 6 will receive a grade of "WF" in the course.

Consecutive Course Drops

Students only meeting attendance requirements in the first week of a course for three consecutively enrolled courses at Ashford University without earning credit will be administratively withdrawn for a period of no less than nine months from the student's last date of attendance. Students who have been withdrawn may appeal this policy by contacting their Student Advisor. Students who have an approved appeal and do not successfully complete their next scheduled course will be withdrawn for a period of no less than nine months.

Withdrawal from the University

Students wishing to officially withdraw from Ashford University must notify their assigned Admissions Counselor, University Advisor, Student Advisor, or other advisor within the Admissions or Student Services Departments. Students choosing to notify their Student Advisors verbally of their intent to withdraw may be asked to fill out a written request to withdraw.

Please refer to drop policies for grade implications when not meeting attendance requirements. Students who drop a course or are dropped for not meeting attendance requirements and do not attend class within 14 days of their last date of attendance will be administratively withdrawn. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the break may extend the 14 day limit to include the break. No approved Academic Leave can exceed 45 days including University scheduled periods of non-enrollment.

The student must resolve any financial obligations to Ashford University before receiving an official transcript from the Office of the Registrar.

For information regarding the determination of withdrawal date, please see the *Withdrawal from the University* policy in the *General Academic Information and Policies* section in this *Catalog*.

Satisfactory Academic Progress (SAP) Policy

We are dedicated to the academic success of our students. As such, the following policy outlines the academic requirements for Ashford University graduate programs and how they are measured to ensure that students are making satisfactory academic progress toward successful degree completion.

This policy applies to all graduate-level coursework attempted at Ashford University, regardless of date attempted.

Academic and Financial Aid Warning, and Academic and Financial Aid Probation statuses provide an opportunity for students to improve academic performance and meet overall requirements for degree completion. Students placed on one of these statuses should meet with their Student Advisor to discuss course scheduling and to plan for remediation.

Please contact the Ashford University Registrar or Associate University Registrar with any questions concerning the requirements outlined in this policy. This policy applies to all coursework accepted and applied in transfer as well as attempted at Ashford University, as outlined in this policy, regardless of date attempted.

Graduate Non-Term-Based Program Measures

Week = 7 calendar days

Full Academic Year Definition = a minimum of 36 weeks of instructional time and 18 successfully earned credits that apply toward the student's program of study.

A full Academic Year consists of 2 increments also referred to in this *Academic Catalog* as payment periods, financial aid payment periods and Satisfactory Academic Progress (SAP) increments.

- The first payment period in the Academic Year ends when half of the credits and weeks required for a completed Academic Year have been successfully met.
- The second payment period in the Academic Year ends when the requirements for a completed Academic Year have been successfully met.

Final Academic Year Exceptions:

- For any remaining portion of a program that is half of an Academic Year or less, the remaining portion is treated as a single payment period.
- For any remaining portion of a program that is more than half of an Academic Year but

less than a full Academic Year, the remaining portion is divided into two payment periods and the first payment period is the period in which the student successfully completes half of the credits and half of the weeks of instructional time in the remaining portion.

Satisfactory Academic Progress (SAP) is evaluated at the end of each payment period.

Full-Time Enrollment = Students who remain continuously enrolled, including breaks of 14 days or less, in non-term-based programs are classified as full-time. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break.

Satisfactory Academic Progress Standards

Graduate students must meet the following minimum qualitative and quantitative requirements to make satisfactory academic progress:

- Cumulative GPA in Ashford University coursework for all graduate students = 3.00
- Cumulative GPA includes all graduate-level coursework attempted at Ashford University, excluding grades of Pass, I, or W. Only the later grade is counted in the cumulative GPA when a course is repeated.
- Successful Completion Rate = 67% or 2/3 of all attempted credits. Attempted graduate-level credits are all Ashford University course attempts recorded on the academic transcript, including repeated courses, withdrawals, and incompletes as well as transfer credits that apply toward the student's current degree program. Grades that count negatively against successful completion rates include I, W, WF, and F.
- Successful completion of all program requirements must be accomplished within 150% of the normal length of the program as measured in credits attempted toward the program. Credits accepted in transfer toward the program are included as attempted and earned credits in determining the maximum timeframe.
- Repeated courses count negatively against successful completion rates.

If at any point during the program, the institution determines that the student will not be able to successfully complete all program requirements at the

conclusion of 150% of the normal length of a program as measured in credits, he or she will be dismissed from the University.

Satisfactory Academic Progress Review and Evaluation

Satisfactory Academic Progress (SAP) is reviewed at regular SAP increments. Students are evaluated against both qualitative and quantitative standards at the conclusion of a SAP increment. After each evaluation, students who do not meet SAP standards will be notified in writing. Students who have an outstanding incomplete grade at the time of SAP review may not be allowed to continue until the incomplete grade is successfully completed.

SAP increments will be adjusted to coincide with the payment period. Please note any of the following activities may have an impact on the student's payment period which will result in a SAP review that may not be congruent with the standard SAP increment:

- Changing program of study;
- Returning to the University after being officially or unofficially withdrawn;
- Repeating coursework in which a passing grade was earned;
- Returning after being out of attendance over 180 days;
- Completing courses which do not apply to the student's program of study; and/or
- Taking courses concurrently.

Additionally, if it is determined that the SAP review did not align with the Financial Aid Payment Period, SAP will be reevaluated to coincide with the Financial Aid Payment Period and could affect the outcome of a previous SAP review.

Academic and Financial Aid Warning

Students who do not meet the minimum requirements for making satisfactory academic progress at the time of evaluation are initially placed on Academic and Financial Aid Warning for the following SAP increment.

Students are given up to one SAP increment to meet the requirements for satisfactory academic progress. All coursework earned after the period during which the student did not meet satisfactory academic progress is counted as a part of the Academic and Financial Aid Warning period. Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Warning. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory

academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

At the conclusion of the Academic and Financial Aid Warning period, students who do not meet the requirements for satisfactory academic progress will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Academic and Financial Aid Probation

Students who have been granted an appeal for readmission after dismissal following a period of Academic and Financial Aid Warning, are placed on Academic and Financial Aid Probation for the following payment period.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Probation. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

At the conclusion of the Academic and Financial Aid Probation period, students who do not meet the requirements for satisfactory academic progress will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Probation-Academic Plan

Students who are approved by the Appeals Committee for re-admission after dismissal following a period of Academic and Financial Aid Probation, after a period on Probation-Academic Plan or after dismissal due to exceeding the maximum time frame are placed on Probation-Academic Plan and are required to meet specific academic requirements outlined in writing in an academic plan from the Registrar's Office. Students are provided with an academic plan to assist the student in meeting regular SAP requirements within a specific period of time. Students may be limited in the number of courses for which they are scheduled while on Probation-Academic Plan. It is the student's responsibility to adhere to the academic plan.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Probation-Academic Plan. Students may be required to re-take coursework previously completed

in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

Students will be placed on Probation–Academic Plan for the first payment period/SAP increment while on the academic plan. Students on Probation-Academic Plan are reviewed against the progression requirements outlined in the academic plan. Students who are not meeting plan requirements at the time of review will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Appeal of Academic Dismissal

Students who have been dismissed from the University for failure to meet satisfactory academic progress requirements may appeal to be re-admitted to the University. Students must appeal in writing to the University Registrar. The appeal must be submitted to academic.progress@ashford.edu or electronically via the online *SAP Appeal* form and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:

- a reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student;
- compelling evidence that they have the ability to demonstrate satisfactory academic progress and to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate-level credits during the period of absence; and
- a plan for completion of the coursework required to meet satisfactory academic progress during the following payment period.

Appeals are evaluated by an Appeals Committee made up of the University Registrar or designee, and representative from Academic Affairs. The decision of the Committee will be communicated in writing to the student by the Registrar's Office.

The passage of time does not substantiate eligibility for readmission or appeal for readmission, however, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements and have been denied re-admission after an appeal, may submit another appeal to be readmitted after one or more years have

elapsed since their last appeal. The appeal must meet the criteria outlined previously and the student must present compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate level credits since the last appeal was submitted.

SMART Track Program

Students enrolled in an Ashford University Bachelor's degree program may be eligible to enroll in up to six (6) credits of graduate-level coursework (or nine (9) applicable credits for the MBA or MPA programs) toward their Bachelor's degree and accelerate completion of a Master's degree with Ashford University. Please see the *SMART Track Program Requirements* in the *Online Undergraduate Programs* section of this *Catalog* for more information.

Forbes School of Business: Graduate Programs and Requirements

Master of Arts in Organizational Management

Degree Focus

The Master of Arts in Organizational Management is designed to develop professional competence in a world of rapid and global change. This degree develops advanced skills in dealing with the complex problems organizations and individuals face in today's marketplace. Courses in organizational change, marketing, decision making, strategic thinking, and innovation cultivate the landscape for building an organizational culture that embraces quality and diversity. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/omom.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Master of Arts in Organizational Management graduates will be able to:

- Evaluate the role of management practice in organizations and the managerial processes to effectively implement an organizational communication plan;
- Analyze common behavioral factors that are present in organizations;
- Analyze the factors that shape the legal environment of an organization;
- Develop processes and policies to manage human capital in organizations;
- Evaluate the importance of ethics and corporate social responsibility; and,
- Develop a framework of analysis for strategic planning.

Core Requirements (24 credits)

- BUS 600 Management Communications with Technology Tools (3 credits)
- MGT 601 The Functions of Modern Management (3 credits)
- BUS 610 Organizational Behavior (3 credits)
- BUS 670 Legal Environment (3 credits)
- OMM 615 Strategies: Marketing/Advertising/Public Relations (3 credits)
- OMM 618 Human Resources Management (3 credits)
- OMM 622 Financial Decision-making (3 credits)
- OMM 640 Business Ethics & Social Responsibility (3 credits)

Specialization Requirements (9 credits)

Standard Specialization

- OMM 612 Managing in Social Change (3 credits)
- BUS 644 Operations Management (3 credits)
- OMM 692 Organizational Management Strategy (3 credits)

Global Management Specialization

- BUS 616 International Business (3 credits)
- BUS 606 Global Comparative Management (3 credits)
- BUS 693 Global Business Strategy (3 credits)

Health Care Administration Specialization

- MHA 601 Principles of Health Care Administration (3 credits)
- MHA 626 Strategic Planning & Marketing in Health Care (3 credits)
- MHA 690 Health Care Capstone (3 credits)

Human Resources Management Specialization

- BUS 680 Training & Development (3 credits)
- BUS 681 Compensation & Benefits (3 credits)
- BUS 692 Strategies in Human Resource Management (3 credits)

Media Management Specialization

- BUS 635 Media Markets & System (3 credits)
- BUS 636 Media Management & Innovation (3 credits)
- BUS 699 Media Strategies & Applications (3 credits)

Organizational Leadership Specialization

- BUS 660 Contemporary Issues in Organizational Leadership (3 credits)
- BUS 661 Leading Organizational Change (3 credits)
- BUS 691 Strategies in Organizational Leadership (3 credits)

Project Management Specialization

- BUS 611 Project Planning & Management (3 credits)
- BUS 612 Advanced Project Procurement (3 credits)
- BUS 697 Project Management Strategy (3 credits)

Public Administration Specialization

- PPA 601 Foundations of Public Administration (3 credits)
- PPA 603 Government Budgeting (3 credits)
- PPA 699 Public Policy Development (3 credits)

Supply Chain Management Specialization

- BUS 631 Integrated Supply Chain Management (3 credits)
- BUS 632 Advanced Logistics (3 credits)
- BUS 698 Supply Chain Strategic Management (3 credits)

Graduation Requirements

To be eligible for the Master of Arts in Organizational Management degree, a student must successfully complete the following:

- The approved program consisting of 33 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Arts in Organizational Management.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Master of Business Administration

Degree Focus

The Master of Business Administration (MBA) program provides a comprehensive learning experience in key areas of business administration. The program emphasizes the interrelationships among the various functional business disciplines and provides a strong foundation in the skills appropriate to analytical management. Students may select one of several specializations to focus study areas. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/omba.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Master of Business Administration graduates will be able to:

- Solve managerial problems using critical thinking skills and quantitative analysis;

- Evaluate the moral and ethical principles practiced in the organizational setting;
- Analyze the use of managerial and leadership skills used to develop productive teams;
- Evaluate the influence of internal and external forces within organizations;
- Research business information to support the decision making process;
- Assess internal and external communication practices used in business; and
- Analyze business opportunities and challenges from a global perspective.

Program-Specific Requirements

Students who submit official transcripts indicating that they have earned a Bachelor's degree in Business, Business Administration, Accounting, Finance, Economics or have successfully completed undergraduate coursework in Accounting or Finance with a grade of "C" or higher, or graduate coursework in Accounting or Finance with a grade of "B" or higher will be exempt from the requirement to take BUS 591 Financial Accounting & Analysis.

Students who submit official transcripts indicating that they successfully completed undergraduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of "C" or higher or graduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of "B" or higher will be exempt from the requirement to take MAT 540 Statistical Concepts for Research.

Core Requirements (33 credits)

- BUS 600 Management Communications with Technology Tools (3 credits)
- BUS 610 Organizational Behavior (3 credits)
- BUS 620 Managerial Marketing (3 credits)
- BUS 670 Legal Environment (3 credits)
- *MAT 540 Statistical Concepts for Research (3 credits)
- *BUS 591 Financial Accounting & Analysis (3 credits)
- BUS 642 Business Research Methods & Tools (3 credits)
- BUS 630 Managerial Accounting (3 credits)
- BUS 640 Managerial Economics (3 credits)
- BUS 650 Managerial Finance (3 credits)
- BUS 644 Operations Management (3 credits)

**Students who waive MAT 540 and BUS 591 are required to take 36 total program credits in order to meet graduation requirements.*

Specialization Requirements (9 credits)

Standard Specialization

- BUS 616 International Business (3 credits)
- INF 620 Management of Information Systems (3 credits)
- BUS 690 Business Strategy (3 credits)

Business Economics Specialization

- BUS 668 Macroeconomics of Financial Markets (3 credits)
- BUS 669 Managerial Economic Analysis (3 credits)
- BUS 689 Market Structure & Firm Strategy (3 credits)

Entrepreneurship Specialization

- BUS 604 New Business Venture Management (3 credits)
- BUS 605 Venture Capital & Private Equity (3 credits)
- BUS 696 Strategic Thinking for Entrepreneurs (3 credits)

Environmental Management Specialization

- BUS 665 Environmental Law & Compliance (3 credits)
- BUS 667 Energy, Environment & Economics (3 credits)
- BUS 688 Business Strategy: The Sustainable Enterprise (3 credits)

Finance Specialization

- BUS 655 Financial Investment Management (3 credits)
- BUS 657 Corporate Managerial Finance (3 credits)
- BUS 694 Finance Capstone Seminar (3 credits)

Global Management Specialization

- BUS 616 International Business (3 credits)
- BUS 606 Global Comparative Management (3 credits)
- BUS 693 Global Business Strategy (3 credits)

Health Care Administration Specialization

- MHA 601 Principles of Health Care Administration (3 credits)

- MHA 626 Strategic Planning & Marketing in Health Care (3 credits)
- MHA 690 Health Care Capstone (3 credits)

Human Resources Management Specialization

- BUS 680 Training & Development (3 credits)
- BUS 681 Compensation & Benefits (3 credits)
- BUS 692 Strategies in Human Resource Management (3 credits)

Information Systems Specialization

- INF 620 Management of Information Systems (3 credits)
- INF 630 Systems Analysis (3 credits)
- INF 690 ISS Capstone Seminar (3 credits)

Marketing Specialization

- MKT 625 Consumer Behavior (3 credits)
- MKT 635 Market Research (3 credits)
- BUS 695 Marketing Capstone Seminar (3 credits)

Media Management Specialization

- BUS 635 Media Markets and System (3 credits)
- BUS 636 Media Management and Innovation (3 credits)
- BUS 699 Media Strategies and Applications (3 credits)

Organizational Leadership Specialization

- BUS 660 Contemporary Issues in Organizational Leadership (3 credits)
- BUS 661 Leading Organizational Change (3 credits)
- BUS 691 Strategies in Organizational Leadership (3 credits)

Project Management Specialization

- BUS 611 Project Planning & Management (3 credits)
- BUS 612 Advanced Project Procurement (3 credits)
- BUS 697 Project Management Strategy (3 credits)

Public Administration Specialization

- PPA 601 Foundations of Public Administration (3 credits)
- PPA 603 Government Budgeting (3 credits)
- PPA 699 Public Policy Development (3 credits)

Supply Chain Management Specialization

- BUS 631 Integrated Supply Chain Management (3 credits)
- BUS 632 Advanced Logistics (3 credits)
- BUS 698 Supply Chain Strategic Management (3 credits)

Graduation Requirements

To be eligible for the Master of Business Administration degree, a student must successfully complete the following:

- The approved program consisting of 42 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Business Administration.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements.

However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Master of Public Administration

Degree Focus

The Master of Public Administration is designed for students with a baccalaureate degree in any academic discipline who seek careers in government management at the federal, state, or local level and in non-profit management. Graduates increase interpersonal and management skills while gaining a wide range of proficiencies in financial management, budgeting, quantitative methods, urban planning/redevelopment, and personnel management. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/ompa.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Master of Public Administration graduates will be able to:

- Demonstrate critical thinking skills relevant to public administration contexts;
- Apply management theory to the practice of public administration;
- Evaluate the impact of political influences on the public sector decision-making process;
- Analyze the needs of various stakeholders in the development of public policy;
- Assess the effectiveness of public administration strategies for dealing with urban planning and redevelopment;
- Evaluate public administration trends and strategies for financing government operations; and
- Assess the role and function of public administration in today's multicultural environment.

Program-Specific Requirements

Students who submit official transcripts indicating that they have earned a Bachelor's degree in Business, Business Administration, Accounting, Finance, Economics or have successfully completed undergraduate coursework in Economics, Accounting, and Finance with a grade of "C" or higher or graduate coursework in Economics, Accounting, and Finance with a grade of "B" or higher will be exempt from the requirement to take BUS 599 Introduction to Quantitative Principles.

Course Requirements (36 credits)

- BUS 600 Management Communications with Technology Tools (3 credits)
- BUS 610 Organizational Behavior (3 credits)
- OMM 618 Human Resources Management (3 credits)
- OMM 640 Business Ethics & Social Responsibility (3 credits)
- BUS 660 Contemporary Issues in Organizational Leadership (3 credits)
- *BUS 599 Introduction to Quantitative Principles (3 credits)
- PPA 601 Foundations of Public Administration (3 credits)
- PPA 602 Public Financial Management (3 credits)

- PPA 603 Government Budgeting (3 credits)
- PPA 604 Urban Planning/Redevelopment (3 credits)
- PPA 605 Negotiation, Bargaining & Conflict Management (3 credits)
- PPA 699 Public Policy Development (3 credits)

**Students who waive BUS 599 are required to take 33 total program credits in order to meet graduation requirements.*

Graduation Requirements

To be eligible for the Master of Public Administration degree, a student must successfully complete the following:

- The approved program consisting of 36 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Public Administration.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

College of Education: Graduate Programs and Requirements

Master of Arts in Education

Degree Focus

The Master of Arts in Education is designed to present foundational perspectives in education as well as build expertise by emphasizing various specializations. Its core courses are aligned to program outcomes that define the knowledge, skills, and dispositions that are essential for providing effective and innovative instruction to diverse student populations. Its specializations are comprised of courses students can select based on their personal area of interest and expertise in education. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/omed.

Certification and Licensure Terms and Conditions: This program is not CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states, and successful completion of the Master of Arts in Education program by itself does not lead to certification or licensure in any state. 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).*

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as administrator in a P-12 school system(s). www.alsde.edu.

Kentucky Residents: Please be advised that although Ashford University College of Education offers a variety of programs aimed at preparing potential educators in diverse settings, our K-12 educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at www.epsb.ky.gov/certification/outofstate.asp.

Washington Residents: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Outcomes

Master of Arts in Education graduates will be able to:

- Design appropriate and challenging learning experiences informed by analysis of how learners develop individually across the cognitive, linguistic, social, emotional, and physical patterns to promote student learning and growth;
- Employ differentiated instructional practices aligned with learner strengths and differences, diverse cultures, and diverse communities to promote student learning in a safe, collaborative, engaging, inclusive, 21st century learning environment;
- Design a variety of evidence-based assessments used for ongoing evaluation of student progress, and to guide teacher and learner decision making. ;
- Execute an action research study that draws on the research and methods of various disciplines to address local or global educational issues;
- Design learner-centered instruction aligned with Common Core State Standards, digital age standards (NETS-S), and 21st Century skills to promote learner achievement and growth;
- Engage in continuous professional growth through leadership in educational environments and the demonstration of legal and ethical behavior in professional practices;
- Use knowledge of subject matter and central concepts of the discipline(s) to create technology-enriched learning environments that promote learner achievement and innovation;
- Effectively communicate and collaborate with various stakeholders through written communication, verbal communication, and a variety of current and emerging digital age tools to ensure learner growth and to advance the profession; and
- Use a range of digital technology tools to research, organize, evaluate, and communicate information while exhibiting an understanding of ethical and legal issues surrounding the use of information technologies.

Core Requirements (24 credits)

- EDU 650 Teaching, Learning and Leading in the 21st Century (3 credits)
- EDU 639 Human Relationships & Learning in the Multicultural Environment (3 credits)
Prerequisite: EDU 650
- EDU 673 Instructional Strategies for Differentiated Teaching & Learning (3 credits)
Prerequisite: EDU 650
- EDU 645 Learning & Assessment for the 21st Century (3 credits)
Prerequisite: EDU 673
- EDU 620 Meeting Individual Student Needs with Technology (3 credits)
Prerequisite: EDU 673
- EDU 671 Fundamentals of Educational Research (3 credits)
Prerequisite: EDU 620 or EDU 652
- EDU 675 Change Leadership for the Differentiated Educational Environment (3 credits)
Prerequisite: EDU 671
- EDU 695 MAED Capstone (3 credits)
Prerequisite: EDU 675

Specialization Requirements (12-15 credits)

Assessment and Measurement Specialization (12 credits)

- EDU 660 Tests & Measurements (3 credits)
- EDU 661 Data Analyses & Decision-Making (3 credits)
- EDU 663 Assessment & Public Policy (3 credits)
- EDU 665 Performance Assessments (3 credits)

Child Development Specialization (12 credits)

- ECE 630 Language, Physical & Social Development in Young Children (3 credits)
- ECE 653 Cognitive Development of Infants & Young Children (3 credits)
- ECE 654 Assessment & Intervention in Early Childhood (3 credits)
- ECE 605 Children & Families in a Diverse Society (3 credits)

Culturally Responsive Education Specialization (12 credits)

- EDU 627 Culturally Responsive Learning Environments (3 credits)

- EDU 647 Families, Communities & Diversity (3 credits)
- EDU 637 Planning, Implementing & Assessing Instruction for Diverse Learners (3 credits)
- EDU 638 Intercultural Communications & Global Learning (3 credits)

Curriculum and Instruction Specialization (15 credits)

- EDU 674 Foundations & Trends in Curriculum & Instruction (3 credits)
- EDU 615 Leading the Change Process in Curriculum & Instruction (3 credits)
- EDU 676 Curriculum & Instruction Design for Increased Achievement (3 credits)
- EDU 677 Monitoring & Evaluating Curriculum & Instruction through Systems Thinking (3 credits)
- EDU 678 Seminar in Curriculum & Instruction for Diverse Needs (3 credits)

Distance Learning Specialization (12 credits)

- EDU 648 Teaching & Learning with Technology (3 credits)
- EDU 652 Instructional Design & Delivery (3 credits)
- EDU 655 Trends & Issues in Instructional Design & Technology for Online Learning (3 credits)
- EDU 656 Technology Solutions for Just in Time Training & Learning (3 credits)

Early Childhood Education Specialization (12 credits)

- ECE 601 Introduction to Early Childhood Education (3 credits)
- ECE 611 Early Childhood Curriculum & Methods (3 credits)
- ECE 612 Administration of Early Childhood Education (3 credits)
- ECE 625 Family & Community Engagement (3 credits)

Education and Public Policy Specialization (12 credits)

- EDU 633 Educational Policy Formation (3 credits)
- EDU 631 Politics, Policy-Making & Political Action in Education (3 credits)
- EDU 663 Assessment & Public Policy (3 credits)

- OMM 625 Learning Organizations & Effectiveness (3 credits)

Educational Technology Leadership Specialization (12 credits)

- EDU 649 Technologies for Teaching & Learning (3 credits)
- EDU 652 Instructional Design & Delivery (3 credits)
- EDU 658 Instructional Leadership (3 credits)
- EDU 677 Monitoring & Evaluating Curriculum & Instruction through Systems Thinking (3 credits)

English Language Learners Specialization (12 credits)

- EDU 629 Linguistically & Culturally Diverse Learners (3 credits)
- EDU 642 Understanding & Teaching English Language (3 credits)
- EDU 643 Methods, Materials & Technology for Learning a Second Language (3 credits)
- EDU 659 Testing & Assessment for English Language Learners (3 credits)

Family and Community Services Specialization (12 credits)

- EDU 617 School, Family & Community Partnerships (3 credits)
- EDU 635 Community & Youth Development (3 credits)
- EDU 644 Child & Family Welfare (3 credits)
- EDU 647 Families, Community & Diversity (3 credits)

Higher Education Specialization (12 credits)

- EDU 657 History & Philosophy of American Higher Education (3 credits)
- EDU 662 Curriculum & Assessment in Higher Education (3 credits)
- EDU 653 Teaching in Higher Education (3 credits)
- EDU 654 Student Development in Higher Education (3 credits)

Library and Media Specialization (12 credits)

- EDU 605 School Media Center (3 credits)
- EDU 607 Information Literacy in the 21st Century (3 credits)
- EDU 608 Children's & Young Adult Literature (3 credits)
- EDU 658 Instructional Leadership (3 credits)

Mathematics Instruction Specialization (12 credits)

- EDU 603 Mathematical Thinking for Teachers (3 credits)
- EDU 619 Technology for Mathematics Education (3 credits)
- EDU 646 Algebra Instruction for Elementary & Middle School Teachers (3 credits)
- EDU 664 Teaching Mathematics & Science through Literature (3 credits)

Reading Literacy Specialization (12 credits)

- EDU 667 Reading Instruction & Early Intervention (3 credits)
- EDU 668 Reading Comprehension Across the Curriculum (3 credits)
- EDU 608 Children's & Young Adult Literature (3 credits)
- EDU 669 The Reading, Writing Connection (3 credits)

School Leadership in the 21st Century (12 credits)

- EDU 684 Shared Vision of Learning (3 credits)
- EDU 687 Building a Learning-Centered Culture (3 credits)
- EDU 688 Organizational Management for Student Learning (3 credits)
- EDU 689 Personal Ethics & Leadership Capacity (3 credits)

Special Education Specialization (12 credits)

- ESE 631 Survey of the Exceptional Child (3 credits)
- ESE 697 Characteristics of Students with Mild & Moderate Disabilities & Evidenced-Based Strategies for Instruction (3 credits)
- ESE 691 Behavior Management in the Classroom (3 credits)
- ESE 633 Collaborative Relationships & Transition (3 credits)

Teacher Leader Specialization (12 credits)

- EDU 686 Educational Policy & Administration (3 credits)
- EDU 658 Instructional Leadership (3 credits)
- EDU 615 Leading the Change Process in Curriculum & Instruction (3 credits)
- EDU 677 Monitoring & Evaluating Curriculum & Instruction through Systems Thinking (3 credits)

Graduation Requirements

To be eligible for the Master of Arts in Education degree, a student must successfully complete the following:

- The approved program consisting of 36 credits*; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Arts in Education.

*Students enrolled in the Curriculum and Instruction specialization are required to complete 39 total program credits.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Master of Arts in Teaching and Learning with Technology

Degree Focus

The Master of Arts in Teaching and Learning with Technology promotes the knowledge, skills, and behaviors necessary for educational practitioners to incorporate technology, tools, and instructional systems in a variety of learning environments. This Master's degree program prepares teachers, corporate trainers, and other educators for rewarding careers as professional educators with the technological skills necessary to meet the ever changing needs of students and trainees. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/omtl.

Certification and Licensure Terms and Conditions: This program is not CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states, and successful completion of the Master of Arts in Teaching and Learning with Technology program by itself does not lead to certification or licensure in any state. 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).*

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as administrator in a P-12 school system(s). www.alsde.edu.

Kentucky Residents: Please be advised that although Ashford University College of Education offers a variety of programs aimed at preparing potential educators in diverse settings, our K-12 educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at www.epsb.ky.gov/certification/outofstate.asp.

Washington Residents: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Outcomes

Master of Arts in Teaching and Learning with Technology graduates will be able to:

- Demonstrate knowledge and skills related to learning using technology;
- Demonstrate knowledge and skills in current and emerging instructional technologies;

- Design learning opportunities that apply technology-enhanced instructional strategies to support the needs of all learners;
- Apply research to support learning in a technology-enhanced environment;
- Exemplify ethical practices of technology usage;
- Evaluate technology resources to facilitate effective assessment and evaluation;
- Utilize technology to collect and analyze data, interpret results, and communicate findings; and
- Demonstrate the ability to make informed decisions regarding the use of technology in support of learning and leadership.

*Note: Program outcomes for the Master of Arts in Teaching and Learning with Technology have been adopted from the NETS*T standards (National Educational Technology Standards for Teachers) that serve as nationally recognized professional standards.*

Core Requirements (15 credits)

- EDU 648 Teaching & Learning with Technology (3 credits)
- EDU 652 Instructional Design & Delivery (3 credits)
- EDU 671 Fundamentals of Educational Research (3 credits)
Prerequisite: EDU 652 or EDU 620
- EDU 658 Instructional Leadership (3 credits)
- EDU 697 MATLT Capstone (3 credits)

Specialization Requirements (15 credits)

Standard Specialization

- EDU 655 Trends & Issues in Instructional Design & Technology for Online Learning (3 credits)
- EDU 656 Technology Solutions for Just in Time Training & Learning (3 credits)
- EDU 679 Technology Solutions for Organizational Improvement (3 credits)
- EDU 651 Collaboration & Learning in a Virtual Environment (3 credits)
- EDU 649 Technologies for Teaching & Learning (3 credits)

Online Educator Specialization

- EDU 600 Introduction to Online Learning (3 credits)

- EDU 601 Promoting Student Success in the Online Learning (3 credits)
- EDU 602 Assessing Knowledge and Skills in the Online Learning Environment (3 credits)
- EDU 609 Online Teaching Internship (3 credits)
- EDU 651 Collaboration & Learning in a Virtual Environment (3 credits)

Graduation Requirements

To be eligible for the Master of Arts in Teaching and Learning with Technology degree, a student must successfully complete the following:

- The approved program consisting of 30 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Arts in Teaching and Learning with Technology.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

College of Health, Human Services, and Science: Graduate Programs and Requirements

Master of Arts in Health Care Administration

Degree Focus

The Master of Arts in Health Care Administration prepares graduates to assume leadership and management positions in health care organizations. The program incorporates integration and application of health care theories and concepts across the domains of organizational health care. Topics addressed throughout the program are: management finance, accounting, economics, administrative leadership, quality improvement, risk management, health policy, law, ethics, strategic planning, information systems, statistical reasoning, and human resources. For more information about on-time

completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/omhca.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Master of Arts in Health Care Administration graduates will be able to:

- Apply health care financial and accounting concepts in organizational decision making;
- Apply principles of leadership in the developing of strategic goals, achieving organizational outcomes, and modeling professional values;
- Formulate health care decisions consistent with legal and ethical standards;
- Utilize health care information technology and statistical reasoning in organizational planning and decision-making;
- Demonstrate sensitivity to diversity in the health care setting;
- Evaluate health care outcomes using quality improvement and risk standards;
- Apply health care economic perspectives in the interpretation of health policy;
- Apply problem-solving approaches in the resolution of health care issues; and
- Communicate the responsibility of a health care professional remaining current in their professional knowledge.

Course Requirements (36 credits)

- MHA 601 Principles of Health Care Administration (3 credits)
- MHA 622 Health Care Ethics & Law (3 credits)
- MHA 620 Health Policy Analyses (3 credits)
- MHA 614 Policy Formation & Leadership in Health Organizations (3 credits)

- MHA 616 Health Care Management Information Systems (3 credits)
- *MHA 610 Introduction to BioStatistics (3 credits)
- MHA 612 Financial & Managerial Accounting (3 credits)
- MHA 618 Health Economics (3 credits)
- MHA 624 Continuous Quality Improvements & Risk Management (3 credits)
- MHA 628 Managed Care & Contractual Services (3 credits)
- MHA 626 Strategic Planning & Marketing in Health Care (3 credits)
- MHA 690 Health Care Capstone (3 credits)

*This course uses software that is not Mac OS compatible. Access to a Windows PC or a Windows-based platform is required.

Graduation Requirements

To be eligible for the Master of Arts in Health Care Administration degree, a student must successfully complete the following:

- The approved program consisting of 36 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Arts in Health Care Administration.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

SECTION NINE



COURSE DESCRIPTIONS

Course Descriptions

Not all courses are offered in all modalities or with the same frequency. Please reference the academic programs sections of this *Catalog* to find a list of courses offered and/or required in each degree program. Course prerequisites may also be listed in the individual program sections.

Course descriptions that reference “successful completion” of a prerequisite course assume the student will have earned a grade of “C-” or higher, unless otherwise noted in the program requirements. For Clinton campus courses, the notation “F” denotes fall offerings, and “S” denotes spring offerings. Term offerings are subject to change.

See individual course descriptions for the availability of courses offered online or on-campus. Courses denoted as offered “on-campus” refer to the Clinton Campus.

Course Numbering System

While many courses cross lines between class levels, the following offers a general correlation between course numbers and grade levels:

Grade Level	Course Number Range
Lower Division	100-299
Upper Division	300-499
Graduate Level	500-699

Ashford University awards semester credit hours.



ABS Applied Behavioral Science

ABS 200 Introduction to Applied

Behavioral Science 3 Credits

This course provides an introduction and overview of the application and use of applied behavioral science. Basic terms and definitions are reviewed, and students are introduced to the varied components of applied behavioral science. Topics covered include definition of the field, sub-specialties, and real world applications, and aspects of the field. Offered online.

ABS 415 Leadership & Ethics in a Changing World

3 Credits

This course examines leadership and ethics from a broad perspective, and includes an overview of key leadership theories. Students explore leadership characteristics and values as applied to ethical decision making, and challenges, as well as in regard to their own lives. Also included is an exploration of future leadership trends in a dynamic evolving world. Offered online.

ABS 417 Community

Organizing & Development 3 Credits

This course examines methods, techniques, and theories involved in working with people to solve problems in community-based settings. Offered online.

ABS 497 Applied Behavioral

Sciences Capstone 3 Credits

This course provides the opportunity for the synthesis and application of content learned throughout the degree program. Students complete a project that demonstrates application of concepts presented throughout the degree coursework. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

ACC Accounting

ACC 201 Principles of Financial Accounting 3 Credits

This course is an introduction to financial accounting for non-accounting business majors. Emphasis is on accrual accounting procedures and the development and use of financial statements. Students who successfully complete ACC 201 may waive ACC 205, in approved circumstances. Offered online.

ACC 202 Principles of Managerial Accounting 3 Credits

This course is an introduction to managerial and cost accounting concepts for the non-accounting business major. Emphasis is placed on managerial planning and control, cost behaviors, budgeting, and performance analysis. (Equivalent to ACC 208). Students who successfully complete ACC 202 may waive ACC 206, in approved circumstances. Offered online.

ACC 205 Principles of Accounting I 3 Credits

Introduction to the principles and procedures of general financial accounting with an emphasis on reporting to individuals outside the organization. Development of accounting reports on an accrual basis. Offered online and on-campus.

ACC 206 Principles of Accounting II 3 Credits

Primarily covers the principles of managerial accounting. Emphasis on reporting to individuals inside the organization. Major concepts

include job order costing, process costing, budgets and standards, and statement analysis. Prerequisite: ACC 205. Offered online and on-campus.

ACC 208 Accounting for Managers 3 Credits

This course is designed to explain how data can be interpreted and used by managers in making decisions. Additionally, this course introduces the student to the analysis and interpretation of financial reports. (Equivalent to ACC 202). Offered online.

ACC 244 Accounting Practicum I 1-2 Credits

Prospective accounting majors function under the tutelage of professionals in accounting firms, banks, and other related entities. Students complete 52 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: Sophomore or junior standing with cumulative GPA of 2.7 and permission of the supervising faculty member. Offered on-campus.

ACC 281 Accounting Concepts for Health Care Professionals 3 Credits

This course is designed as an applied managerial and financial accounting course, designed to provide health care decision-makers with fundamental concepts of health care accounting practices and procedures. Prerequisites: Successful completion of Mathematical and Information Technology competencies. (Cross-listed as HCA 281.) Offered online and on-campus.

ACC 305 Intermediate Accounting I 3 Credits

Covers the corporate balance sheet and its related problems. Balance sheet items examined in detail explaining the theory behind various methods of application to accounts: cash, temporary investments, receivables, inventories, plant and intangible assets, and long-term investments. Prerequisite: ACC 206. Offered online and on-campus.

ACC 306 Intermediate Accounting II 3 Credits

A continuation of ACC 305. Covers the rest of the balance sheet: current liabilities, long-term liabilities, leases, pensions, and contributed capital retained earnings. Other topics include non-operating income, earnings per share, statement of changes in financial position, and impact of changing prices. Prerequisite: ACC 305. Offered online and on-campus.

ACC 310 Cost Accounting I 3 Credits

Covers traditional "cost" concepts: factory overhead, cost accumulation, job order cost system, process cost system, joint product and byproduct costing, standard costs and variances. Prerequisite: ACC 206. Offered online and on-campus.

ACC 311 Cost Accounting II 3 Credits

A continuation of ACC 310. Covers traditional "managerial" concepts of costs-volume-profit planning, direct costing, responsibility accounting, performance measurement, gross profit analysis, transfer pricing, decision theory, and human resource accounting. Prerequisites: ACC 310 and MAT 332. Offered on-campus.

ACC 344 Accounting Practicum I 1-2 Credits

Prospective accounting majors function under the tutelage of professionals in accounting firms, banks, and other related entities. Students complete 52 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: Junior or senior standing with cumulative GPA of 2.7 and permission of the supervising faculty member. Offered on-campus.

ACC 380 Accounting for Not-for-Profit Organizations 3 Credits
Examines the differences in accounting between not-for-profit and for-profit organizations. Accounting for funds including general funds, special revenue funds, capital projects funds, debts service funds, special assessment funds, internal service funds, enterprise funds, fiduciary funds, the general fixed asset group of accounts, and the general long-term debt group of accounts. Prerequisite: ACC 206. Offered online and on-campus.

ACC 381 Health Care Accounting Lab 1 Credit
This one-credit lab will introduce students to fund accounting activities unique to the health care industry, with particular emphasis on the reimbursement system. Corequisite/prerequisite: ACC 380. A Health Care Management major must have completed ACC 206. S Offered on-campus.

ACC 401 Federal Income Taxes I 3 Credits
A study of federal income tax laws and their application to individuals, partnerships, and corporations. Prerequisite: ACC 205. Offered online and on-campus.

ACC 402 Federal Income Taxes II 3 Credits
This course examines income tax compliance and planning related to partnerships, corporations, estates, and trusts. Advanced individual income tax issues will also be addressed. Prerequisite: ACC 401. Offered on-campus.

ACC 403 Tax Assistance Institute 3 Credits
An opportunity to apply knowledge of the tax code by assisting poor and elderly area residents file their state and federal tax returns. Student receives two weeks of intensive instruction from the IRS and understudies an experienced tax preparer before assisting clients directly. Prerequisites: ACC 401 and permission of Department Head. Course will be graded Pass/Fail. (Not offered every year) Offered on-campus.

ACC 407 Advanced Accounting 3 Credits
Primarily a course dealing with combined business entities. Topics include mergers, acquisitions and combinations, consolidated financial statements, intercompany profit, changes in equity, international operations, and partnerships. Prerequisite: ACC 306 and ACC 310. Offered online and on-campus.

ACC 410 Auditing 3 Credits
Principles, procedures, and standards of public accounting. Emphasis on auditor's working papers and submission of audit statements. Prerequisites: ACC 306 and ACC 310 and successful completion of the General Education Capstone course. Offered online.

ACC 411 Advanced Auditing 3 Credits
A continuation of ACC 410. The course will survey additional auditing concepts including assurance services, audit reporting and internal, and operational and governmental auditing. Prerequisite: ACC 410. (Alternate years) Offered on-campus.

ACC 420 Internship 3-12 Credits
Student applies classroom knowledge to a project or program in an established workplace. The faculty advisor must approve specific objectives before the internship begins. The work must be non-routine and managerial type. The student must devote 150 clock hours for every three hours of credit. Enrollment is limited to availability of placement and to availability of faculty. Application must be made at least eight weeks in advance of the regular fall

or spring registration. Prerequisites: Senior status, completion of courses applicable to the internship, and a 3.0 GPA in accounting coursework. Offered on-campus.

ACC 502 Federal Tax II 3 Credits
Same course description as ACC 402. Students enrolled in the graduate course will be required to complete an approved graduate level research project. Prerequisite: ACC 401 F Offered on-campus.

ACC 507 Advanced Accounting 3 Credits
Same course description as ACC 407. Students enrolled in the graduate course will be required to complete an approved graduate level research project. Prerequisite: ACC 306. S Offered on-campus.

ACC 511 Cost Accounting II 3 Credits
Same course description as ACC 311. Students enrolled in the graduate course will be required to complete an approved graduate level research project. Prerequisites: ACC 310 and MAT 332. S Offered on-campus.

ACC 520 Internship 3 Credits
Student applies classroom knowledge to a project or program in an established workplace. The faculty advisor must approve specific objectives before the internship begins. The work must be non-routine and managerial type. The student must devote 150 clock hours for every three hours of credit. Enrollment is limited to availability of placement and to availability of faculty. Application must be made at least eight weeks in advance of the regular fall or spring registration. Prerequisites: Senior status, completion of courses applicable to the internship, and a 3.0 GPA in accounting coursework. F/S/Summer Offered on-campus.

ANT Anthropology

ANT 101 Introduction to Cultural Anthropology 3 Credits
Students explore culture in its role of guiding human behavior and providing social order, structure, and stability for individuals and groups of people. Culture is presented as a system of adaptation involving beliefs, behavior, language, customs, socio/political strategies, traditions, and technology that evolve over time. Recommended prerequisite: ENG 122. Offered online and on-campus.

ANT 234 Family, Kin, & Groups 3 Credits
The course explores kinship systems, ethnicity, neighborhood and other social arrangements in various cultural settings through the reading of selected ethnographic materials. Students will study the kinship on a cross-cultural and worldwide basis, beginning with immediate social ties in familial contexts to broad connotations in ethnic, national, and universal domains. Recommended prerequisite: ENG 122. Offered online.

ANT 307 Anthropology of War 3 Credits
An examination of the nature of war, primarily as it occurs in pre-industrial societies, and a survey of the anthropological explanations regarding this phenomenon. Emphasis is on understanding the complexity, variability, and cultural embeddedness of war as it occurs around the world. Prerequisite: ANT 101. Offered online.

ANT 340 Anthropological Theory 3 Credits
This course explores anthropological theory in a historical

COURSE DESCRIPTIONS

perspective focusing on the rise of a distinct anthropological perspective on the comparative study of human societies and cultures. The course will detail various theoretical models developed in the 19th and 20th centuries to explain the similarities and differences in cultural systems. Prerequisite: ANT 101. Offered online.

ANT 343 Language, Culture, & Communication 3 Credits

This course is an introduction to the study of the relationship of language and culture, including examination of the characteristics and structural principles of natural language. After exploring the basic characteristics of sound, word formation, and sentence structure, these principles are applied to such topics as: language variation, language change, psycholinguistics, and pragmatics. Prerequisite: ANT 101. Offered online.

ANT 347 Urban Anthropology 3 Credits

This course is an introduction to urban anthropology, with an emphasis on rural-urban migrations, adjustment and assimilation of urban migrants, urban kinship and family structure, poverty culture, rural-urban typologies, and the application of anthropological methods to the study of urban societies. Prerequisite: ANT 340. Offered online.

ANT 348 Native American Anthropology 3 Credits

This course examines the nature and distribution of North American Indian cultures from the pre-Columbian period to the present. Through the use of archeological, anthropological, and contemporary community studies, this course will explore the diversity of traditional North American Indian and Inuit cultures and the adaptation of indigenous peoples to America. Prerequisite: ANT 340. Offered online.

ANT 351 Anthropology of Religion, Magic, & Ritual 3 Credits

This course examines the nature of religious belief systems, myth and ritual, witchcraft, and magic and sorcery in various societies of the world. These behavioral and symbolic forms exist or have existed in virtually all human societies and cultures. In this course, students will study many different belief systems, define these entities; and develop an understanding of how they work in societies. The differences among traditions in nation states on cultures and political systems will be explored. Prerequisite: ANT 101. Offered online and on-campus.

ANT 353 Anthropology of Gender 3 Credits

This course examines cross-cultural analysis of gender roles, while focusing on non-Western societies, using data from other societies to better understand the gender system of our own culture. Issues include status of women and men, the meaning of "femaleness" and "maleness" historically and in contemporary society. Gender roles, transnational migrations, social movements, international relations and religion are explored. Prerequisite: ANT 340. Offered online.

ANT 462 Anthropological Research Methods 3 Credits

The course introduces students to the research methods of cultural anthropology. Students will learn such techniques as participant observation, informal and formal interviewing, ecological mapping, genealogy and oral history, social network analysis, use of archival documents, and photographic and audio documentation. The perspective guiding the course is ethnography as an empirical, scientific approach that describes social and cultural aspects of human life. Prerequisite: ANT 340. Offered online.

ANT 464 Applied Anthropology 3 Credits

This course introduces the use of anthropology and its application to problem solving in the areas of cultural dynamics, public policy, and contemporary social problems such as health, housing, nutrition, and education. Students will learn how anthropologists conduct research to address issues and solve problems facing living communities across the globe. Prerequisite: ANT 340. Offered online.

ANT 499 Ethnographic Study Capstone 3 Credits

This course will provide an overview of the ways in which anthropologists have studied and written about distinct cultural systems in numerous world regions. Using ethnographic case studies, the course explores how diverse cultural groups confront such issues as gender roles, political organization, economic strategies, and colonial systems. Particularly attentive to the problems of conducting ethnographic research in a changing world characterized by transnational ties, the course is meant to form the capstone experience for anthropology majors. Prerequisite: ANT 462 and Successful completion of the General Education Capstone course. Offered online.

ART Art

ART 101 Art Appreciation 3 Credits

A survey course providing an overview of the history of Western Art and the principles of art as they relate to society. Students are encouraged to discover personal interests through their own research on historical or contemporary styles and themes in art. Offered online and on-campus.

ART 102 Study of Art & Culture Abroad 3 Credits

This course provides an introduction to the culture, religion, history, people, governance and power, the environment, and civic ideals and practices of the hosting country/countries through the study of art. This course will be conducted over a 10-day period abroad. Students will visit historic and contemporary sites and complete a portfolio reflecting their learning. Also offered as ART 202, ART 302, and ART 402. Offered on-campus.

ART 103 Two-Dimensional Design 3 Credits

Theory and practice in the basic principles of two-dimensional design in addition to producing artwork using basic design elements, developing skills in visual composition, and learning about the use of color. Lectures, slides, and class discussions provide a historical background to design theory and contemporary visual communication. Some drawing ability is required. Recommended: ART 101. Offered on-campus.

ART 105 Drawing I 3 Credits

Beginning course providing the basic skill level needed to use the medium of drawing as a means of visual expression and communication. Introduction to various drawing media and techniques in addition to practice in using basic design principles with an emphasis on developing composition skills through drawing. Recommended: ART 101. Offered on-campus.

ART 110 Figure Drawing Workshop 1 Credit

This course will focus on drawing the human figure from life. It is designed to introduce mature art students to the study of human anatomy and physiognomy. The course will stress the unique individual characteristics associated with the most difficult of all art subjects to draw, the human figure. A professional model will be used to strike a variety of short 10-15 second poses to more elaborate poses of 30 minutes. This course is essential for

art students interested in understanding the human figure in art. Throughout the history of art, the rendering of the human figure has been seen as the basis for artistic knowledge and expression. The human form relates our feelings and emotions as people and requires dedication to master. Offered on-campus.

ART 200 Art Appreciation II: Modern Art 3 Credits

This course will be an alternative to and a continuation of Art Appreciation focusing on European and American art of the late 19th through 20th centuries. The course will examine the social, cultural, and political developments of the period in relation to movements in art including impressionism, Cubism, Fauvism, Surrealism, Regionalism, Abstract Expressionism, Pop Art, Feminist, and African American art. Offered on-campus.

ART 201 Art Skills for the Classroom Educator 2 Credits

Early childhood and elementary pre-service teachers learn to design and implement art experiences through developmental theories, practical skill, and teacher resources. Students will spend eight clock hours observing elementary art classrooms. Prerequisite: EDU 200, PSY 104, or PSY 201. (Not offered every year) S Offered on-campus.

ART 202 Study of Art & Culture Abroad 3 Credits

This course provides an introduction to the culture, religion, history, people, governance and power, the environment, and civic ideals and practices of the hosting country/countries through the study of art. This course will be conducted over a 10-day period abroad. Students will visit historic and contemporary sites and complete a portfolio reflecting their learning. Offered on-campus.

ART 204 Three-Dimensional Design/Sculpture 3 Credits

Basic course in 3-D design principles through the study of the history, development, and evolution of the sculptural form, with an emphasis on developing an understanding of the composition of 3-D forms through studio work. Students are encouraged to develop their own personal interests in sculpture and 3-D design in addition to investigating historical and contemporary approaches to 3-D mediums. Prerequisite: ART 101, ART 103, ART 105 or permission of the instructor. (Not offered every year) Offered on-campus.

ART 205 Drawing II 3 Credits

Course builds on basic drawing and composition skills gained in Drawing I, but with an emphasis on drawing as the foundation for graphic design, painting, and sculpture, including figure drawing from live models and practice in illustrating ideas and abstract concepts. Opportunity for drawing students to fully develop personal interests in terms of specific drawing mediums and subject matter. Prerequisite: ART 105 or permission of the instructor. Offered on-campus.

ART 207 Painting I 3 Credits

Beginning course in use of painting mediums, with an emphasis on the use of acrylics and watercolors to develop basic composition skills using line, form, and color. Individual instruction and critiques. Prerequisites: ART 101, ART 103, and ART 105 or permission of the instructor. Offered on-campus.

ART 211 Ceramics I 3 Credits

An introduction to the methods and techniques of producing ceramic objects covering the various forming, finishing, and firing techniques. Emphasis is given to hand-building methods such as pinch, coil, slab, and sculptural construction. Students experience

their own creative expression in the mysterious transformation of a natural material, clay. (Not offered every year) F Offered on-campus.

ART 215 Computer Art I 3 Credits

An introductory course that provides a foundation in design for understanding and speaking the visual language. This course explores the various design criteria required in the production of computer-generated images. Students will create their own artwork and designs in both Adobe Photoshop and Illustrator. Practical experience developing a personal design sense will be covered. Prerequisite: ART 110, ART 103 or ART 105, or permission of the instructor. Offered on-campus.

ART 217 Watercolor 3 Credits

Techniques of water media will be demonstrated including wet into wet, dry brush, creating texture, glazing, and collage. Techniques will then be applied to color and design theory information. Offered on-campus.

ART 220 Printmaking I 3 Credits

This course will explore the challenging medium of printmaking or the making of multiple images. The course will be devoted to the two traditional printmaking processes: intaglio (engraving, etching, drypoint, and mezzotint) and relief (woodcuts, linoleum cuts, wood engraving, and calligraphy). (Not offered every year) F Offered on-campus.

ART 225 Photography I 3 Credits

This course will introduce the basic principles of black-and-white photography. Students will learn the components of the camera, the characteristics of film, lens exposures, and the procedure of developing black-and-white film including enlarging, chemical processing, cropping, and compositional organization to produce images with unique visual qualities. Prerequisite: ART 103 or ART 105 or permission of the instructor. S Offered on-campus.

ART 300 Art Appreciation II: Modern Art 3 Credits

This course will be an alternative to and a continuation of Art Appreciation focusing on European and American art of the late 19th through 20th centuries. The course will examine the social, cultural, and political developments of the period in relation to movements in art including impressionism, Cubism, Fauvism, Surrealism, Regionalism, Abstract Expressionism, Pop Art, Feminist, and African-American art. Students taking the course for 300-level credit will be asked to write a substantial research paper. Prerequisite: ENG 122 or permission of the instructor. Offered on-campus.

ART 302 Study of Art & Culture Abroad 3 Credits

This course provides an introduction to the culture, religion, history, people, governance and power, the environment, and civic ideals and practices of the hosting country/countries through the study of art. This course will be conducted over a 10-day period abroad. Students will visit historic and contemporary sites and complete a portfolio reflecting their learning. Offered on-campus.

ART 305 Drawing III 3 Credits

This course builds on the basic drawing and composition skills gained in Drawing II but with an emphasis on advanced drawing techniques and skills. The course allows the necessary time for students to fully develop personal interests in terms of specific drawing media and subject matter. Students are encouraged to draw from their imagination and practice illustrating naturalistic forms, nonobjective ideas, and abstract concepts. Prerequisites: ART 205 and permission of the instructor. S Offered on-campus.

ART 307 Painting II 3 Credits

Course continues development of skills learned in Painting I with more emphasis placed on personal interests in terms of subject matter and more advance painting techniques, with students pursuing either representational or abstract painting styles. Individual instruction and critiques. Prerequisite: ART 101, ART 207, or permission of the instructor. Offered on-campus.

ART 310 Figure Drawing Workshop 1 Credit

This course focuses on drawing the human figure from life. It is designed to introduce mature art students to the study of human anatomy and physiognomy. The course will stress the unique individual characteristics associated with the most difficult of all art subjects to draw, the human figure. A professional model will be used to strike a variety of short 10-15 second poses to more elaborate poses of 30 minutes. This course is essential for art students interested in understanding the human figure in art. Throughout the history of art, the rendering of the human figure has been seen as the basis for artistic knowledge and expression. The human form relates our feelings and emotions as people and requires dedication to master. Offered on-campus.

ART 311 Ceramics II 3 Credits

A continuation of Ceramics I that includes advanced theory and techniques, emphasis on developing the traditional skills of throwing on the potter's wheel, plus learning more about the complexities of glazing and firing. Prerequisite: ART 211. (Not offered every year) F Offered on-campus.

ART 312 Papermaking & Book Arts 3 Credits

This course focuses on the fascinating art and craft of papermaking and bookmaking. It will examine both Western and eastern methods of paper and book production that have been created since 400 A.D. in China. The course will incorporate papermaking using natural and recycled materials. It will also introduce students to the various techniques used for creating journals, sketchbooks, and albums. Prerequisite: Art 103 or ART 105 Offered on-campus.

ART 315 Computer Art II 3 Credits

The course description is the same as ART 215 with this addition: A student registering for ART 315 is required to complete an approved independent project in addition to class assignments and scheduled class meetings. Prerequisite: ART 215, sophomore standing, or permission of the instructor. S Offered on-campus.

ART 320 Printmaking II 3 Credits

This course continues the development of processes learned in Printmaking I, with more emphasis on personal subject matter created in the media of relief and intaglio printmaking. The course will also incorporate the techniques of monotypes, silkscreen, and experimental printmaking techniques. Prerequisite: ART 220 or permission of the instructor. (Not offered every year) F Offered on-campus.

ART 325 Photography II 3 Credits

This course continues the development of processes learned in Photography I, with more emphasis on personal subject matter created in the media of black-and-white photography. The course will also incorporate non-traditional approaches and experimental photography techniques including multiple exposures, solarization, texture screens, colored filters, and spot coloring. Prerequisite: ART 225 or permission of the instructor. (Not offered every year) F or S Offered on-campus.

ART 340 Figure Drawing 3 Credits

This course focuses on drawing the human figure in all its aspects. Working from a live nude model, clothed classmate models, plaster

models, and photographs, students will learn to create lifelike portraits of the human body. Images of the human body have been a major aspect of how we as a people view ourselves and present ourselves and our culture to the world since the beginning of mankind. This course will help students become part of this major artistic tradition. Prerequisite: ART 105. Offered on-campus.

ART 350 Advanced Art Seminar 2 Credits

This course provides the necessary requirements for Computer Graphic Design majors to apply for jobs and graduate programs in their chosen field. The students are required to complete a professional electronic portfolio, resume, cover letter, artist's statement, and press release in their area of study. Prerequisite: Junior/Senior standing. (Offered every other year) Offered on-campus.

ART 402 Study of Art & Culture Abroad 3 Credits

This course provides an introduction to the culture, religion, history, people, governance and power, the environment, and civic ideals and practices of the hosting country/countries through the study of art. This course will be conducted over a 10-day period abroad. Students will visit historic and contemporary sites and complete a portfolio reflecting their learning. Offered on-campus.

ART 403 Art Therapy Practicum 1 Credit

This course exposes the learner to theories and practices within the field. Organizational placements are selected using learner and Practicum identified outcomes, availability of participating organizations and overall accessibility. The Practicum experience is 50 hours per credit of which 40 hours will be the organizational experience and 10 hours of course materials addressing art therapy practices consistent with the observational experience. Offered on-campus.

ART 407 Painting III 3 Credits

A continuation of acrylic or oil painting with emphasis on advanced opaque and transparent techniques. Basic methods, techniques, and approaches will be presented through studio visuals and demonstrations. Students will implement these techniques through several projects. Individual and group critiques will be used to inform and evaluate student artwork. Prerequisite: ART 307 and permission of the instructor. Offered on-campus.

ART 498 Senior Thesis/Project I 2 Credits

Under the direction of a member of the art department faculty, the student will write a research paper and mount an art exhibition. Students are required to produce a thesis statement, annotated bibliography, and completed outline of the thesis. Approval of the topic must be secured in advance by an art faculty member serving as the thesis/project director. Students are also required to defend their thesis and to exhibit to a thesis committee. Prerequisites: Fulfillment of the General Education Communication I and II competency, senior standing, and successful completion of the General Education Capstone course. S Offered on-campus.

ART 499 Senior Thesis/Project II 2 Credits

This course is a continuation of ART 498. During the semester, students will complete the senior thesis and art exhibition following the guidelines specified by the Art Department. The completed thesis and exhibit will be defended orally before and evaluated by the senior thesis committee. A minimum grade of "C-" is required to meet degree requirements. Prerequisite: Successful completion of ART 498 with a "C-" or better. F/S Offered on-campus.

BIO Biology

BIO 100 Life Science 4 Credits

This is an introductory course that introduces students to the physical basis of life. It will provide a background of the scientific method and scientific ethics as well as a basic knowledge of biology within a model system. The interactions between the humans and their environment will be emphasized. The specific model system used may vary from year to year. This course includes weekly lectures and laboratories. This course fulfills the General Education Science requirement. Offered on-campus.

BIO 101 Humanity & the Environment 4 Credits

This course focuses on humans and their relationship with planet Earth. Lecture topics include evolutionary and ecological theories; the ecological, political, and social ramifications of human population growth; planetary pollution problems; and effects of current technological trends on the environment. During the laboratory section, specific scientific problems are investigated and analyzed using both biological and chemical assays. (Cross-listed under ENV 101.) F Offered on-campus.

BIO 103 Principles of General Biology I 4 Credits

A study of the principles of modern biology beginning with molecules and continuing with fundamental concepts in the cellular basis of life and heredity. Recommended for science-, medical-, and health-related majors. Course includes weekly lecture and laboratory. Offered on-campus.

BIO 105 General Zoology 4 Credits

A continuation and application of biological principles established in BIO 103 specifically to animals. Students will establish a knowledge base for continued studies in the biological sciences including the principles of animal taxonomy and phylogeny, the connections between form and functions of animal body systems, and concepts of animal diversity and ecology. Prerequisite: Successful completion of BIO 103. Lecture and laboratory. Offered on-campus.

BIO 201 Microbiology 4 Credits

A study of micro-organisms including their classification, culturing, structure, relationship to disease, control, and practical applications. Course includes weekly lecture and laboratory. Prerequisite: Successful completion of BIO 105 or BOT 105. Offered on-campus.

BIO 202 Human Biology 4 Credits

This one-semester course provides an overview of the organ systems of the human body as they function together in a healthy person. Basic human anatomy and physiology of each organ system in the body will be covered, and laboratory investigations will focus on physiological function of the systems studied. This course is not intended to be taken with BIO 205 or BIO 206. A student cannot receive credit for BIO 202 in the Biology or Natural Science major if they are taking BIO 205 or BIO 206 for credit. This course includes weekly lectures and laboratory. Prerequisite: BIO 100, BIO 103, or permission of the instructor. Offered on-campus.

BIO 204 Biology: Special Problems (Mu Sigma Eta) 1 Credit

An opportunity for the student who has demonstrated superior ability to study a biological problem, thus learning to use the tools of research and scientific literature. Admission by invitation only. S Offered on-campus.

BIO 205 Human Anatomy & Physiology I 4 Credits

This is the first semester in a two-semester course in Human Anatomy and Physiology. The major areas of study include the structures and functions of cells and tissues, as well as the integumentary, skeletal, muscular, and nervous systems. Interactions of these organ systems will be studied as they pertain to homeostasis, physiology, and kinesiology. This course includes lectures and weekly laboratories. Prerequisites: Successful completion of BIO 105 or permission of the instructor. CHE 152 is recommended. Offered on-campus.

BIO 206 Human Anatomy & Physiology II 4 Credits

This is the second semester in a two-semester course in Human Anatomy and Physiology. The major areas of study include the structures and functions of endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and reproductive systems. Interactions of these organ systems will be studied as they pertain to homeostasis and physiology. This course includes weekly lectures and laboratories. Prerequisites: Successful completion of BIO 205 or permission of the instructor. CHE 152 is recommended. Offered on-campus.

BIO 210 Field Techniques Laboratory 4 Credits

This course offers hands-on experience conducted on-site in northern Minnesota. Students will gain first-hand exposure to the northern forest ecosystem while conducting species inventory work at the Vince Shute Wildlife Sanctuary. Experiences will include orienteering, field identification of flora and fauna, habitat sampling techniques, data collection, and maintaining field journals. Side trips to local sites, including timber operations, Voyageurs National Park, and other educational centers, will broaden the experience. A course fee is associated with this 18-day course to cover tuition, transportation, room, and board. This course is offered Pass/Fail. Prerequisite: Successful completion of BIO 100 or BIO 103 lab course or permission of the instructor. (Cross-listed as BOT 210). Offered on-campus.

BIO 222 Science Division Internship 0.5-1 Credit

A student can earn one-half to one credit hour of credit per semester up to a maximum of six credit hours toward a degree through participation in an internship in a divisional activity such as lab assistant. Grading will be on a Pass/Fail basis. Prerequisite: Permission of the instructor. (This course does not apply toward biology electives required for a Bachelor of Science in Biology.) F/S Offered on-campus.

BIO 300 Environmental Biology 3 Credits

A study of biodiversity. The origin and evolutionary history of biodiversity, including the geological forces that shaped its course, will be discussed. This course will be made pertinent through discussions of the impact of human activity on biodiversity and subsequent impact on the human population. Prerequisites: Successful completion of BIO/ENV 101 and BIO 100, or BIO 103 and BIO 105 or BOT 105, or permission of the instructor. (Cross-listed as ENV 300.) (Offered every other year) S Offered on-campus.

BIO 301 Science Seminar 3 Credits

Students examine a topic from within sciences and develop a working knowledge of the methodologies, perspectives, and limitations of the sciences as well as an appreciation of the insights that may be derived from scientific inquiry. Student research and presentations are required. Prerequisite: Junior standing or permission of the instructor. (Cross-listed as LIB 301 and NAT 301). (Offered every other year) S Offered on-campus.

COURSE DESCRIPTIONS

BIO 310 Field Techniques Laboratory 4 Credits

Course content same as BIO 210. To earn upper-division credit, the student must also design, develop, and complete a research project during the 18-day course. The research project has to be designed and approved by the instructor prior to leaving the University. Participation of BIO 210 students in the research project is strongly encouraged. A course fee is associated with this 18-day course to cover tuition, transportation, room, and board. This is a graded course. Prerequisite: BIO 210. (Cross-listed as BOT 310). Offered on-campus.

BIO 318 General Ecology 4 Credits

This course introduces fundamental concepts in the ecology of individual organisms and the interactions between organisms and the nonliving environment. Emphasis is on terrestrial plant and animal ecology. This course explores the biodiversity in our region, perform small-scale experiments, and learn the process of inquiry by designing and conducting an ecological research project. Laboratories include field and laboratory work and statistical analyses of data. Prerequisites: Successful completion of BIO 101 or BIO 105 or BOT 105, and fulfillment of the General Education Mathematical competency or consent of instructor. Course includes weekly lecture and laboratory. F Offered on-campus.

BIO 322 Internship in Biology 1-4 Credits

The student must complete 50 contact hours for each semester hour of credit given in normally non-remunerative work in a designated off-site facility. Students must provide evidence of learning through a written journal and keep an up-to-date time sheet. May be taken more than once to gain experience at different locations for a maximum of 4 credit hours. Prerequisites: Junior status or higher, permission of supervising faculty member and a minimum cumulative GPA of 3.0. Offered on-campus.

BIO 330 Cancer Biology 3 Credits

This course will explore the cellular and molecular mechanisms underlying cancer development with the aim of understanding how changes in the normal growth and cell division lead to the formation of tumors. Additional topics will include epidemiology, diagnosis, prevention, and treatment methods for the disease. In this course, students will be exposed to scientific literature through class discussion. Lecture only. Prerequisite: Successful completion of BIO 103. F Offered on-campus.

BIO 340 Cell Biology 4 Credits

The cell is the basic unit of life. This is a general course dealing with the basic molecular structure and function of all cellular organelles of eukaryotic cells. Prerequisites: Successful completion of CHE 152 and either BIO 105 or BOT 105. Course includes weekly lecture and laboratory. (Offered every other year) F Offered on-campus.

BIO 345 Genetics 4 Credits

This course covers classical Mendelian genetics and inheritance patterns as well as the molecular nature of gene structure. The function and regulation of gene expression will also be discussed. Topics include features and patterns of inheritance in bacteria, fungi, plants, animals, and humans; gene and chromosome mutations; structure and function of chromatin; DNA replication; gene expression and regulation; recombinant DNA technology; non-Mendelian genetics; and population genetics. Course includes weekly lectures and laboratory. Prerequisites: Successful completion of CHE 152 and either BIO 105 or BOT 105. Spring semester. Offered on-campus.

BIO 353 Cross-Sectional Anatomy 3 Credits

This course will introduce the student to fundamental principles of computer technology, and its role in medical imaging. CT, PET,

and MRI will be discussed. Equipment and its application will be investigated. Basic cross sectional anatomy of the brain, thorax, abdomen, pelvis, spine and extremities will be covered. In addition, common pathologies that can be detected by CT, PET, and MRI will be discussed. Prerequisite or co-requisite: BIO 206. Offered on-campus.

BIO 356 Molecular Biology 4 Credits

This course examines the molecular structure of DNA and the coding of genetic information within the DNA sequence. The processes of transcription and translation, both in prokaryotes and eukaryotes, will be discussed, as well as the regulation that occurs in each of these processes. The causes and effects of mutations and mechanisms for repair will also be included. In addition, the manipulation of genetic material common in today's research will be discussed. Lecture and laboratory. Prerequisites: Successful completion of CHE 152 and either BIO 105 or BOT 105. Offered on-campus.

BIO 498 Senior Thesis/Project I 2 Credits

Students demonstrate their mastery of the methodology of science by producing a thesis statement and bibliography, writing a proposal to include the design of an appropriate project/experiment, and starting the approved project, if warranted by the design. Approval of the topic must be secured in advance from the faculty member serving as thesis director and from the chairperson of the Biology Department. The choice of scientific format for the written thesis and the design of the experiment must be approved by the student's committee. Prerequisites: Successful completion of MAT 332, fulfillment of the General Education Communication I and II competency, senior standing, and successful completion of the General Education Capstone course. S (Cross-listed as NAT 498 and ENV 498) Minimum of "C-" required for the major. Offered on-campus.

BIO 499 Senior Thesis/Project II 2 Credits

A continuation of the senior thesis project started in BIO 498. Students demonstrate their mastery of the methodology of science by completing the research project using appropriate analytical skills and producing a written thesis document in an appropriate scientific format. The completed thesis project is defended orally before and evaluated by a faculty committee. A minimum grade of "C-" is required to meet degree requirements. Prerequisite: BIO 498 with a minimum grade of "C-". F/S (Cross-listed as NAT 499 and ENV 499.) Offered on-campus.

BOT Botany

BOT 100 Plants & Society 4 Credits

This course provides an introduction to the biology of plants, algae, and fungi, with an emphasis placed on their uses throughout human history. Lecture topics such as plant form and function, plant diversity and evolution, ecology of photosynthetic and decomposer organisms, biotechnology, and conservation are presented. Laboratory activities combine traditional microscope work and hypothesis testing with special consideration of selected topics in economic- and ethno-botany. Lecture and laboratory. Offered on-campus

BOT 105 General Botany 4 Credits

This course provides a rigorous introduction to the biology of plants and other non-animal groups. Lecture topics include: anatomy of tissues and organs, growth and development, nutrition and water relations, diversity and organic evolution, comparative reproductive biology, ecology of photosynthetic organisms, and responses to stimuli. Laboratory activities consist of microscopy

that encourages building of essential technical skills, and student-directed scientific inquiry which makes hypothesis testing become a more intuitive process. Prerequisite: Successful completion of BIO 103. Lecture and laboratory. Offered on-campus.

BOT 202 Plant Systematics 4 Credits

This course continues the introduction of foundational concepts and skills for plant biology began in BOT 105. Topics include: cladistic phylogenetics, species concepts, common flowering plant families, floral formulas, nomenclature, flowering plant breeding systems, plant identification, and molecular systematics. Prerequisite: Successful completion of BOT 105. Lecture and laboratory. Offered on-campus.

BOT 210 Field Techniques Laboratory 4 Credits

This course offers hands-on experience conducted on-site in northern Minnesota. Students will gain first-hand exposure to the northern forest ecosystem while conducting species inventory work at the Vince Shute Wildlife Sanctuary. Experiences will include orienteering, field identification of flora and fauna, habitat sampling techniques, data collection, and maintaining field journals. Side trips to local sites, including timber operations, Voyageurs National Park, and other educational centers, will broaden the experience. A course fee is associated with this 18-day course to cover tuition, transportation, room, and board. This course is offered Pass/Fail. Prerequisite: Successful completion of BIO 100 or BIO 103 lab course or permission of the instructor. (Cross-listed as BIO 210). Offered on-campus.

BOT 310 Field Techniques Laboratory 4 Credits

Course content same as BIO 210. To earn upper-division credit, the student must also design, develop, and complete a research project during the 18-day course. The research project has to be designed and approved by the instructor prior to leaving the University. Participation of BOT 210 students in the research project is strongly encouraged. A course fee is associated with this 18-day course to cover tuition, transportation, room, and board. This is a graded course. Prerequisite: BOT 210. (Cross-listed as BIO 310). Offered on-campus.

BOT 318 General Ecology 4 Credits

This course introduces fundamental concepts in the ecology of individual organisms and the interactions between organisms and the nonliving environment. Emphasis is on terrestrial plant and animal ecology. This course explores the biodiversity in our region, perform small-scale experiments, and learn the process of inquiry by designing and conducting an ecological research project. Laboratories include field and laboratory work and statistical analyses of data. Prerequisites: Successful completion of BIO 101 or BIO 105 or BOT 105 and fulfillment of the General Education Mathematical competency or consent of instructor. Course includes weekly lecture and laboratory. F (Cross-listed as BIO 318). Offered on-campus.

BUS Business

BUS 114 Principles of Supervision 3 Credits

This course studies the principles and activities of supervising and motivating personnel in a variety of organizational contexts. Emphasis will be placed on the human interaction in supervision. Offered online.

BUS 117 Introduction to Organizational Dynamics 3 Credits

This course is a study of group behavior and how group functioning

affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Adult learners develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals. Offered online.

BUS 119 Principles of Personal & Organizational Leadership 3 Credits

This is a leadership skills development course. This course provides an overview and introduction to leadership principles and leadership applications in various organizational settings. It examines the concept of leadership, leadership styles, traits, and types, and the evolution of leadership behaviors observed during recent generations. Offered online.

BUS 181/381 Business & Professional Studies Seminar 1 Credit

This cross-disciplinary course provides opportunities for all students to enhance their academic programming and to create additional exhibits of learning to use for résumé and cover letter inclusion. Professional networking opportunities are abundant. No course prerequisite required; \$20 course fee for professional membership to Phi Beta Lambda. Offered on-campus.

BUS 201 Principles of Management 3 Credits

This course is an introduction to the nature and problems of management and organizations, leadership and control. The relationships between the needs of the individual, the organization and society are examined. (Equivalent to MGT 330.) Offered online.

BUS 215 Personal Financial Management 3 Credits

This course provides an introduction to the field of personal financial management and planning, focusing on the tools individuals and families employ to manage their financial affairs. Offered online.

BUS 226 Introduction to Personnel Administration 3 Credits

This course examines relationships and issues in personnel administration within a broad range of organizations. Students study personnel management, organizational development, recruitment and selection, performance management systems, discipline, and collective bargaining. Offered online.

BUS 235 Introduction to Marketing 3 Credits

This course is an introduction to marketing principles, concepts and theories that define the marketing discipline. Basic marketing strategies relating to product, price, promotion and distribution, cultural trends, societal behavior, technology, and legal environments that influence effective marketing decisions are examined. Offered online.

BUS 244 Business Practicum 1-2 Credits

Prospective business administration majors function under the tutelage of professionals in manufacturing, banking, service industries, and other related entities. Students complete 52 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisites: Sophomore or junior standing with cumulative GPA of 2.7 and permission of the supervising faculty member. Offered on-campus.

BUS 250 Corporate & Social Responsibility 3 Credits

This course explores philosophic perspectives for understanding the meaning of corporate responsibility in society, and considers

COURSE DESCRIPTIONS

the leadership roles of managers in implementing corporate and social responsibilities. Topics include uses of power, government regulations, environmental issues, employee rights and responsibilities, consumer protection, and ethical integrity. Offered online.

BUS 303 Human Resource Management 3 Credits

An introduction to the field of human resource management. Topics to be discussed include communication, motivation, and management of personnel. The course will include a review of current standards and practices as well as the legal environment as it pertains to the human resource field. (Equivalent to MGT 445.) Offered online and on-campus.

BUS 307 Operations Management & Quantitative Techniques 3 Credits

A survey of relevant quantitative techniques commonly used in accounting, business, and information systems. Topics will vary but, typically, elementary probability theory and applications, decision theory, and linear programming are included. Prerequisite: Fulfillment of the General Education Mathematical competency. Offered online and on-campus.

BUS 308 Statistics for Managers 3 Credits

This course examines the application of statistical analysis, hypothesis testing, and regression analysis in business decision making. Additionally, the course focuses on the utilization of statistical methods as applied to business problems and operations. Prerequisite: Fulfillment of the General Education Mathematical competency. Offered online and on-campus.

BUS 311 Business Law I 3 Credits

Introduction to the legal environment of business in the United States. Examination of the Constitution, administrative law, contracts, agency, and the protection of competition, consumers, employees, investors, the environment, and international trade. Offered online and on-campus.

BUS 312 Business Law II 3 Credits

Continuation of Business Law I. In-depth study of specific laws and practices as related to contracts, the Uniform Commercial Code, commercial paper, secured transactions, real and personal property, estates, and bankruptcy. Prerequisite: BUS 311. Offered on-campus.

BUS 315 Professional Selling & Sales Management 3 Credits

This course covers tasks and responsibilities of professional selling and the challenges of managing both the individual and team sales function. Additionally, this course stresses analytical and interpersonal skills, account management, proposal development, and planning, as well as organizing, directing, motivating, and controlling a sales organization. Also examines legal and ethical dimensions of professional selling. Offered on-campus.

BUS 316 Financial Institutions & Markets 3 Credits

A study of money and capital markets concentrating on interest-rate determination, the major public and private financial institutions in the U.S. economy, and the major types of financial instruments including bonds, equities, and derivative instruments. Prerequisite: ECO 100 or ECO 203. (Cross-listed as ECO 316.) (Offered in alternate years) F Offered on-campus.

BUS 317 Introduction to Advertising 3 Credits

This course is designed to introduce students to the field of

advertising as a promotional force with emphasis on institutions, planning, strategic practices, and tactical decisions made by advertising executives. It will also explore the various career opportunities including account executive, media buying, copywriting, production, and research. Offered online and on-campus.

BUS 318 Organizational Behavior 3 Credits

This course is designed to develop the student's skills in the understanding of factors that affect how individuals and groups act and interact with one another and with management. It also looks at how organizations manage their internal environment with the aim of improving productivity, efficiency, and communications among members. Prerequisite: BUS 201 or MGT 330. Offered online and on-campus.

BUS 319 The Social Responsibility of Organizations 3 Credits

The course is designed to provide students with insights into the complex environment that organizations of any size operate. Organizational leaders' and organizational members' responsibility to use ethical thinking to balance stakeholder interests with organizational duty are examined. Modern managers and leaders face increasing demands in local, regional, national and global environments with competing value expectations. The values and beliefs of organizational members fundamentally impact the success of the organization. In this course, students will gain appreciation for and understanding of social responsibility of the organization under such conditions. Prerequisites: ENG 121 and ENG 122. Offered online and on-campus.

BUS 323 Risk Management & Insurance 3 Credits

In this course, students study identification and quantification of risk, the span of methods of handling risk, and common contracts for managing risk. Common commercial/industrial situations and personal risk management situations are addressed. Offered online.

BUS 330 Principles of Marketing 3 Credits

The methods used by producers of goods and services to determine and satisfy the wants of society. An examination of external and internal environments that impact marketing decisions, the basic elements of a marketing program, and issues in ethics and social responsibility. (Equivalent to MGT 350.) Offered online and on-campus.

BUS 336 Marketing Strategy 3 Credits

The objective of this course is to advance the students ability to develop, implement, and critically evaluate the marketing strategy for a product or service. It will provide the conceptual frameworks and hone the analytical and creative skills that are necessary to define and develop superior value, persuasively communicate that value, profitably deliver it to a carefully selected target market, and sustain both the value and the profitability in the face of ever-changing customer needs and competitive offerings. Offered online and on-campus.

BUS 337 Principles of Retail Management 3 Credits

Principles and practices used in management of retail businesses. The course covers topics such as site selection, layout, organization, staffing, positioning, customer service, promotional techniques, and all aspects of the critical buying function. Offered online.

BUS 339 Marketing Research 3 Credits

Study and analysis of the marketing information system. Includes the organizational characteristics of marketing research, basic tools and procedures, and management science applications. Offered online and on-campus.

BUS 340 Business Communications 3 Credits

Every aspect of contemporary business communications — from determining what information to communicate to processing information and sharing it — depends on technology. Students will learn to compose, format, and manage business letters, memos, reports, email, and resumes. Students will use software to access information and to evaluate the quality of the information they receive. Students will create electronic presentations to communicate information. Offered online and on-campus.

BUS 342 Financial Planning & Practice 3 Credits

This course is a study of the various aspects of family financial planning from the perspective of the financial planning professional. It introduces the legal and regulatory issues affecting financial planners, defines the client-planner relationship, and prepares the planner to conduct family financial analysis. Emphasis is on providing the student with the knowledge and tools necessary to help families make informed financial decisions. Offered online.

BUS 343 International Marketing 3 Credits

Examination of cultural, economic, and political factors that affect marketing of goods and services worldwide. Emphasis is on adapting the marketing strategies of domestic marketers to international operations and the institutional structure that exists in international markets. Marketing strategies of firms operation within these markets are also examined. Offered online and on-campus.

BUS 344 Business Practicum 1-2 Credits

Prospective business administration majors function under the tutelage of professionals in manufacturing, banking, service industries, and other related entities. Students complete 52 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: Junior or senior standing with cumulative GPA of 2.7 and permission of the supervising faculty member. Offered on-campus.

BUS 345 Business & the Environment 3 Credits

An environmental economics approach is used to illustrate the impacts of the firm on the environment and environmental policy on the firm. Cost-benefit analysis is developed in student-driven research projects. (Cross-listed as ENV 345.) (Offered in alternate years) S Offered on-campus.

BUS 350 Consumer Behavior 3 Credits

This course illustrates the psychological, socio-cultural, and decision-making aspects of consumer behavior. Students study behavioral concepts, motivation, and the role of consumer behavior in our society. Offered online and on-campus.

BUS 352 e-Business 3 Credits

An introduction to the fundamental concepts used in e-business and e-commerce. This course identifies and describes the wide range of applications in business. It explains what the Internet is and how it can be used for business applications in a competitive environment. Through Internet labs, this course will compare various Web strategies of current businesses. Students need to be proficient in using the Internet to find information. Offered online and on-campus.

BUS 355 Corporate Communication Strategies 3 Credits

This course seeks to expand and improve the student's understanding of corporate communication and shows how companies use communications to implement strategy. This

course will examine a variety of cases and readings that will help the student to understand how corporate communication relates to general management and strategy in a corporation. The course will seek to answer the following question: "What is the best way to implement strategy using the power of corporate communication in the corporation?" Prerequisite: Junior standing or instructor permission. Offered on-campus.

BUS 357 International Business 3 Credits

Students examine functional areas of business from an international perspective. The importance of differing cultural and political assumptions in business is also addressed. (Equivalent to BUS 403.) Offered online and on-campus.

BUS 362 Introduction to Entrepreneurship 3 Credits

This course introduces students to the opportunities and challenges associated with the creation and management of entrepreneurial organizations. The course focuses on the issues associated with starting and managing a new venture including recognizing opportunity, basic business planning, essential human resources management, introductory marketing, legal issues, location selection, funding, buying a business as well as discussing various exit strategies. Offered online and on-campus.

BUS 365 Creativity & Innovation 3 Credits

This course focuses on creativity and innovation as a process in organizations. The course also examines how individuals can be innovative in organizations and the challenge of building innovative organizations. Prerequisite: BUS 362. Offered online and on-campus.

BUS 368 Venture Capital & Banking 3 Credits

This course examines financing the start-up of a new venture, from bootstrapping with personal resources or bank debt to equity investment by angel investors or venture capitalists. The course also covers the four main aspects of venture capital: valuation, deal structuring, governance, and harvesting. Prerequisite: BUS 362. Offered online and on-campus.

BUS 370 Organizational Development 3 Credits

The course overviews how, why, and when to integrate the behavioral sciences with human resources management principles to increase individual and organizational effectiveness. Students will also be introduced to many types of interpersonal, intra-group, inter-group, and organizational interventions that are used to effect comprehensive and lasting changes. Prerequisite: BUS 201 or MGT 330 or HCA 459. Offered online and on-campus.

BUS 372 Employee & Labor Relations 3 Credits

The course provides students with both the common and complex issues related to human behavior in the workplace as it relates to employee relations, and an examination of relationships among unions, workers, management, laws and government regulation. Prerequisite: BUS 303. Offered online and on-campus.

BUS 375 Employee Training 3 Credits

This course provides essential managerial-level comprehension of training theory and its practical applications in the business and management environment. Students learn the functions and duties of training: trainer/developer, the identification and assessment of training needs, program design and development, selection of delivery methods and means of instruction, the implementation of training programs, and evaluation. Prerequisite: BUS 303. Offered online and on-campus.

COURSE DESCRIPTIONS

BUS 378 International Business Law 3 Credits

This course focuses on the legal environment associated with international commercial transactions, including an analysis of major Western and non-Western legal traditions and the supranational law of the European Community, a detailed analysis of the negotiation, formation, enforcement, and financing of international sales contracts, an analysis of international trade regulation, analysis of methods of regulating global competition, and of the protection of business property rights in international transactions. Offered online and on-campus.

BUS 401 Principles of Finance 3 Credits

Basic corporate finance is presented with the emphasis on risk and return, bond and equity markets, valuation of bonds and equities, present value analysis, internal rate of return analysis, and project analysis using the weighted average cost of capital. Prerequisites: ACC 205 or ACC 208 or ACC 281 and fulfillment of the General Education Mathematical competency. (Equivalent to BUS 320.) Offered online and on-campus.

BUS 402 Strategic Management & Business Policy 3 Credits

A case-based course that discusses the set of managerial decisions and actions that determines the long-run performance of a company. The course includes environmental scanning, strategy formulation, strategy implementation, and evaluation and control. Prerequisites: BUS 201 or MGT 330, ACC 205, and ECO 203 or ECO 204 and successful completion of the General Education Capstone course. Offered online and on-campus.

BUS 405 Principles of Investments 3 Credits

The study and analysis of securities and other forms of investments. Emphasis is on investment principles from the manager's point of view. Prerequisite: BUS 401. Offered online and on-campus.

BUS 420 Internship 3 Credits

The internship program involves the application of classroom learning to practical business projects or programs. An educational program or project with specific objectives must be established before approval of the course. It must consist of non-routine internship work. The internship has a minimum requirement of 150 hours devoted to the laboratory, which must be in addition to any regular employment. Enrollment is limited to the availability of placement and to the availability of faculty. Application must be made through an advisor eight weeks in advance of the regular fall or spring registration. Prerequisites: Senior standing; completion of courses applicable to the laboratory work; 3.00 GPA overall; 3.00 GPA in accounting, business, and economics subjects; and permission of the Internship Committee. Offered on-campus.

BUS 421 PR/Marketing Capstone 3 Credits

This course is designed to bring together the knowledge gained through the entire program and permits the student to demonstrate mastery in the various course competencies. Students are expected to apply and integrate a variety of skills, tools, and knowledge to assess real-world problems offering realistic solutions. Students will analyze, design, implement, and document an appropriate solution for a capstone project. The project should exemplify the student's ability to apply program outcomes. Prerequisite: Successful completion of the General Education Capstone course. Offered online and on-campus.

BUS 422 Senior Thesis/Project 3 Credits

Students produce a written work or engage in a project at an appropriate level of analysis and skill. (Work previously submitted for credit may not be used.) Enrollment in this class and the thesis/project topic must be approved in advance by the faculty member serving as thesis/project director. The completed thesis or project is defended orally before and evaluated by a faculty

committee. Students must earn a minimum grade of "C-" to fulfill concentration requirement. Prerequisite: Successful completion of the General Education Capstone course. Offered on-campus.

BUS 427 Sustainable Business Practices 3 Credits

Using readings and cases, students examine business strategies in response to and anticipation of opportunities resulting from shifting economic, political, and environmental conditions including social change, market failures, or interruption of business operations. Compliance and risk management strategies will be emphasized while emphasis focuses on business innovation and business sustainability. Offered online.

BUS 430 Finance Seminar 3 Credits

Using readings and case studies, students gain understanding the types of analysis performed and decisions made by the financial managers of corporations, focusing on valuation concepts and managing for value. Students also explore specific financing and investing decisions made by the firm's management to mitigate corporate risk using insurance and financial derivatives; valuation of real options; real estate investment decision; issues and methods of corporate financial management in an international environment. Prerequisite: BUS 405. Offered online and on-campus.

BUS 433 New Business Strategy 3 Credits

This course is intended to provide prospective entrepreneurs with information and tools for evaluating opportunities for starting a new firm—how to choose markets for entry, when to enter, and what resources and capabilities it will take to enter and provide a platform for future growth. Prerequisite: BUS 362. Offered online and on-campus.

BUS 434 Compensation & Benefits Management 3 Credits

This course reviews the fundamentals of wage and salary programs, including conducting salary surveys, defining compensable factors, adjusting pay structures, evaluating pay differentials, and relating pay to performance. Benefit programs and related employee incentive and service programs are also covered. Prerequisite: BUS 303. Offered online and on-campus.

BUS 435 Small Business Ventures 3 Credits

This course explores the strategic planning, operating, financing, legal, career and other business issues found in launching a small business or operating family-owned and managed companies or privately-held firms. Other course topics include the challenge of identifying viable business opportunities, gaining the appropriate business skills and tools to be successful, and defining the capital requirements to operate the business. Prerequisite: BUS 362. Offered online and on-campus.

BUS 437 Business Plan Development 3 Credits

This course gives students the opportunity to study the elements of a successful business plan and to put that knowledge to work in creating a comprehensive business plan for a new venture. Prerequisites: BUS 362 and successful completion of the General Education Capstone course. Offered online and on-campus.

BUS 439 International Human Resources Management 3 Credits

In this course, students will examine human resources practices in an international business environment. The course also addresses HR strategies and practices to increase organizational effectiveness and efficiency as well as international compliance problems faced by HR professionals. Offered online and on-campus.

- BUS 441 Retail Pricing Management** 3 Credits
The purpose of this course is to provide an in-depth understanding of the issues and considerations in the pricing of retail products, illustrate the role of pricing and product management in achieving strategic retail business goals, and demonstrate the link between pricing and product management within the context of the marketing mix within the marketing management process. Prerequisites: ECO 204 and SRV 340. Offered online.
- BUS 442 Retail Merchandising** 3 Credits
This course addresses the central issues of retailing business while emphasizing issues related to channel options available to the final consumer. The course features concepts applied to both store based (e.g., specialty store, department store, multi-unit retail) and non-store based (e.g., Internet and catalog) retailing channels. Offered online.
- BUS 445 Total Quality Management** 3 Credits
This course presents quality procedures and concepts for enhancing goods, services and the entire business environment. Students learn various methods of process control and acceptance sampling, including using control charts and sampling plans. Quality planning, assurance and control are covered as parts of a total quality system. Probability and statistical concepts are further explored as related to process control. Offered online and on-campus.
- BUS 446 Production Operations Control** 3 Credits
Students analyze production control requirements as applied to both "push" and "pull" production environments. Students further learn to capture data and prepare for product changes in a variety of manufacturing environments. Offered online and on-campus.
- BUS 450 International Finance** 3 Credits
An examination of the international aspects of corporate finance and investing, the course covers balance of payments, foreign exchange with emphasis on exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international banking. Offered online and on-campus.
- BUS 455 Internet & Social Media Marketing** 3 Credits
This course is an introduction to the use of the internet and social media applications as part of an integrated marketing strategy. Students will be exposed to a variety of alternative media as well as other online marketing tools and strategies. The course will also evaluate how these tools fit into the marketing theoretical framework. Prerequisite: BUS 330. Offered online.
- BUS 458 Consumer & Family Finance Capstone** 3 Credits
This course provides a link between the traditional advisement services (finance, investment, tax, insurance, retirement planning, trust planning) and the client's life plan to manage financial affairs. As a final exercise, students complete a model financial plan for a mock client. Prerequisite: Successful completion of the General Education Capstone course. Offered online.
- BUS 461 Decision Modeling & Analysis** 3 Credits
An introduction to the application of management science techniques and statistical tools to business decisions. Students will learn the assumptions and techniques necessary to apply and to implement solutions from optimization and other decision science models. The focus of the course will be on problem solving, which includes problem definition, problem analysis, evaluation and choice of alternatives, and implementation and evaluation of the decision. Prerequisites: MGT 330, BUS 308 or MAT 332. Offered online and on-campus.
- BUS 497 e-Marketing Capstone** 3 Credits
This course discusses the elements of a marketing plan as they are applied in an internet marketing situation. Students will create an e-marketing plan, beginning with an environmental scan and progressing through product strategy, channel strategy, and marketing communication. Prerequisite: Successful completion of the General Education Capstone course. Offered online.
- BUS 591 Financial Accounting & Analysis** 3 Credits
This course is a study of how the firm's management captures and uses financial information for reporting and analysis to both internal and external stakeholders. Various course topics include the accounting cycle, sources of the information contained in financial statements, time value of money, ratio analysis, the preparation and analysis of income statements, balance sheets, and statements of cash flows. Offered online.
- BUS 599 Introduction to Quantitative Principles** 3 Credits
This course is an overview of the fundamentals of accounting, finance, and economics. Students will investigate the fundamental principles of accounting through the preparation of financial statements. The basics of managerial finance including the use of net present valuation models fundamental financial ratio analysis will be examined. Students will also explore modern economic philosophy including an understanding of basic supply and demand, and micro- and macroeconomics systems. Note: This course can be waived if the student has an undergraduate degree in business. Offered online.
- BUS 600 Management Communications with Technology Tools** 3 Credits
This course is designed to introduce the student to the Ashford University Graduate Business programs, with emphases upon conceptualizing communication and communication processes in the contexts of organizations and leadership. Emphasis will be on technology, theories and models, qualitative communication research methodologies, and research writing. Offered online.
- BUS 604 New Business Venture Management** 3 Credits
This course focuses on the important aspects of starting a new business enterprise with emphasis on the challenges faced by the entrepreneur in initiating a business venture and directing its early development. The course also addresses the process of forming business ventures, the identification and evaluation of new venture opportunities, and the development of appropriate entry strategies. Offered online.
- BUS 605 Venture Capital & Private Equity** 3 Credits
This course will examine the role of finance and the formation of financial strategies needed to support each phase of the business start-up. Sources of equity and debt capital along with entry strategies such as franchising and acquisition are examined. Alternative working capital, capital structure, and investment strategies unique to the start-up are presented. Offered online.
- BUS 606 Global Comparative Management** 3 Credits
This course reviews management systems within their political, social, and economic environments with a global perspective. This course also emphasizes the managerial processes in a global business environment and provides a strategic assessment of the fundamental issues involved in the management of multinational corporations. Topics include comparative studies of practices of management in foreign nations and examination of the influences of culture on business operations. Offered online.

COURSE DESCRIPTIONS

BUS 610 Organizational Behavior 3 Credits

This course investigates behavioral factors that affect modern organizations and their management. Topics include group and team dynamics, organizational structure, motivation, leadership, power, and change management. Offered online.

BUS 611 Project Planning & Management 3 Credits

This course introduces students to the art and science of project management as applied to different types of project situations. Topics such as project life-cycle management, project organizations and leadership, project team building, RFPs, proposals and contracts, techniques for project scope definition, work definition, estimating, scheduling, risk management, control and closeout, the project management methodology, and PM software are covered. Offered online.

BUS 612 Advanced Project Procurement 3 Credits

This course emphasizes a hands-on approach to using project management knowledge areas to facilitate scheduling, estimating, tracking and controlling the schedule and costs of the project. A project baseline will be set so that actual schedule and cost variances can be compared to the project baseline and corrective actions can be developed to address the variances. In this course students will learn about the legal, ethical, and fiscal considerations in procurement and contracts. Students will examine ways of identifying, evaluating and mitigating risk in scheduling, cost control, contracting and procurement. Offered online.

BUS 616 International Business 3 Credits

This course studies the major functional business areas in a global context. Taking into consideration socio-political structural differences, the multinational corporation is investigated with applications in management, finance, marketing and operations. Offered online.

BUS 620 Managerial Marketing 3 Credits

This course examines the marketing function, focusing on the managerial application of marketing tools and methodology. Emphasis is placed on marketing decisions associated with allocating organizational resources including: product development and design, pricing, promotional strategies, and distribution-based activities. Course coverage includes the marketing concept, buyer psychology, strategic planning and implementation of marketing plans. Offered online.

BUS 630 Managerial Accounting 3 Credits

This course studies the role and major functions of the managerial accountant within the organization. Students of managerial accounting should not only be able to produce accounting information but also understand how managers are likely to use and react to that information. The goal of this course is to acquaint students of business with the fundamental tools of management accounting and to promote their understanding of the dramatic ways in which the field is changing. The emphasis through the text and course is on using account information to help manage an organization. Some topics covered in this course include: cost management, various budgeting theories and techniques, and decision-making processes. Prerequisite: BUS 591 or equivalent. Offered online.

BUS 631 Integrated Supply Chain Management 3 Credits

Study and analysis of supply chain management for products/services and the dynamic interaction of companies within an integrated supply chain. Topics include factors guiding companies' supply chain development and management; Technology as a supply chain tool; Positioning of a company in terms of its role as a valuable member of the supply chain; and, performance measures used across the supply chain. Offered online.

BUS 632 Advanced Logistics 3 Credits

This course provides an overview of current logistics and distribution practices intended to advance current knowledge. Students should gain an understanding of the significant components of logistics management and the dynamics of what is considered best practice. Focuses on the complexities associated with the integrated flow of raw materials, in-process goods, finished goods, and information from point-of-origin through the production process to the end consumer. Offered online.

BUS 635 Media Markets & Systems 3 Credits

The course examines the various segments of the market that utilize media resources for organizational growth and communication. Examination of the components of media, stakeholders, markets available and cultures impacted by media will include assessment of technological and economic drivers that establish a congruent approach to the marketplace. Offered online.

BUS 636 Media Management & Innovation 3 Credits

Utilizing the key principles of organizational management, this course will focus on the media approach in an organization and providing systematic guidelines for oversight of the institutional media team. Creating a culture of innovation in the media team will be a strategic element in the course content. Offered online.

BUS 640 Managerial Economics 3 Credits

This course is designed to provide a solid foundation of economic understanding for use in managerial decision-making. The course offers an intuitive non-calculus based treatment of economic theory and analysis. A variety of examples is used to illustrate the application of managerial economics to diverse practical situations. The role that economic analysis plays in that process is emphasized throughout this course. Prerequisite: MAT 540 or equivalent. Offered online.

BUS 642 Business Research Methods & Tools 3 Credits

This course examines the use of quantitative techniques business decision-making. Using spreadsheet software, the course addresses managerial problem solving through the use descriptive statistics, hypothesis testing, and correlation and regression (single and multiple) analysis. This course also provides a graduate foundation for conducting business research. Topic coverage includes: research methodology, literature review, hypothesis generation, data collection and summary techniques. Additional coverage includes study of qualitative and quantitative data as well as reviewing conceptual versus empirical research studies. Prerequisite: MAT 540 or equivalent. Offered online.

BUS 644 Operations Management 3 Credits

This course focuses on the principles associated with the effective design, implementation and management of organizational processes and systems. With an emphasis on efficiency, course coverage includes: systems design for products and services, inventory management systems, distribution and supply chain management. Offered online.

BUS 650 Managerial Finance 3 Credits

This course studies the role and major functions of corporate finance within the organization. Upon developing an understanding of the theoretical foundation of corporate finance, students will use financial tools in an applied case and problem format. Topics covered include: net present value analysis (time value of money), risk assessment, security valuation, decisions on capital structure and allocation, and the weighted average cost of capital. Prerequisite: BUS 591 or equivalent. Offered online.

BUS 655 Financial Investment Management 3 Credits

The central focus of this course is to develop an understanding

of how security markets function, factors that influence security valuation, differentiating between various investment types and understanding investment risk and return principles. This course covers security markets operations, investment information, portfolio asset allocation; financial environment analysis; and evaluation of equity and fixed income securities. Offered online.

BUS 657 Corporate Managerial Finance 3 Credits

This course introduces the financial theory and practices firm managers use to attain their goal of maximizing corporate shareholder wealth. Topics covered are: analysis techniques of financial statement and cash flows; working capital management and financial forecasting; valuation methods for debt and equity capital; risk and rate of return theory; cost of capital, capital project budgeting decisions and cash flow estimation; optimal capital structure and dividend policy. Offered online.

BUS 660 Contemporary Issues in Organizational Leadership 3 Credits

This course provides an in-depth examination of the multi-faceted concept of leadership studies by presenting the student with the vocabulary, concepts, theories, and applicable research that are fundamental to the understanding of leadership. The course examines contemporary and historical leadership issues, moral and ethical responsibilities of leadership, and leadership in a variety of contexts. Leadership as a social and political influence process is examined. Offered online.

BUS 661 Leading Organizational Change 3 Credits

This course blends theories of leadership with concepts and models of organizational change. The change process consists of a series of steps that focuses on vision, implementation, change agents, and other internal and external components. The course provides insight into types of changes that impact organizations and possible strategies to effectively address those changes. Offered online.

BUS 665 Environmental Law & Compliance 3 Credits

This course begins with an analysis of The Solid Waste Disposal Act/Resource Conservation and Recovery Act (RCRA), Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA). Further, it will familiarize students with an environmental manager's duties in permitting, reporting, record keeping and sampling. It emphasizes a systematic approach to identifying obligations with respect to regulated media and developing appropriate responses. Obligations under United States environmental laws, their relationship to state and local laws, and state and local obligations are considered as a model for analysis and response. Offered online.

BUS 667 Energy, Environment & Economics 3 Credits

This course deals with the linkage of energy, environmental and economic issues. The impact of energy supply and end-use on human well-being and the ecosystem is covered. It also includes a comprehensive approach to the resolution of resource, technical, economic, strategic, environmental, socio- and geopolitical problems of the energy industries. In addition, pathways to a sustainable global energy system are presented. Offered online.

BUS 668 Macroeconomics of Financial Markets 3 Credits

This course examines the monetary aspects of production, spending, borrowing, and lending decisions, organization, performance and scope of services provided by financial markets and institutions, and the powers of the Federal Reserve System to use monetary policy and limits to credit expansion. The regulatory and globalization aspects and relevance of market behavior to the financial system are also examined. Offered online.

BUS 669 Managerial Economic Analysis 3 Credits

Managerial economics introduces the basic principles of economic analysis as applied to managerial decisions to determine how an organization can achieve its aims most efficiently. This course applies statistical and quantitative tools and the methodological approaches commonly used by economists to business problems as demand estimation, product pricing, profit maximizing level of output, cost minimizing level of input use, and forecasting. Offered online.

BUS 670 Legal Environment 3 Credits

This course involves the study of business law, its foundations, and the role it plays in managing a business, with a particular emphasis on the corporate form. Topics of relevance to be explored include the following core concepts: constitutional law, case law, government regulation, ethics, contracts, anti-trust law, securities regulations, employment law, environmental law, and crimes and torts. Offered online.

BUS 680 Training & Development 3 Credits

This course provides in-depth knowledge of training and performance development concepts essential for line managers or human resource specialists. Beginning with fundamental principles of performance, the course focus is on identifying critical factors in workplace performance and in determining how to analyze the causes of performance problems. Additionally, this course distinguishes between training and development and addresses their complementary functions in the modern organization. Offered online.

BUS 681 Compensation & Benefits 3 Credits

This course provides in-depth knowledge into compensation theories, policies, systems, and practices, with particular emphasis toward designing effective compensation programs. Offered online.

BUS 688 Business Strategy: The Sustainable Enterprise 3 Credits

This course integrates environmental management issues with use of strategic planning tools for assessing and responding to the driving forces of the "next" economy: globalization, technology, demographics and the environment. The course examines the challenge of corporations competing in the global economy of the new millennium in such a way that will allow the planet to support them indefinitely. Emphasis is on the company's ability to build and sustain a competitive advantage utilizing traditional management concepts as well as new sustainability practices. Offered online.

BUS 689 Market Structure & Firm Strategy 3 Credits

This course focuses on the study of markets, laws, and government regulations used to smooth significant market imperfections, especially the problems caused by market structure and market power. The course further examines how firms formulate business strategies and activities to position themselves for profit advantage. This course is cumulative in nature, integrating knowledge and information attained while completing the entire MBA/Business Economics curriculum. In addition, the capstone project requires the generation and presentation of an industry economic analysis. Offered online.

BUS 690 Business Strategy 3 Credits

This capstone course explores the formulation, implementation, and evaluation/control of organizational strategic management. In the context of a globally competitive market, students will explore methods of directing an entire organization through applied case analysis. Topics include analysis of competitive position, value creation, development of system-wide goals and objectives, and

COURSE DESCRIPTIONS

creation of a strategic plan. This course is cumulative in nature, integrating knowledge and information attained while completing the entire MBA curriculum. Additionally, the capstone project requires the generation and presentation of an industry analysis. Offered online.

BUS 691 Strategies in Organizational Leadership 3 Credits

This course builds on leadership, business, and management concepts. This strategy course provides the student with the opportunity to synthesize all prior learning in leadership and related coursework and experiences, both personal and professional. The course expands the leader's thinking and explores the arena of leadership and how it will impact the future of the individual, the organization, and the world in which we live. Offered online.

BUS 692 Strategies in Human Resource Management 3 Credits

This course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently impacting organizations. The course examines human resource management in the current business environment and develops alignment with vision, strategy, organizational values, and HR functions. Emphasis is placed on integrating human resource management with the overall business strategy. Offered online.

BUS 693 Global Business Strategy 3 Credits

This course builds on the leadership, business, and management concepts while integrating a comprehensive look at strategic planning and management in a global environment. The course is designed to employ case analyses, critical assessments, global market evaluations, and a comprehensive strategic planning project to lead the student to fluency in the global strategic planning process. Offered online.

BUS 694 Finance Capstone Seminar 3 Credits

This course will cover advanced financial topics including: International financial management, corporate risk management, merger and acquisitions, portfolio management theory and real options. Offered online.

BUS 695 Marketing Capstone Seminar 3 Credits

This course builds on the leadership, business, and management concepts contained in the MBA program while introducing the principles and tools for managers to apply in the development, implementation, and review of marketing strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues. In addition, the capstone project requires the generation and presentation of strategic marketing plan. Offered online.

BUS 696 Strategic Thinking for Entrepreneurs 3 Credits

This course focuses on application of key strategic and managerial approaches necessary for entrepreneurs to implement the strategy for a start up or business takeover enterprise. It examines and discusses how entrepreneurial firms develop and implement innovative business plans, create functional operations, and incorporate technology strategies. Emphasis is placed on the vision of the firm, the strategic planning process, and strategic management. The final component is the generation of a business plan as a capstone project. Offered online.

BUS 697 Project Management Strategy 3 Credits

This course focuses on application of managerial approaches necessary to align significant projects with organizational strategy. It examines and discusses how firms determine business benefits and project feasibility, report progress, and measure project quality while communicating with key organizational stakeholders. Emphasis is placed on Earned Value Management techniques and achieving project progress and technical performance of the project. Offered online.

BUS 698 Supply Chain Strategic Management 3 Credits

This covers addresses the strategic implications of sourcing and supplier relationships in the context of supply chain management. Critical elements including identifying and selecting suppliers, negotiating contract terms and conditions, implementing contracts, and measuring performance in the context of the organization's strategic plans are covered. Practical examples of sourcing excellence are provided. Offered online.

BUS 699 Media Strategies & Applications 3 Credits

The course is the capstone for the Media Management specialization that is designed to integrate media management concepts in to a strategic plan. The course is focused on building and implementing the media strategies for an integrated and comprehensive plan that is consistent with an institution's vision and mission and follows standard strategic planning theory and practice. Offered online.

CGD Computer Graphic Design

CGD 217 Survey of Graphic Communications 3 Credits

This lecture course is a survey of design principles and practices used in computer animation, Web design, and print media. The course teaches students to understand the proper audience, marketing strategies, design criteria, and choices of graphic software to produce professional graphic art. Prerequisite: Fulfillment of the General Education Information Technology competency. (Cross-listed as JRN 217.) Offered on-campus.

CGD 218 Visual Literacy in Business 3 Credits

This course examines the evolution and trends in digital media utilized in business. Course content and activities focus on message content and creation and the visual principles and theories that shape effective visual communication in the business environment. Legal and ethical issues relating to visual communication will be introduced and incorporated into projects that develop visual literacy and visual problem-solving skills. Offered online and on-campus.

CGD 220 Storytelling & Storyboarding 3 Credits

Students will learn to create both linear and nonlinear stories, moving from "word" to "image" and, consequently, engaging in valuable preproduction concepts. Prerequisites: ART 105 and ART 110 or permission of instructor. Offered on-campus.

CGD 221 2-D Computer Animation 3 Credits

This is an introductory course into the world of 2-D computer animation using the latest in 2-D computer animation software for the Web. Students gain a broad knowledge of basic primitive animation, squash and stretch, walk cycles, lip synch, composition, color theory, storyboarding, timing, and character design and development. Prerequisite: ART 110 or permission of instructor. Offered on-campus.

- CGD 223 3-D Modeling I** 3 Credits
This course introduces students to the basic principles of building three-dimensional objects, to environments, and to characters, with the high-end 3-D animation software, Alias Maya. Students will learn basic concepts such as modeling techniques with NURBS, polygons, and subdivisions; lighting; texturing; rendering; and composition. The class is largely based on tutorials, in-class demonstrations, group critiques, and larger project assignments. Prerequisite: ART 110 or permission of instructor. Offered on-campus.
- CGD 240 Media Writing & Editing** 3 Credits
An introduction to the process of writing for varied media. Emphasis is on gathering information, writing styles, editing, and organization of written communication. Practical experience includes writing for campus media. (Cross-listed as JRN 240.) Offered online and on-campus.
- CGD 305 Communication Design** 3 Credits
In this course, students are introduced to graphic design with an emphasis on theory and practice in designing visually effective communication media. Emphasis is placed on understanding principles of visual literacy and design to communicate ideas through electronic and print publishing. The course also includes study and practice in visualizing communication problems in the layout and design of publications and introduction to desktop publishing using Adobe Creative Suite. Prerequisite: Fulfillment of Information Technology competency or permission of the instructor. Offered on-campus.
- CGD 307 Web Publishing** 3 Credits
This course is an introduction to creating web sites on the Internet. The class provides an opportunity to work with current Web publishing software. This course will cover navigational organization, selection, web page layouts, and linking photos and sound to those pages. An introduction to HTML will be included. A design class such as CGD 305 or ART 103 is recommended before taking this class. Prerequisite: Fulfillment of Information Technology competency or permission of the instructor. Offered on-campus.
- CGD 318 Public Relations Practices & Promotional Writing** 3 Credits
An introduction to current procedures and duties of public relations personnel will be studied. Students will write news releases, brochures, speeches, reports, memos, scripts, and ad copy using workshop format. (Cross-listed as JRN 318.) Offered online and on-campus.
- CGD 323 3-D Modeling II** 3 Credits
In this course, students expand their knowledge and skills in 3-D computer modeling. New techniques will be taught and evaluated by use of in-class demonstrations, group critiques, tutorials, and large-scale projects. The focus of the class is on building strong organic character-modeling techniques. Projects will range from creating life like human characters to stylized cartoon characters. Throughout this course students will also build a larger body of work with demo-reel-quality models. Prerequisite: CGD 223. Offered on-campus.
- CGD 324 3-D Animation I** 3 Credits
This course will familiarize students with the basics principles and theory of primitive animation using Alias Maya. Students will be exposed to a greater level of function using Maya's animation tools and functions including such things as key framing, blend-shapes, motion paths, deformers, and set-driven key. Much of the class revolves around tutorials, in-class demonstrations, group critiques, and larger project assignments. Prerequisite: ART 110 and CGD 223 or permission of instructor. Offered on-campus.
- CGD 325 3-D Animation II** 3 Credits
This course will familiarize students with character animation using Alias Maya. Students will be exposed to a greater level of function using Maya's animation tools and utilities. Animation will primarily focus on motion based character animation. Students will focus on mastering the concepts of weight, timing, and body mechanics in regards to creating realistic character driven animation. Much of the class revolves around tutorials, in class demonstrations, group critiques, and larger project assignments. Prerequisites: CGD 221 and CGD 324. Offered on-campus.
- CGD 326 3-D Dynamics** 3 Credits
Students will learn the basics of 3-D dynamics in Alias Maya. Rudiments of fundamental principles of dynamics in 3-D space are covered including rigid bodies, soft bodies, particle systems, and MEL. Much of the class revolves around tutorials, in-class demonstrations, group critiques, and larger project assignments. Prerequisite: CGD 223. Offered on-campus.
- CGD 327 Advanced 3-D Seminar I** 3 Credits
This course will focus on honing students' individual skills in 3-D computer graphics. Each student will choose a concentration in 3-D computer graphics (e.g., modeling, animation, special effects, etc.) and produce a 3-D computer graphic film. Coursework will include script writing, storyboarding, group discussions and critiques, and full production of the student's own 3-D film to be screened at the end of the semester. Prerequisites: CGD 220, CGD 223, CGD 324, and CGD 325. Offered on-campus.
- CGD 330 Digital Still Imaging** 3 Credits
An exploration of the impact of digital technology on the process of creating still images. Current hardware and software will be utilized to create and manipulate images and to prepare them for publication or multimedia use. Creative and ethical aspects of this technology will also be examined. Prerequisite: ART 215 or permission of the instructor. Offered on-campus.
- CGD 331 Digital Video & Audio** 3 Credits
A course in the creation of digital imagery and sound for multimedia productions including capturing digital still camera images, creating digital videos, and recording and shaping sounds. This course uses traditional analog audio/video devices as well as digital synthesis to edit, shape, and manipulate imagery and sound with computer software. Projects include making music videos and short films. Prerequisites: Fulfillment of the General Education Information Technology competency and ART 110. Offered on-campus.
- CGD 332 Multimedia Authoring** 3 Credits
Multimedia authoring is the incorporation of animation, video, still imaging, and audio elements into interactive entertainment, informational, promotional, or educational productions for CD-ROM and the Web. Prerequisite: CGD 217. Offered on-campus.
- CGD 340 Print Production** 3 Credits
This course covers the proper procedures for creating print-ready files in both native and prescript formats. Students will study the technological innovations in the printing procedures. Prerequisites: CGD 303 and CGD 330. (Cross-listed as JRN 340.) Offered on-campus.
- CGD 344 Computer Graphics Practicum** 1-2 Credits
Prospective Computer Graphic Design majors function under the tutelage of professionals in graphics communication, public relations, and other related entities. Students complete 52 hours in a professional work environment, provide evidence of learning

COURSE DESCRIPTIONS

through a written journal, and keep an up-to-date time sheet.
Prerequisite: Junior or senior standing with cumulative GPA of 2.7 and permission of the supervising faculty member. Offered on-campus.

CGD 353 Dynamic Publishing 3 Credits

This course introduces students to the basic concepts of dynamic media, interactive Websites, video games, advertising, and issues involved in generating and delivering content dynamically. Students will evaluate the effectiveness of dynamic media with regard to usability and accessibility for different audiences. Recommended prerequisites: CGD 221 and fulfillment of the General Education Information Technology competency. Offered on-campus.

CGD 360 Digital Texturing & Lighting 3 Credits

This course introduces the fundamental concepts, terminology and techniques of computer-generated 3D texturing and lighting. Students will create and apply textures to 3D objects, as well as work with concepts and techniques that will be used to create realistic objects and scenes. Students will explore the use of Photoshop and other software tools to create texture sources, and will work to create various real-world lighting effects, textures, texture maps, and lighting schemes for 3D objects. Prerequisites: ART 110 and CGD 223. Offered on-campus.

CGD 392 IS Internship 3 Credits

Internships are designed to open new career paths, foster personal growth, and expose the student to practical computer projects or programs. Participants in the program are responsible for completing real projects typical of those assigned to computer technology graduates in entry-level positions. Every effort is made to place interns in positions that match their primary career interests, although this cannot be guaranteed. A minimum of 150 hours is devoted to the internship. Application must be made through an advisor eight weeks in advance of the regular fall or spring registration. Prerequisites: Senior standing; completion of courses applicable to the internship work; 3.00 cumulative GPA; 3.00 GPA in computer graphics design, management information systems, or computer science/math; and permission of the Internship Committee. Offered on-campus.

CGD 405 Advanced Web Publishing 3 Credits

Employ web-programming software and techniques to develop an on-line presence for a business. Topics will include the use of XHTML forms, web-site behavior and presentation using CCS, PHP and JavaScript scripting languages, rules for database development, and use MySQL to develop that database. Prerequisites: CGD 253, BUS 352, INF 247, and INF 322. Offered on-campus.

CGD 427 Advanced 3-D Seminar II 3 Credits

This is the second of a two-part class where students focus on specific areas of interest in 3-D animation by making a film. Students will continue work on their films already in production. In addition, students will develop a demo reel for submission to future employers. At the end of the course, students will screen their films to the staff and to the student body of Ashford University. Prerequisite: CGD 327. Offered on-campus.

CGD 432 3-D Animation III 3 Credits

This course will familiarize students with character animation using Alias Maya. Students will be exposed to a greater level of function using Maya's animation tools and utilities. Animation will primarily focus on acting, dialogue driven animated performances. Much of the class revolves around tutorials, in class demonstrations, group critiques, and larger project assignments. Prerequisites: CGD 324 and CGD 325. Offered on-campus.

CGD 497 3D Seminar 3 Credits

This course will focus on honing students' skills in 3-D computer graphics. Each student will choose a concentration for the course (e.g., modeling, animation, special effects, texturing, etc.), and produce a portfolio quality project based on their chosen focus. The goal of this course is to strengthen the student's portfolio of work in their desired focus and encourage specialization in their preferred areas of interest. Prerequisites: CGD 223, CGD 324, and CGD 326. Offered on-campus.

CHE Chemistry

CHE 108 Introductory Environmental Chemistry 4 Credits

This course will cover chemical concepts and principles in the context of real-world societal issues such as air pollution, water pollution, acid rain, and global warming. The course includes three lectures and one laboratory session weekly. (Cross-listed as ENV 108.) F or S Offered on-campus.

CHE 151 General Chemistry I 4 Credits

An introduction to modern inorganic chemistry including the study of structure and bonding patterns of the elements, stoichiometry, physical and chemical properties of matter and solutions. Laboratory exercises reinforce principles covered in lecture. Three lectures and one three-hour laboratory weekly. Prerequisite: Fulfillment of the General Education Mathematical competency (MAT 225 or equivalent) F Offered on-campus.

CHE 152 General Chemistry II 4 Credits

A continuation of General Chemistry 151. Topics include kinetics, equilibrium, thermodynamics, electrochemistry, and nuclear chemistry. Three lectures and one three-hour laboratory weekly. Prerequisites: Successful completion of CHE 151 or equivalent and Fulfillment of the General Education Mathematical competency (MAT 225 or equivalent) S Offered on-campus.

CHE 203 Demonstrations for Teachers 3 Credits

Provides an opportunity for teachers to perform practical chemistry demonstrations and to review fundamental chemical principles and fundamental safety procedures. These demonstrations are suitable for incorporation into the physical, biological, and earth science curricula. If appropriate, applications to the teacher side of laboratories will be explored. This course includes two lectures weekly. Prerequisite: Successful completion of Science Requirement. (Not offered every year) Offered on-campus.

CHE 204 Chemical Problems (Mu Sigma Eta) 1 Credit

Undergraduate seminar to study selected chemical problems and to undertake research and literature searches in the area. Admission by invitation only. F or S Offered on-campus.

CHE 222 Science Division Internship 0.5-1 Credit

A student can earn one-half credit hour of credit per semester up to a maximum of 4 credit hours toward a degree through participation in an internship in a divisional activity such as lab assistant or tutor. Grading will be on a Pass/Fail basis. Prerequisite: Permission of the instructor. F or S Offered on-campus.

CHE 301 Organic Chemistry I 5 Credits

A study of aliphatic and aromatic hydrocarbons and the functional derivation of these organic compounds with emphasis on nomenclature, reaction mechanisms, and stereochemistry. Laboratory includes instruction in physical methods of analysis

and synthesis of organic compounds. Three lectures and four hours of laboratory weekly. Prerequisite: Successful completion of CHE 152 or equivalent and fulfillment of the General Education Mathematical competency (MAT 225 or equivalent) F Offered on-campus.

CHE 302 Organic Chemistry II 5 Credits

A study of aliphatic and aromatic hydrocarbons and the functional derivation of these organic compounds with emphasis on nomenclature, reaction mechanisms, and stereochemistry. Laboratory includes instruction in physical methods of analysis and synthesis of organic compounds. Course content is a continuation of CHE 301. Three lectures and four hours of laboratory weekly. Prerequisites: Successful completion of CHE 301 or equivalent, and fulfillment of the General Education Mathematical competency (MAT 225 or equivalent). S Offered on-campus.

CHE 306 Environmental Chemistry 4 Credits

This course will cover chemical concepts and principles of air, water and soils pollution and the analytical analysis of their impacts. The course includes three lectures and one laboratory session weekly. Prerequisites: Fulfillment of the General Education Mathematical competency (MAT 225 or equivalent) and successful completion of CHE 152 or equivalent (Cross-listed as ENV 306). (Not offered every year) Offered on-campus.

CHE 313 Nuclear Chemistry 3 Credits

An introductory course in the applications of radionuclide's in chemistry. Key topics include principles of radioactive decay, interactions of radiation with matter, radiation detectors, radioactive tracers, nuclear methods of analysis, and sources of radioactive materials. Three lectures weekly. Prerequisites: Successful completion of both CHE 152 (or equivalent) and MAT 227 (or equivalent). S Offered on-campus.

CHE 315 Quantitative Chemistry 4 Credits

This course explores the theory and practice of chemical analysis and basic laboratory instrumental analysis, with emphasis given to gravimetric and volumetric techniques. Laboratory experience with basic quantitative techniques, including statistical methods of data analysis, is included. Lecture, discussion, and four hours of laboratory weekly. Prerequisites: Successful completion of CHE 152 or equivalent and fulfillment of the General Education Mathematical competency (MAT 228 recommended). F Offered on-campus.

CHE 318 Introduction to Biochemistry 3 credits

The chemistry, nutrition and metabolism of biological systems. This course is an introduction to the chemistry of biological systems that covers such topics as the structure, organization, function and regulation of enzymes, macro-molecules and other proteins, carbohydrates, lipids, vitamins and nucleic acids. The course introduces metabolic pathways and bioenergetics, including glycolysis and photosynthesis, fermentation and respiration, and oxidation of fatty acids. Lecture only. Prerequisite: CHE 301. Offered on-campus.

CHE 322 Internship 1-6 Credits

The student must devote 50 hours for each credit hour of normally non-remunerative work in an off-site laboratory environment such as an industrial or medical laboratory to learn the use and applications of specialized laboratory equipment. Prerequisites: Successful completion of CHE 152 or equivalent, Junior standing, approval by a supervising faculty member, and a cumulative grade point average of 3.00. F or S Offered on-campus.

CHE 355 Biochemistry of Metabolism 4 Credits

The chemical and biological foundations of metabolism. This course surveys the major metabolic pathways of carbohydrates, lipids, and amino acids, including glycolysis, photosynthesis, beta-oxidation, oxidative phosphorylation, and the urea cycle. Within this context, key concepts such as structure-function relationships, enzyme kinetics, regulation, signal transduction, and bioenergetics are explored. Part of a two-semester sequence that includes BIO 356. Lecture and lab. Prerequisites: BIO 103 and CHE 301. Offered on-campus.

COM Communications

COM 200 Interpersonal Communication 3 Credits

This course is designed to aid students in understanding the dynamics of interpersonal relationships. Verbal and nonverbal communication patterns between people in personal, social, academic, and professional settings will be examined, and the nature of those interactions will be evaluated using contemporary communication theory. The course will enable students to identify their interpersonal communication behaviors and to more critically evaluate their own oral communication and that of others. A primary goal of the course is to improve the quality of students' communication in their personal and professional relationships. Offered online.

COM 321 Communication Theory 3 Credits

This course examines theoretical perspectives and research findings concerning human communication. Students will examine classic approaches and new theories and research in interpersonal, group, organizational, and public communication. They will analyze and critique these theories and research findings and assess the impact of technology on communication patterns. Relationship stages, theories, and contemporary views of "family" are examined, as well as the impact of family, culture, and gender on communication patterns. Types of groups and organizations are identified, as well as concepts of power and interaction in group, organizational, and public settings. In this class, students will also have an opportunity to examine the practical implications of these concepts in building their own communication skills. Offered online and on-campus.

COM 323 Persuasion & Argumentation 3 Credits

Students will learn critical thinking methods to enable them to analyze and evaluate arguments and understand which contribute to effective and non-effective persuasion. They will formulate persuasive arguments and learn to deliver those arguments effectively, both in oral and written forms. This course examines the purpose and function of research in supporting elements of argument and persuasion and the need to understand receiver variables. Offered online.

COM 325 Communication & Conflict 3 Credits

The course provides students with conflict resolution techniques through communication. Students will analyze the purpose of conflict, learn to work with difficult people, and understand communication as a significant factor in the development, management, and resolution of conflict at the interpersonal, small group, organization, and societal levels. Offered online.

COM 340 Technical Writing 3 Credits

This course provides students with technical writing concepts and principles and the skills necessary to compose effective technical documents for a broad range of professions. Emphasis is placed on making complex and technical information understandable to a variety of audiences. Students will explore types of technical documents and the specific techniques applicable to technical

COURSE DESCRIPTIONS

writing such as outlines, abstracts, definition, and classification strategies. They will have an opportunity to apply their knowledge by writing a process or mechanism description, a proposal/recommendation report, and a detailed instruction for performing a task or operation. Offered online.

COM 345 Media Writing for Communication 3 Credits

This course is an introduction to the process of writing for varied media. Emphasis is on gathering information, writing styles, editing, and organization of written communication. Offered online.

COM 352 Environmental Communication 3 Credits

In this course, students will examine the environment through the lens of communication. Communication about the environment shapes how we think about it, value it, and treat it. Sites of academic exploration include public controversies, political debates, educational campaigns, green marketing, environmental journalism, risk communication, public relations about environmental issues, green marketing, the environment in popular culture, and public participation in environmental decision making. Theories about the impact of environmental communication are balanced with historical and contemporary case studies. Prerequisite: SPE 103 or equivalent. Offered on-campus.

COM 357 Political Communication 3 Credits

This course guides students through an academic exploration of the role of communication in politics. Areas of study may include examinations of political rhetoric, public speech, legislation, media, ideologies, lobbying, policy decision-making, campaigns, and social movement. Theories about political communication are balanced with historical cases and contemporary communicative practices. (Equivalent to POL 357.) Prerequisite: SPE 103 or equivalent. Offered on-campus.

COM 360 Advanced Communications in Society 3 Credits

This course integrates the use of advanced communication techniques into a variety of contexts shaped by socially and culturally-constructed distinctions between and among individuals and groups. Topics include intercultural, multicultural, international, and inter-gender communications. Offered online.

COM 425 Communication in Organizations 3 Credits

This course investigates the role of communication in creating an effective and ethical organizational environment. Students will be assisted in developing and strengthening such communication skills as self-awareness, intrapersonal efficacy, interpersonal competence, and leadership and team skills. Offered online and on-campus.

COM 480 Communication Studies Capstone 3 Credits

This course is a summative compilation of representative work from each course in the program. Students will create an electronic portfolio containing the assignments completed throughout the program to demonstrate professional achievement. Students will complete a comprehensive research project on a selected career field. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

CRJ Criminal Justice

CRJ 201 Introduction to Criminal Justice 3 Credits

This course involves an analysis of the criminal justice system

focusing on the police, courts, and corrections. Offered online and on-campus.

CRJ 301 Juvenile Justice 3 Credits

This course describes prevalent patterns of juvenile delinquency, relates these patterns to theories of child and adolescent development, and examines various theories pertaining to the causes of criminal behavior among juveniles. In addition, the course surveys the roles of police, courts, and delinquency intervention programs in the administration of juvenile justice. Emphasis will be given to strategies of prevention and early intervention. Offered online and on-campus.

CRJ 303 Corrections 3 Credits

An analysis of correctional procedures and institutions, especially jails, prisons, parole, and probation is the focus of this course. Other topics include inmate subcultures, rehabilitation, and prisonization. Offered online and on-campus.

CRJ 304 Police Operations 3 Credits

This course examines the risks, responsibilities, issues, and trends related to contemporary law enforcement organizations. It also provides an in-depth look at community policing, policing in selected foreign countries, stress recognition and management, civil liability, public expectations, and police careers. Offered on-campus.

CRJ 305 Crime Prevention 3 Credits

This course explores strategies of crime prevention including programs designed to reduce opportunities to commit crime, programs to alleviate demoralizing community social and economic conditions that foster criminal behavior, programs to improve police/community cooperation, and programs to educate young people as to likely consequences of criminal behavior. Offered online and on-campus.

CRJ 306 Criminal Law & Procedure 3 Credits

A survey of constitutional rights, police compliance to constitutional rights, and constitutional amendments that specifically apply to the individual. The course examines the application of these rights in the enforcement, investigation, and adjudication of specific crimes. Offered online and on-campus.

CRJ 308 Psychology of Criminal Behavior 3 Credits

Psychology of Criminal Behavior is an integrated course applying the research and methodology of psychology and sociology to the understanding of criminal conduct. Theories of psychology are explored including biological, developmental, cognitive, social learning, and psychoanalytic. The sociological concepts of social process and structure, social control, and social conflict are introduced. Offered online and on-campus.

CRJ 311 Forensics 3 Credits

Forensic science applies scientific methodology to crime scene investigation and crime solving. This course analyzes techniques of crime scene investigation and the lawful gathering of evidence. Emphasis is placed upon the Federal Rules of Evidence, including the admissibility of physical evidence at trial, as well as the role of forensic science in the criminal justice system and the identification, collection, and preservation of physical evidence (chain of custody issues). Offered online and on-campus.

CRJ 320 Families & Domestic Violence 3 Credits

This course looks at the growing issues of domestic violence, child abuse, child neglect, and dependent adult abuse. This course will

look at the theories as to why these issues are occurring, how social service agencies and the criminal justice system are working together to deal with these issues, and how the media is used to discourage these issues. The intent of this course is to show students the problem, the causes, and some solutions to the issue of family and domestic violence. Offered on-campus.

CRJ 420 Criminal Justice Practicum 3 Credits
Students apply the skills and knowledge learned from the criminal justice curriculum in a work environment. Performance of 150 hours of normally non-remunerative work in a criminal justice setting under faculty supervision is required. Approval of the supervising faculty member and a cumulative grade point average of 2.75 are required. Prerequisite: Senior standing. Offered on-campus.

CRJ 422 Criminal Justice Capstone 3 Credits
Students will review all learning objectives achieved throughout previous coursework and develop a comprehensive, focused study of a modern criminal justice issue while applying solutions and predictions for future trends in criminal and social justice. Successful students will focus on the pragmatic application of principles and theories that guide criminal justice practice in the United States. Prerequisite: Successful completion of the General Education Capstone course. Offered online and on-campus.

CRJ 433 Principle & Theory of Security Issues 3 Credits
This course outlines the principles and topics relevant to business and organizational security management. Students gain understanding of established management functions, including the role of the Chief Security Officer. Various facets of physical, personnel, and information security are studied, as well as aspects of loss prevention and the protection of assets. Offered online.

CRJ 435 Evaluation of Security Programs 3 Credits
This course examines industry standards and practices and methods of determining the adequacy of security management programs. It also explores the concepts of legal liability, management structures and techniques, and their impact on security operations. Offered online.

CRJ 437 Contemporary Issues in Security Management 3 Credits
This course focuses on the current topics in security management such as substance abuse, violence, adjudication and reconsideration reviews, security countermeasures, case management, use of examinations such as polygraphs, report writing, international commercial sales, and media relations. The role of the security manager in personnel management, security planning, organizational communication, recruitment, retention, training and development, and management of contracts are also examined. Offered online.

CRJ 439 Security Administration 3 Credits
This course focuses on the real world applications for security managers. Staff selection and employee screening are discussed, as well as daily operating procedures, guard operations, securing information systems, and investigations are discussed. Students will be introduced to current topics in workplace violence, managing change, security awareness training, and physical security. Offered online.

CRJ 441 Homeland Defense 3 Credits
This course will examine the boundaries of the national security mission by evaluating the threats, actors, and organizational structures and resources affecting the security of the United States. Offered online.

CRJ 443 Intelligence & Homeland Security 3 Credits
This course examines the relationship between intelligence and homeland security strategy during the 20th century with emphasis placed on the Cold War. Using a case study approach, students will analyze past and present national security issues from an intelligence perspective. Offered online.

CRJ 445 Consequence Management: Terrorism Preparation & Response 3 Credits
This course addresses the potential results of nuclear, biological, and chemical warfare and incidents. Topics include public health consequences, emergency planning and response measures, detection and management technologies, and vulnerabilities. Course objectives include examination of the historical uses of chemical and biological weapons and the impacts of chemical and biological weapons. Offered online.

CRJ 447 Homeland Security Organization 3 Credits
Students will examine federal, state, local, private, and other organizational structures involved in homeland security. The course focuses on development of homeland security from early to modern times with an emphasis on the emerging homeland security structure and culture. Offered online.

CRJ 451 Homicide Investigation & Evidence Gathering 3 Credits
This course provides students with the skills and knowledge necessary for the resolution of homicide investigations. A historical overview is provided and current topics are explored. Topics include criminal behavior, the role of the crime laboratory, DNA testing, and medical/legal causes of death. Students will also be introduced to policies and procedures for evaluating and gathering evidence, with attention to blood stain and physical evidence and the impact of physical force on bodies and objects. Offered online.

CRJ 453 Criminal Profiling 3 Credits
This course defines the motivators and environmental influences leading to criminal behavior, as well as the patterns of offending. Students are introduced to profiling approaches and techniques and their relationship to crime solving. Offered online.

CRJ 455 Criminal Law 3 Credits
This course provides an in-depth analysis of criminal law. The principles of criminal liability are emphasized as well as the actions, mental state, and circumstances that are common to individuals committing crimes against society, persons, or to property. Offered online.

CRJ 457 Forensic Evidence & the Law 3 Credits
Students are exposed to the historical and contemporary contexts in which arguments are made about the quality of forensic evidence and the legal burden of proof in criminal litigation. Methods and strategies for the gathering, analyzing, and application of forensic evidence are discussed. This course examines the principles and practices of crime scene investigation as well as the procedures for the collection, preservation, documentation, and analysis of physical evidence. Offered online.

CRJ 461 Corrections Administration & Management 3 Credits
This course evaluates and develops the competencies necessary in corrections management and administration at all levels. Topics include strategic planning, risk assessment, effective leadership strategies, and current issues in corrections management. Students gain an understanding of the structure of the correctional facility as an organization. Ethical, legal, and social implications of

COURSE DESCRIPTIONS

corrections administration are discussed in detail. Offered online and on-campus.

CRJ 463 Contemporary Corrections Issues 3 Credits

This course focuses on a broad range of contemporary concerns and topics in criminal justice such as racism in sentencing, racial profiling, police use of deadly force, national drug control policy, community policing, court authorized electronic intercepts, and prosecutorial discretion. Students will research current criminal justice issues and make analytical observations using concepts and methodologies learned in the class. Offered online and on-campus.

CRJ 465 Corrections & Incarceration 3 Credits

This course examines approaches of correctional facilities and provides an overview of historic and contemporary philosophies and practices in the American Penal System. Treatment programs, prisoners' rights, intermediate sanctions, and intuitional management are among the topics discussed, as well as correctional issues pertaining to race/ethnicity and women. Offered online and on-campus.

CRJ 467 Probation & Parole 3 Credits

The purpose and procedures pertaining to probation and parole are analyzed in this course. Topics include pre-sentence investigation, supervision of probationers, parole administration and services, treatment theory, juvenile services, and parole officers. Students are introduced to such new concepts as community-based corrections, the justice model, and determinate sentencing and their impact on traditional policy and practice. Offered online and on-campus.

DRA Drama

DRA 100 Theater Production 1 Credit

This course is designed for students who participate in fall or spring theatrical productions. Students can earn one credit hour per semester, up to a maximum of 4 credit hours toward a degree. Pass/Fail. Offered on-campus.

DRA 201 Acting & Directing 3 Credits

This course will examine basic techniques and methods for acting in and directing a play, and how to engage in the creative process concerning bringing a theatrical piece to life, whether it be a monologue, a scene or a full production. Participating students are encouraged to be involved in the campus theater production occurring during the semester. Offered on-campus.

DRA 202 Introduction to Theatrical Design 3 Credits

This course introduces students to the technical aspects of theater, including lighting design, costume design, set design, stage management and other areas necessary in mounting a successful theater production. Participating students are encouraged to be involved in the campus theater production occurring during the semester. Offered on-campus.

ECE Early Childhood Education

ECE 101 Introduction to Early Childhood Education 3 Credits

This course provides an overview of the field of early childhood education including history, philosophy, advocacy, public policy, issues, trends, and careers. This course includes 10 hours of observation in an early childhood environment for on-campus endorsement. Offered online and on-campus.

ECE 201 Introduction to Early Childhood Behavior Management 3 Credits

This course will address age appropriate behavior expectations for classrooms and ideas for supporting student learning. Motivation theory, positive reinforcement and behavior support plans will be covered. Major theories of behavior will be considered as they relate to educational settings. Offered online.

ECE 203 Introduction to Curriculum & Instruction for the Early Childhood Classroom 3 Credits

Designing and implementing effective instruction for young children is not a simple task. Students will learn the theory behind various instructional strategies to support student engagement and learning. Curriculum design and planning as well as assessment of student learning will be supported through this course. Offered online and on-campus.

ECE 205 Introduction to Child Development 3 Credits

Introduction to Child Development provides an overview of child development from birth to age eight. This course is designed to provide students with the opportunity to explore the various theories of child development. In addition, developmental milestones and developmental domains will be explored at each of the stages of child development. Factors that influence child development will be examined and ways to support development will be discussed. Students will examine strategies and environments that promote development. Offered online and on-campus.

ECE 212/312 Administration of Early Childhood Education Programs 3 Credits

This course focuses on the development and implementation of early childhood programs for a variety of age groups and purposes. Specifically, curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures and state guidelines/regulations are addressed as are the skills and competencies to implement the above. Must be taken concurrently with one of the ECE practica for the on-campus endorsement. ECE 212 offered on-campus. ECE 312 offered online.

ECE 213/313 Collaboration with Parents & Community 3 Credits

Factors that promote effective communication and collaboration with parents of babies and preschool-aged children, families and community resources are considered in this course. ECE 213 offered on-campus. ECE 313 offered online.

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.

ECE 222/335 Children's Literature 3 Credits

Students learn how to select and use children's books and other media relating to physical, cognitive, emotional, and social development of babies and preschool-aged children. ECE 222 offered on-campus. ECE 335 offered online.

ECE 311 Early Childhood Curriculum & Methods 3 Credits

This course focuses on curriculum development in early childhood and teaching strategies with a developmentally appropriate approach. Students will prepare curriculum and practice teaching strategies which illustrate the characteristics of play and

creativity. The guidance of young children to include behavior management and creating positive learning environments will also be emphasized. Must be taken concurrently with one of the ECE practica for the on-campus endorsement. Offered online and on-campus.

ECE 315 Language

Development in Young Children 3 Credits

This course provides an introduction to the developmental stages of language acquisition in young children from birth to the age of 6. The focus of the course is on the facilitation of language acquisition in young children. Must be taken concurrently with one of the ECE practica for the on-campus endorsement. Offered online and on-campus.

ECE 316 Practicum—Infant/Toddler 1 Credit

A 30 clock hour practicum with infants and toddlers. Offered on-campus.

ECE 317 Practicum—Pre-K 1 Credit

A 30 clock hour practicum with children from 3-6 years of age in a preschool. Offered on-campus.

ECE 318 Practicum—K 1 Credit

A 30 clock hour practicum in a kindergarten classroom. Offered on-campus.

ECE 332 Child Development 3 Credits

This course provides a basic introduction to the nature of human growth and development as it occurs from conception through early childhood. Students learn about motor, cognitive, social, emotional, moral, aesthetic, and language development in early childhood. Offered online.

ECE 341 Social & Emotional Growth of Infants & Toddlers 3 Credits

Social-emotional development including the management of emotions and the ability to establish positive relationships with others will be covered in this course. Students will learn the important elements in a childcare setting that support healthy social, emotional, and behavioral adjustment in infants and toddlers. Offered online.

ECE 343 Quality Care Environments for Infants & Toddlers 3 Credits

Students will learn both theory and application of why and how to set up, arrange and change early childhood learning environments to effectively meet the developmental needs of very young children. The role of the teacher, the importance of the environment, design principles, health and safety will be covered in this course. Offered online.

ECE 345 Infant & Toddler Learning & Development 3 Credits

Emphasis will be placed on effective activities and practices to promote language development, cognitive development and motor skill development in young children. Sensory, music and movement development will also be covered in this course. Appropriate behavior teaching and coaching for infants, toddlers and two year olds will be discussed. Offered online.

ECE 347 Culture, Family & Childcare 3 Credits

This course will increase the students expertise and understanding

of all the components that must work together to create an effective childcare setting in which all children can thrive. Elements to be covered in the planning of a childcare environment include discipline and behavior management as well as consideration of the child's developmental level, the family and cultural context. Offered online.

ECE 351 Play & Learning for the Young Child 3 Credits

This course will explore the critical role that play has in the development of young children. Students will study the major theorists and their ideas on the role of play in learning. Various forms of play will be reviewed and the benefits of each type of play activity discussed. Ideas for implementing play and centers into an early childhood setting will be shared. Offered online.

ECE 353 Cognitive Development of Infants & Young Children 3 Credits

Gain knowledge of cognitive and brain development in children from birth to eight years of age. The variations in rates of cognitive development and the impact on development in other areas will be explored throughout the course. Students will apply this knowledge to designing programs to meet the needs of children with varying needs and abilities. Offered online.

ECE 354 Assessment & Intervention During Early Childhood 3 Credits

This course explores the issues around early assessment and intervention with young children. Specific developmental concerns will be identified and intervention programs will be examined. Offered online.

ECE 355 Understanding Behavior & Family Dynamics 3 Credits

This course explores developmental theory and the relationship to the socialization and education of young children in child rearing, caring, and education. Special emphasis will be placed upon exploring how the child is viewed in the context of his or her family and the community at large. Offered online.

ECE 405 Children & Families in a Diverse Society 3 Credits

This course will provide a clear and practical introduction to multicultural and anti-bias issues, and aid students in developing culturally relevant methods in working with children and families in early childhood settings. Offered online.

ECE 419 Student Teaching in Pre-K 4 Credits

Students observe and teach full days under the guidance of a University supervisor and a cooperating practitioner. They will spend 4 to 8 weeks in a Pre-K classroom to meet licensure guidelines. Prerequisite: Admission into the Student Teaching Semester. F/S Offered on-campus.

ECE 420 Student Teaching in K 8 Credits

Students observe and teach full days under the guidance of a University supervisor and a cooperating practitioner. They will spend 8 weeks in a Kindergarten classroom. Prerequisite: Admission into the Student Teaching Semester. F/S Offered on-campus.

ECE 430 Early Childhood Education Capstone 3 Credits

This is the capstone course for the Early Childhood Education and the Early Childhood Education Administration Major, to

COURSE DESCRIPTIONS

be taken at the completion of the major courses. This course provides students with the opportunity to integrate and apply their learning from the course of study for Early Childhood Education in a comprehensive manner. Students will reflect on the courses taken and develop an understanding on the National Association for the Education of Young Children (NAEYC) and the National Council for Accreditation of Teacher Education (NCATE) standards, developmentally appropriate practices based upon child development research, center-based curriculum and professionalism. This course will culminate with a comprehensive final project that integrates the student learning throughout the program as well as a final exam that covers the program learning outcomes. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

ECE 497 Child Development Capstone 3 Credits

The capstone course is designed to be taken at the completion of all courses in this area of study. This capstone course will bring together information regarding advocacy and legislation for children and families and ways that this shapes children's experiences and opportunities. Students will have the opportunity to integrate and apply their learning from the course of study in the Child Development major in a comprehensive manner. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

ECE 601 Introduction to Early Childhood Education 3 Credits

This course provides an overview of the field of early childhood education including history, philosophy, advocacy, public policy, issues, trends, and careers. Offered online.

ECE 605 Children & Families in a Diverse Society 3 Credits

This course will provide a clear and practical introduction to multicultural and anti-bias issues and will aid students in developing culturally relevant methods in working with children and families in early childhood settings. Offered online.

ECE 611 Early Childhood Curriculum & Methods 3 Credits

This course focuses on curriculum development in early childhood and teaching strategies with a developmentally appropriate approach. Students will prepare curriculum and practice teaching strategies which illustrate the characteristics of play and creativity. The guidance of young children to include behavior management and creating positive learning environments will also be emphasized. Offered online.

ECE 612 Administration of Early Childhood Education 3 Credits

This course focuses on the development and implementation of early childhood programs for a variety of age groups and purposes. Specifically, curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures and state guidelines/regulations are addressed as are the skills and competencies to implement the above. Offered online.

ECE 623 Collaboration with Parents & Community 3 Credits

Factors that promote effective communication and collaboration with parents of babies and preschool-aged children, families and community resources are considered in this course. Offered online.

ECE 625 Family & Community Engagement 3 Credits

This course focuses on factors that promote effective engagement with families of infants, toddlers and preschool-aged children, and the impact of this relationship on young children's development, learning and behavior. Integration of concepts with best practice in early care and education, as well as family context and community resources are considered in this course. Offered online.

ECE 630 Language, Physical & Social Development in Young Children 3 Credits

This course provides an introduction to the developmental stages of language acquisition, physical and social development in young children from birth to 6. The focus of the course is on the specific developmental milestones in young children. Offered online.

ECE 653 Cognitive Development of Infants & Young Children 3 Credits

This course deals with theories regarding cognitive development in children from birth to eight years of age including knowledge resulting from brain research. The relationship between the rate of cognitive development and overall development will be explored throughout the course. Students will apply this knowledge to design programs to meet the needs of children with varying needs and abilities. Offered online.

ECE 654 Assessment & Intervention in Early Childhood 3 Credits

This course explores the issues around early assessment and intervention with young children. Specific developmental concerns will be identified and intervention programs will be examined. Offered online.

ECO Economics

ECO 100 Survey of Contemporary Economic Issues 3 Credits

Contemporary economic issues are discussed and relevant economic theory is introduced throughout this course of study. The economic theories of supply and demand, competitive markets, and price elasticity are explored. Offered online.

ECO 203 Principles of Macroeconomics 3 Credits

Introduction to national income determination and the equilibrium level of output and employment. Monetary and fiscal policies as well as open economy issues are discussed. Recommended prerequisites: Fulfillment of the General Education Critical Thinking competency and Information Technology competency. Offered online and on-campus.

ECO 204 Principles of Microeconomics 3 Credits

Introduction to the theory of consumer equilibrium, market structure, and wage determination. Recommended prerequisites: Fulfillment of the General Education Critical Thinking competency, Mathematical competency, and Information Technology competency. (Equivalent to ECO 308). Offered online and on-campus.

ECO 308 Economics for Managers 3 Credits

This course will provide a survey of the field of economics as it relates to effective management. The course is designed to provide a basic understanding of the principles, concepts, and operational aspects of our economic system. (Equivalent to ECO 204). Offered online.

ECO 316 Financial Institutions & Markets 3 Credits
A study of money and capital markets concentrating on interest rate determination, the major public and private financial institutions in the U.S. economy, and the major types of financial instruments including bonds, equities, and derivative instruments. Prerequisite: ECO 100 or ECO 203. (Cross-listed as BUS 316.) F Offered online and on-campus.

ECO 317 Money & Banking 3 Credits
The nature and function of the commercial banking system, the Federal Reserve System, and the role of money and monetary policy in the national economy. Prerequisite: ECO 100 or ECO 203. (Alternate years) F Offered on-campus.

ECO 320 International Economics 3 Credits
This course will focus on the environment of firms with particular emphasis on economic variables such as GNP, inflation, interest rates, exchange rates and international trade. Offered online and on-campus (on-campus in alternate years).

ECO 342 Principles of Econometrics 3 Credits
This course introduces students to multiple regression methods for analyzing data in economics and related disciplines. The mathematics of econometrics will be introduced only as needed and will not be a central focus. Prerequisites: BUS 308 or MAT 332, and fulfillment of the General Education Mathematical competency. Offered online.

ECO 406 Business Cycles & Growth 3 Credits
Topics include analysis of economic fluctuations and their impact on corporations and consumers; different explanations for business cycles; monetary and fiscal policy for stabilizing economic fluctuations; effects of public debt, investment, employment and trade policy on economic growth. Prerequisite: ECO 203. Offered online and on-campus.

EDU Education

EDU Prefix - Core courses required for Elementary and/or Secondary Education. ESE 325 and ESE 315 are also core courses.

EDU 108 Introduction to Policy & Education 3 Credits
This course examines the theory, analysis, development and implementation of educational policy. It will explore the reasons for change in educational policy, ways to track its' evolution, and manners in which educational policy may be influenced. The history of educational policy will also be explored. Offered online.

EDU 120 Principles of Instructional Design 3 Credits
This introductory course will cover learning theories including behaviorist, cognitive, constructivist and social learning as well as examine their relationship to instructional practices and course design. Basic principles and vocabulary for e-learning will be introduced. Additional topics covered will include factors that influence learning including motivation, learner engagement and learning styles. Students will begin to identify learning outcomes that can be addressed in an e-learning setting. Offered online.

EDU 200 Introduction to Education & Field Experience 1 Credit
During the one-hour seminar held each week, students are introduced to basic concepts of curriculum, teaching methodology, and cooperative learning. Within the weekly field experience component (25 hours per semester), students participate in

classrooms of local schools under the direction of experienced teachers. Placements for field experience are made in preschools, elementary classrooms, or secondary classrooms, depending on the University student's area of focus. Prerequisite: Concurrent enrollment or prior successful completion of PSY 104 (with a grade of "C-" or above), a minimum overall grade point average of 2.00, or permission of the course instructor(s) and advisor. S Offered on-campus.

EDU 203 Child & Adolescent Literature 3 Credits
Students learn to select and use children's books and other media relating to the physical, cognitive, emotional, and social development of preschool, elementary, and middle school students. The course highlights popular authors. Prerequisites: PSY 104 and sophomore standing. Offered on-campus.

EDU 215 Educational Psychology 3 Credits
Students explore major psychological and sociological factors in the teaching-learning situation: principles of learning, testing and measurement, learning techniques, methods and media of instruction, classroom management, classroom/educator influences upon achievement, and criteria for evaluation. Prerequisite: PSY 104 or permission of the instructor. S. Offered on-campus.

EDU 230 Performing & Visual Arts for Elementary Teachers 3 Credits
This course examines elements of storytelling, role play, drama, dance, instrumental music, and creative arts as tools of communication and involvement for elementary students. Offered on-campus.

EDU 232 Instructional Design for E-Learning 3 Credits
Students will be introduced to a variety of instructional design strategies and address the selection of specific strategies to address learning needs in an educational or training environment. The role of needs assessment to inform design and formative evaluation to monitor instructional effectiveness will be addressed in this course. Prerequisite: EDU 120. Offered online.

EDU 235 Health and Physical Education for Elementary Teachers 2 Credits
This course examines ways to enhance the physical, mental, and social health for elementary students such as personal safety, drug education, nutrition, social interaction, communication techniques, fitness games, sports, and gymnastics leading to a healthy and active lifestyle. Offered on-campus.

EDU 250 Foundations of American Education 2 Credits
The philosophical, historical, and social foundations of American education are studied, and basic concepts of curriculum are introduced. Students explore the ethical aspects of schooling, legislation, and public policy that affect all children and families with and without disabilities and the legal aspects of education in the 21st century. Current trends and issues of the profession that may help reform and improve practice in schools are identified. Prerequisite: EDU 200, ENG 122, or permission of the instructor. Offered on-campus.

EDU 270 Principles of Education & Field Experience II 2 Credits
During the seminar sessions held twice each week, students study curriculum, lesson planning, classroom guidance and discipline, active nonviolence, etc. Within the weekly field experience component (25 hours per semester), students participate in

COURSE DESCRIPTIONS

classrooms of local schools under the direction of experienced teachers. Placements for field experiences are made in preschools, elementary classrooms, or secondary classrooms, depending on the University student's area of focus. This course must be taken at the University. Prerequisites: Successful completion of PSY 104 and EDU 200 (with a grade of "C-" or above) and completion or concurrent enrollment in EDU 250. Students must meet eligibility requirements to apply for admission to the Practitioner Preparation Program (an overall grade point average of 2.50 and a minimum grade point average of 2.70 in core education and endorsement courses) or permission of the course instructor(s) and advisor(s). Offered on-campus.

EDU 300 Internship in Education 1-8 Credits

Students take part in regularly scheduled weekly activities in area schools under the direction of a cooperating teacher. An Education professor who coordinates the school experience conducts University classroom activities. University students meet weekly with the University professor to plan activities and to document participation in the school. Variable credit, typically 28 hours of in-school contact for each college credit. Can be repeated with a change in school placement. Prerequisites: Prior consent of Academic Advisor and Dean of the College of Education before registration in the course. (Arranged Only) Offered on-campus.

EDU 301 Language Arts in the Elementary Schools 3 Credits

The curriculum and materials of teaching language arts (reading, spelling, listening, writing, speaking, viewing, and handwriting) are taught in conjunction with pedagogical methods for instruction of elementary students. Prerequisites: Admission into the Practitioner Preparation Program and concurrent enrollment in EDU 303 and EDU 305. F Offered on-campus.

EDU 303 Introduction to Reading Curriculum & Methods 3 Credits

Students analyze reading curriculum, materials, and methods to become aware of modern instructional procedures for grades K-6. Prerequisites: Admission to the Practitioner Preparation Program and concurrent enrollment in EDU 301 and EDU 305. F Offered on-campus.

EDU 304 Introduction to Education 3 Credits

This course is designed to provide students with a broad view of the various components involved in education and schools today. An introduction to current legislation and trends in education as well as curriculum standards will be covered. The complex diversity of students today, as well as assessment and accountability issues, will also be addressed. Offered online.

EDU 305 Clinical Experience: Language Arts/Reading Methods 1 Credit

Prospective teachers work directly with students in classrooms of local schools. Under the direction of experienced teachers, 30 hours are spent in the areas of reading and language arts. Students will present approximately six lessons as instructed by the classroom teacher. Prerequisites: Admission to the Practitioner Preparation Program and concurrent enrollment in EDU 301 and EDU 303. F Offered on-campus.

EDU 310 Integrating Technology in the Classroom 2 Credits

Focus on student demonstration of competency in using technology to enhance instruction at the elementary and secondary levels. Course assignments and projects require the use of productivity tools, presentation tools, digital cameras, Internet Websites, and SMART Board technologies. Among other topics

are evaluation of Websites, CD-ROMs, and copyright legalities in education. Prerequisite: EDU 270 or concurrent enrollment in EDU 270. F/S Offered on-campus.

EDU 311 Social Studies Curriculum & Methods 2 Credits

Students explore the development of basic concepts and curricula of social studies in the elementary schools and examine inquiry and problem solving as well as the thematic method of teaching social studies. A geography competency test must be satisfactorily completed by the student. Prerequisites: Admission into the Practitioner Preparation Program and concurrent enrollment in EDU 313, EDU 315, and EDU 317. S Offered on-campus.

EDU 313 Elementary Curriculum & Methods of Science 2 Credits

Students actively engage in the selection, organization, and use of curricular resources and audiovisual materials, lesson and unit planning, and the discovery method. Prerequisites: Admission to the Practitioner Preparation Program and concurrent enrollment in EDU 311, EDU 315, and EDU 317. S Offered on-campus.

EDU 315 Curriculum & Methods of Teaching Mathematics in the Elementary Schools 2 Credits

The course examines the goals, content, materials, and teaching strategies for planning and implementing a mathematics program for K-6. Prerequisites: MAT 223 or equivalent, admission into the Practitioner Preparation Program, and concurrent enrollment in EDU 311, EDU 313, and EDU 317. S Offered on-campus.

EDU 317 Clinical Experience: Social Studies/ Science/Math Methods 1 Credit

Prospective teachers work directly with students in classrooms of local schools. Under the direction of experienced teachers, 30 hours are spent in instructional activities in the areas of social studies, science, and math. Students will present approximately six lessons as instructed by the classroom teacher. Students pursuing the Middle School Endorsement will be placed in a middle school setting and will complete an additional 30 hours of field experience. Prerequisites: Admission to the Practitioner Program and concurrent enrollment in EDU 311, EDU 313, and EDU 315. S Offered on-campus.

EDU 321 Introduction to Serving English Language Learners 3 Credits

This course provides a sufficiently broad yet detailed exposure to the realities of teaching English Language Learners. The course is designed to prepare students to deliver content area instruction to English Language Learners with diverse abilities using the sheltered instruction approach. Offered online.

EDU 324 History of American Education 3 Credits

This course provides an overview of sentinel events, theories, and important historical figures that have shaped the United States education system. (Cross-listed as HIS 324.) Offered online.

EDU 325 Specific Methods in Elementary Physical Education 3 Credits

The course gives student the opportunity to develop their skill and knowledge in traditional and contemporary elementary school physical education skills including: ball handling skills, locomotion skills, tumbling, juggling, rope activities, dance, parachute, rhythmic games, floor hockey, scooters, soccer, basketball, softball, track and field and fitness testing. This course provides

an introduction to developing and practicing current pedagogy in elementary physical education. Offered on-campus.

EDU 326 Practicum in Elementary Physical Education 1 Credit
Prospective physical education teachers study directly in classrooms of local schools under the direction of experienced teachers, practicum hours are spent involved with instructional activities, including but not limited to presentation of lessons and other instructional strategies. Co-requisite: EDU 325. Offered on-campus.

EDU 327 Specific Methods in Secondary Physical Education 3 Credits
This course provides an introduction to developing and practicing current pedagogy in secondary physical education. Students will design curriculum and teach lesson plans and activities. Offered on-campus.

EDU 328 Practicum in Secondary Physical Education 1 Credit
Prospective physical education teachers study directly in classrooms of local schools under the direction of experienced teachers, practicum hours are spent involved with instructional activities, including but not limited to presentation of lessons and other instructional strategies. Co-requisite: EDU 327. Offered on-campus.

EDU 330 General Methods of Secondary Education 3 Credits
Prospective secondary school teachers study current general methods of teaching at the secondary level. The course must be taken at the University. Prerequisite: Admission to the Practitioner Preparation Program. F Offered on-campus.

EDU 331 Practicum in Secondary General Methods 1 Credit
Prospective secondary school teachers work directly in classrooms of local schools (grades 7-12). Under the direction of experienced teachers, practicum hours (minimum 30 hours) are spent in observation of and participation in general methods areas. Students pursuing the Middle School Endorsement will be placed in a middle school setting and will complete an additional 30 hours of field experience. This course must be taken at the University concurrent with EDU 330. Prerequisite: Admission to the Practitioner Preparation Program. F Offered on-campus.

EDU 323 Introduction of Secondary Reading Curriculum & Methods 3 Credits
This course explores research-based literacy strategies and curriculum for modern instructional procedures in secondary content areas. Students will evaluate and select materials for learners at various stages of reading and writing development as well as from varied cultural and linguistic backgrounds. Students will develop instructional plans, use assessment strategies, and appropriate technology to support literacy across curriculum content. The foundations of literacy will be emphasized in the instructional planning process. Prerequisite: Admission to the Practitioner Preparation Program and concurrent enrollment with EDU 351. Offered on-campus.

EDU 334 Adult Learning in the Workplace 3 Credits
Students will be introduced to the various learning needs of adults from a generational perspective. Strategies and ideas for the

development of training and instruction to address the needs of learners for present generations as well as learners from diverse backgrounds and cultures will be reviewed. The role of needs assessment to inform design and formative evaluation to measure instructional effectiveness will be addressed in this course. Offered online.

EDU 335 Design Concepts & Application for Online Learning 3 Credits
The application of instructional design for online learning will be emphasized as students apply their knowledge to analyze, select and design instructional strategies that are most effective for engaging and teaching online learners. Students will learn methods for managing and delivering online instruction utilizing course management tools and multimedia technologies in both synchronous and asynchronous environments. Prerequisites: EDU 120 and EDU 232. Offered online.

EDU 336 Evaluation of E-Learning 3 Credits
Students will examine the components of on-line instruction and classroom design for high quality standards. Learners will evaluate and assess instructional design and its impact on student learning through a review of various sites and programs. Tools for evaluation of instructional material will be reviewed. Prerequisites: EDU 120 and EDU 232. Offered online.

EDU 337 Collaboration in the Virtual Classroom 3 Credits
The use of e-learning to promote collaboration and team work in a virtual environment will be explored in this course. Opportunities for collaboration utilizing social networking and other tools will be evaluated. Students will utilize a variety of tools to experience real time learning in the virtual classroom. Prerequisites: EDU 120 and EDU 232. Offered online.

EDU 338 Human Development & Learning 3 credits
Brain development as related to human development and the capacity for learning will be explored throughout this course. The neuroscience of brain development and how this information translates into education, as well as the implications of this information for maximizing learning, memory, behavior and overall functioning, are topics that will be addressed. Offered online.

EDU 340 Business Education Methods 3 Credits
Prospective secondary school teachers study current methods of teaching Business Education at the secondary level. The course must be taken at the University. Prerequisite: EDU 330 and EDU 331. Concurrent enrollment with EDU 341. Offered on-campus.

EDU 341 Practicum in Business Education 1 Credit
Prospective secondary school teachers study work directly in classrooms of local schools (grades 7 - 12). Under the direction of experienced teachers, practicum hours (minimum 30 hours) are spent involved with instructional activities, including but not limited to presentation of lessons and other instructional strategies specific to Business Education. The course must be taken at the University. Concurrent enrollment with EDU 340. Offered on-campus.

EDU 342 Secondary Education - English Methods 3 Credits
Prospective secondary school teachers study current methods of teaching English at the secondary level. The course must be taken at the University. Prerequisite: EDU 330 and EDU 331. Concurrent enrollment with EDU 343. Offered on-campus.

COURSE DESCRIPTIONS

EDU 343 Practicum in Secondary English 1 Credit
Prospective secondary school teachers work directly in classrooms of local schools (grades 7 - 12). Under the direction of experienced teachers, practicum hours (minimum 30 hours) are spent involved with instructional activities, including but not limited to presentation of lessons and other instructional strategies specific to English/Language Arts. The course must be taken at the University. Concurrent enrollment with EDU 342. Offered on-campus.

**EDU 344 Secondary Education–
Mathematics Methods** 3 Credits
Prospective secondary school teachers study current methods of teaching Math at the secondary level. The course must be taken at the University. Prerequisite: EDU 330 and EDU 331. Concurrent enrollment with EDU 345. Offered on-campus.

**EDU 345 Practicum in Secondary
Mathematics** 1 Credit
Prospective secondary school teachers study work directly in classrooms of local schools (grades 7 - 12). Under the direction of experienced teachers, practicum hours (minimum 30 hours) are spent involved with instructional activities, including but not limited to presentation of lessons and other instructional strategies specific to math. The course must be taken at the University. Concurrent enrollment with EDU 344. Offered on-campus.

**EDU 346 Secondary Education–
Science Methods** 3 Credits
Prospective secondary school teachers study current methods of teaching Science Education at the secondary level. The course must be taken at the University. Prerequisite: EDU 330 and EDU 331. Concurrent enrollment with EDU 347. Offered on-campus.

EDU 347 Practicum in Secondary Science 1 Credit
Prospective secondary school teachers study work directly in classrooms of local schools (grades 7 - 12). Under the direction of experienced teachers, practicum hours (minimum 30 hours) are spent involved with instructional activities, including but not limited to presentation of lessons and other instructional strategies specific to Science. The course must be taken at the University. Concurrent enrollment with EDU 346. Offered on-campus.

**EDU 348 Secondary Education -
Social Science Methods** 3 Credits
Prospective secondary school teachers study current methods of teaching Social Science Education at the secondary level. The course must be taken at the University. Prerequisites: EDU 330 and EDU 331. Concurrent enrollment with EDU 349. Offered on-campus.

**EDU 349 Practicum in Secondary
Social Science** 1 Credit
Prospective secondary school teachers study work directly in classrooms of local schools (grades 7 - 12). Under the direction of experienced teachers, practicum hours (minimum 30 hours) are spent involved with instructional activities, including but not limited to presentation of lessons and other instructional strategies specific to Social Science. The course must be taken at the University. Concurrent enrollment with EDU 348. Offered on-campus.

EDU 351 Practicum in Secondary Reading 3 Credits
Students will use content reading techniques and strategies in the

secondary setting. Students will select and implement research based literacy strategies and assessment for a content area under the guidance of qualified College of Education faculty and licensed cooperating teachers. Students will complete 30 hours in a secondary school setting. Prerequisite: Admission into the Practitioner Preparation Program and concurrent enrollment with EDU 323. Offered on-campus.

**EDU 352 Foundations of
Educational Technology** 3 Credits
Strategies and ideas for the use of technology to enhance learning will be explored in this course. The latest in Web applications will be explored and evaluated for their instructional application. Offered online.

**EDU 356 Emerging Issues in
Educational Technology** 3 Credits
Strategies and ideas of including the latest in technology advancements to promote student engagement and learner success will be examined in this course. Mobil learning, the use of social media such as blogs, Facebook, etc. as well as other Web 2.0 applications will be explored and evaluated for instructional application. Prerequisites: EDU 120 and EDU 232. Offered online.

EDU 358 Assessment of Student Learning 3 Credits
Students will learn to identify the differences in formative and summative evaluation data and design on-line learning scenarios to address both of these. The effectiveness of e-learning will be explored through research. The philosophy, use and development of grading rubrics for assignments will be explored. Issues of plagiarism and cheating in e-learning will also be examined. Prerequisites: EDU 120 and EDU 232. Offered online.

EDU 360 Philosophy of Education 3 Credits
This course provides a sufficiently broad yet detailed exposure to the realities of teaching. The text introduces the vantage points of teaching in four main categories. Part I, the world of teachers and students. Part II, examines the structure, climate and culture of schools today. Part III, reviews the historical, philosophical, legal and financial foundations that shape our educational system. Part IV, provides opportunities to debate, explore and discuss educational issues and trends facing educators in the 21st century. The primary goals of this course are to support students by providing a comprehensive understanding of the world of teaching, by developing critical skills related to the teaching profession, and by developing a teaching philosophy. Offered online.

EDU 362 Adult Learning & Instruction 3 Credits
Students will learn about the various theories and practices associated with adult learning. Various modalities of instruction will be addressed including e-learning, accelerated courses, and training sessions. Offered online.

EDU 363 Education & Social Justice 3 Credits
The influences of educational policy and its' convergence with social justice will be studied in this course. Issues of race, gender, sexuality, globalism, and other multicultural issues within the study of politics and policy will be explored throughout this course. Offered online.

EDU 365 Politics of American Education 3 Credits
The political dimensions of policy formation/implementation in education and the use of power to influence educational policy will be explored. Conflict resolution and the analysis of consequences and impact will be examined. Offered online.

EDU 367 Elementary & Secondary School Media 3 credits

This class will explore the role of the teacher librarian and role of the library media center at three different levels of education (elementary, middle, and high school). Students will research programs, library practices, teaching styles and management in the facilitation of a library media center. Offered online.

EDU 370 Human Relations Skills For Educators 1 Credit

This course explores cultural diversity and awareness; sensitivity to potential experiences with dehumanizing bias, racism, and sexism; the affective knowledge of self and others; interpersonal communication skills; and materials for positive classroom human relations. Students learn to adhere to professional and ethical codes and to participate as effective team members with other professionals to develop, maintain, and promote quality learning environments for children. This course may have an international travel option. Prerequisite: Admission into the Practitioner Preparation Program. F and/or S Offered on-campus.

EDU 371 Phonics-Based Reading & Decoding 3 Credits

This course provides an overview of research, curricular content, and instructional practices associated with Research Based Systematic Phonics Instruction (RBSPI) and other methods for teaching reading. Emphasis and focus are on methods mandated by Arizona legislation. This course covers the history of written language, alphabetic reading and writing systems, and implementation of effective methods for reading instruction. Note: Students enrolled in EDU 371 will be required to find a student to teach or instruct for this course. The student can be a child or adult, age 5 or above. The time commitment will be approximately 3 hours per week for three weeks beginning the second week of this course. There are no exceptions to this requirement. Offered online.

EDU 372 Educational Psychology 3 Credits

Educational Psychology explores the theories of how people learn. Selected learning theories are analyzed from the perspective of teaching and learning. Developmental theory and environmental and social factors are explored as they interface with the learning process. Educational psychology's research is applied to the measurement, assessment, and evaluation of learning and the effectiveness and efficiency of teaching-learning interactions. (Cross-listed as PSY 372.) Offered online.

EDU 381 Curriculum & Instructional Design 3 Credits

Students will examine the pedagogy involved in designing, selecting and assessing curriculum to meet the needs of diverse learners. The basics such as how to write learning outcomes based on academic standards to selecting the research based materials and activities to support student learning, will be covered. Evaluation of student learning will be included in the course. Offered online.

EDU 382 Meeting the Needs of Diverse Learners 3 Credits

Students will explore the variety of learning differences found in the classroom today including linguistically diverse students, students with mild to moderate disabilities as well as Gifted and Talented learners. Specific strategies and classroom accommodations that may be used at all levels to meet the needs of all students will be addressed. Working as a member of a collaborative team will also be covered. Offered online.

EDU 411 Reading & Cognition 3 Credits

The task of learning to read is a very complex process involving the application of perceptual, sensory, linguistic, and cognitive skills to making meaning of text. Exploration of the specific cognitive

functions that are applied while reading and strategies supporting reading instruction and reading comprehension skills will be addressed. The implications of digital media on reading skills will also be explored in this course. Offered online.

EDU 416 Intelligence Assessment 3 Credits

This course will explore different theories of intelligence, the use of intelligence tests to create a numeric score, and the impact of family and culture on intelligence. Educational expectations and programs based on intelligence scores and cultural biases that may impact educational opportunities. Offered online.

EDU 417 Cognitive Studies Capstone 3 Credits

In this capstone course, students in the Cognitive Studies degree program will demonstrate their attainment of the program learning outcomes through the completion of a project. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

EDU 422 Public Policy & Special Education 3 Credits

A study of the educational, legal, sociological and ethical issues that influence public policy related to the provision of special education to students with disabilities. Offered online.

EDU 428 Student Achievement in Public Schools 3 Credits

This course will examine various factors influencing student achievement in public schools. Influencing factors will include motivation theories, as well as the impact of families, teachers and schools on student success. Issues of equity and access to quality educational programs will be considered. Offered online.

EDU 431 Advanced Instructional Design 3 Credits

Students will apply a systematic approach to instructional and informational design to meet specific identified learner outcomes. Applying all of the steps for instructional design students will bring together the strategies and theories explored in the pre-requisite courses to a learning project. Prerequisites: EDU 120 and EDU 232. Offered online.

EDU 433 Project Management for Instructional Design 3 Credits

Instructional design requires careful and thoughtful collaboration among a variety of design team members. In this course various project management tools, procedures, and methodologies will be introduced as they are applied to projects in education or training. Students will explore the relationship of time constraints, cost, scope and the nature of the project being designed. Prerequisites: EDU 120 and EDU 232. Offered online.

EDU 440 Information Literacy 3 Credits

This course will provide students with hands-on experiences in strategies to access information in the 21st century, evaluate resources, and effectively use search engines to locate information. Students will learn Web 2.0 tools in a systematic way recommended by professional library associations. Offered online.

EDU 441 Research & Analysis Skills 3 Credits

This course will introduce students to the theory and methods of evaluating research methods. It explores the ways in which professionals identify and frame research and evaluation questions, assess current scholarly literature on specific topics, locate and critically use primary and secondary source data, and formulate worthwhile evaluation projects. Emphasis will be

COURSE DESCRIPTIONS

placed on the research tools and processes professionals use and the role information professionals play in their development, dissemination, and use. Offered online.

EDU 443 Literature for Children & Teens 3 Credits

This class will expose students to many different types of children and young adult literature, media, and resources. Students will develop material lists for different genres, explore current trends in student interests, and exhibit knowledge of library published journals. Offered online.

EDU 450 Student Teaching in the Elementary School 8 Credits

Students observe and teach full days in an elementary classroom under the guidance of a University supervisor and a cooperating practitioner for eight 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. F/S Offered on-campus.

EDU 451 Student Teaching in the Elementary School 7 Credits

Students observe and teach full days in an elementary classroom under the guidance of a University supervisor and a cooperating practitioner for seven 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. F/S Offered on-campus.

EDU 452 Student Teaching in the Elementary School 15 Credits

Students observe and teach full days under the guidance of a University supervisor and a cooperating practitioner for 15 weeks. Prerequisite: Admission into the Student Teaching Semester. F/S Offered on-campus.

EDU 453 Student Teaching Special Education in the Elementary School (K-6) 4-8 Credits

Students observe and teach full days under the guidance of a University supervisor and a cooperating practitioner. They will spend 4-8 weeks in a special education elementary school classroom. 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. F/S Offered on-campus.

EDU 458 Student Teaching Seminar 1 Credit

The seminar is a mandatory component of the student teaching semester and is required for student teachers in all endorsement areas. The seminar meets for 15 hours throughout the semester. Student teachers are given guidance in resume writing, credential file preparation, application for licensure, job search procedures, interviewing techniques, etc. Discussions with seminar participants and guest presenters center on topics such as classroom management, substitute teaching, meeting diverse student needs, and professional growth opportunities. Students must successfully complete seminar requirements to be eligible to be recommended for a teaching license. Pass/Fail F/S Offered on-campus.

EDU 460 Student Teaching in the Secondary School 8 Credits

Students observe and teach full days in a secondary setting

under the guidance of a University supervisor and a cooperating teacher in 5th through 12th grade classrooms for eight 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 to the Student Teaching Semester. F or S Offered on-campus.

EDU 461 Student Teaching in the Secondary School 7 Credits

Students observe and teach full days in a secondary setting under the guidance of a University supervisor and a cooperating teacher in 5th through 12th grade classrooms for seven 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 to the Student Teaching Semester. F or S Offered on-campus.

EDU 462 Student Teaching in the Secondary School 15 Credits

Students observe and teach full days under the guidance of a University supervisor and a cooperating teacher in 5th through 12th grade classrooms for 15 weeks. Prerequisite: Admission to the Student Teaching Semester. F/S Offered on-campus.

EDU 463 Student Teaching Special Education in the Secondary School (7-12) 4-8 Credits

Students observe and teach full days under the guidance of a University supervisor and a cooperating practitioner. They will spend 4-8 weeks in a special education secondary school classroom. 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. F/S Offered on-campus.

EDU 466 Student Teaching Business Education in the Secondary School (5-8) 7 Credits

Students observe and teach full days under the guidance of a University supervisor and a cooperating teacher in 5th through 12th grade business classrooms. Eight weeks are spent at one grade level and seven weeks at another grade level. Prerequisite: Admission to the Student Teaching Semester. F or S Offered on-campus.

EDU 467 Student Teaching Business Education in the Secondary School (9-12) 8 Credits

Students observe and teach full days under the guidance of a University supervisor and a cooperating teacher in 5th through 12th grade business classrooms. Eight weeks are spent at one grade level and seven weeks at another grade level. Prerequisite: Admission to the Student Teaching Semester. F or S Offered on-campus.

EDU 468 Student Teaching in Elementary Physical Education 8 Credits

Students observe and teach full days in a physical education setting under the guidance of a University supervisor and a cooperating teacher for eight 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. F/S Offered on-campus.

EDU 469 Student Teaching in Secondary Physical Education 7 Credits

Students observe and teach full days in a physical education setting

under the guidance of a University supervisor and a cooperating teacher for seven 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. F/S Offered on-campus.

EDU 471 Public Policy Issues in Education 3 Credits
Public policy issues in education including historical, international and political will be examined in light of current research perspectives. Current policy strategies for reforming U.S. public schools will be highlighted. Offered online.

EDU 473 Divergent Perspectives in Educational Policy & Practice 3 Credits
Current issues and debates in the field of education will be investigated. Students will examine the purpose of schooling and the challenges of meeting a variety of visions for what the school system should accomplish today. Offered online.

EDU 477 Student Teaching English in the Secondary School (5-8) 7 Credits
Students observe and teach full days under the guidance of a University supervisor and a cooperating teacher in 5th through 12th grade English classrooms. Eight weeks are spent at one grade level and seven weeks at another grade level. Prerequisite: Admission to the Student Teaching Semester. F or S Offered on-campus.

EDU 478 Student Teaching English in the Secondary School (9-12) 8 Credits
Students observe and teach full days under the guidance of a University supervisor and a cooperating teacher in 5th through 12th grade English classrooms. Eight weeks are spent at one grade level and seven weeks at another grade level. Prerequisite: Admission to the Student Teaching Semester. F or S Offered on-campus.

EDU 481 Student Teaching Mathematics in the Secondary School (5-8) 7 Credits
Students observe and teach full days under the guidance of a University supervisor and a cooperating teacher in 5th through 12th grade mathematics classrooms. Eight weeks are spent at one grade level and seven weeks at another grade level. Prerequisite: Admission to the Student Teaching Semester. F or S Offered on-campus.

EDU 482 Student Teaching Mathematics in the Secondary School (9-12) 8 Credits
Students observe and teach full days under the guidance of a University supervisor and a cooperating teacher in 5th through 12th grade mathematics classrooms. Eight weeks are spent at one grade level and seven weeks at another grade level. Prerequisite: Admission to the Student Teaching Semester. F or S Offered on-campus.

EDU 483 Student Teaching Science in the Secondary School (5-8) 7 Credits
Students observe and teach full days under the guidance of a University supervisor and a cooperating teacher in 5th through 12th grade science classrooms. Eight weeks are spent at one grade level and seven weeks at another grade level. Prerequisite: Admission to the Student Teaching Semester. F or S Offered on-campus.

EDU 484 Student Teaching Science in the Secondary School (9-12) 8 Credits
Students observe and teach full days under the guidance of a University supervisor and a cooperating teacher in 5th through 12th grade science classrooms. Eight weeks are spent at one grade level and seven weeks at another grade level. Prerequisite: Admission to the Student Teaching Semester. F or S Offered on-campus.

EDU 486 Educational Policy & Administration 3 Credits
This course focuses on the societal and political contexts in educational settings. Students will examine various issues that are likely to have an impact on teaching and learning in diverse educational settings. Educational policy areas considered include governance, curriculum, accountability, personnel development, and school finance. Offered online.

EDU 487 Student Teaching Social Science in the Secondary School (5-8) 7 Credits
Students observe and teach full days under the guidance of a University supervisor and a cooperating teacher in 5th through 12th grade social science classrooms. Eight weeks are spent at one grade level and seven weeks at another grade level. Prerequisite: Admission to the Student Teaching Semester. F or S Offered on-campus.

EDU 488 Student Teaching Social Science in the Secondary School (9-12) 8 Credits
Students observe and teach full days under the guidance of a University supervisor and a cooperating teacher in 5th through 12th grade social science classrooms. Eight weeks are spent at one grade level and seven weeks at another grade level. Prerequisite: Admission to the Student Teaching Semester. F or S Offered on-campus.

EDU 489 Student Teaching: Secondary Content Reading 3 Credits
Students observe and teach full days under the guidance of a licensed University supervisor and a cooperating practitioner in a literacy environment in a state accredited school. This requirement applies only to those candidates student teaching outside of the English Language Arts endorsement. Prerequisite: Admission to the Student Teaching Semester. Offered on-campus.

EDU 490 Interdisciplinary Capstone 3 Credits
This is the capstone course for social science majors with a concentration in education. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, knowledge and strategy evaluation, and the impact of these elements on their future. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

EDU 495 Library Science & Media Capstone 3 Credits
The Capstone Course is an opportunity for students to demonstrate understanding of the Library Science and Media program outcomes through the application of concepts and tools of inquiry to create learning environments, evaluate technology tools and applications for instruction and research, create learning opportunities for a variety of learners, and analyze literature materials for inclusion in specific settings and programs. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

EDU 496 Capstone Instructional Design 3 Credits
 As the culmination of the BA in Instructional Design students throughout this course will complete a design project demonstrating their achievement of all program outcomes. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

EDU 497 Capstone: Education & Public Policy Development 3 Credits
 The capstone course is an examination of influences affecting policy development and decision making in the education arena. It will cover policy management, policy execution, establishing and measuring criteria for policy success, and effective communication throughout the public policy process. This course is cumulative in nature, integrating knowledge and information attained throughout the completion of the EPP major. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

EDU 498 Education Studies Capstone 3 Credits
 This course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, knowledge and strategy evaluation, and the impact of these elements on their future. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

EDU 600 Introduction to Online Learning 3 Credits
 This course presents an overview of the online learning environment from the instructor's point of view. It is a description of the terminology, tools, and skills needed to create a successful online learning experience. Areas addressed in this course include basic online learning concepts, the roles of the teacher and student in online learning, and the components of the online learning environment. Also covered in the course are teaching methodologies, types of blended learning, and guidelines for making the transition from the traditional classroom to the online classroom. Hardware, software, and other tools and technologies used in online learning are discussed. Offered online.

EDU 601 Promoting Student Success in the Online Learning 3 Credits
 This course covers the basic tools needed for student success in an online learning environment. Topics include communication, collaboration, and software skills required to succeed in online learning. Also covered are instructor and student responsibilities and expectations, as well as potential roadblocks to success. Tools and techniques for organizing, prioritizing, and completing course tasks are discussed. Finally, instructional methods for guiding students and evaluating student progress in online courses are also addressed. Prerequisite: EDU 600. Offered online.

EDU 602 Assessing Knowledge & Skills in the Online Learning Environment 3 Credits
 This course examines approaches that assess student knowledge and skills in the online learning environment. Directed instruction, or objectivism, is compared and contrasted with constructivist or inquiry-based learning and assessment theories. Traditional assessment strategies are discussed as applied in directed instructional models of online learning. Nontraditional assessment approaches are explored in constructivist models, such as group products, web pages, multimedia projects, student portfolios, and student projects graded by self-report assessment instruments and

rubrics. This course will focus on the use of discussions, pre- and post-testing, writing activities, graded assessments, self-grading assessments, and hands-on projects on student learning and assessment. Prerequisite: EDU 601. Offered online.

EDU 603 Mathematical Thinking for Teachers 3 Credits
 This course focuses on the thought processes involved in learning mathematical concepts as a base for student-centered mathematics instruction. Students will gain a strong theoretical perspective of how children learn mathematics and gain ideas and strategies for how to teach math. Offered online.

EDU 605 School Media Center 3 Credits
 Technology has changed the ways in which information is accessed today dramatically impacting the traditional role of the school library media center. This course will review the historic role of library instruction and the changes that need to take place to prepare students with the information acquisition skills necessary today. Offered online.

EDU 607 Information Literacy in the 21st Century 3 Credits
 This course will support teachers and others in thinking critically about information and media resources prevalent today. Skills will be taught that can be readily utilized with students to teach them to be critical reviewers of all materials and reference sources. Offered online.

EDU 608 Children's & Young Adult Literature 3 Credits
 Students will explore contemporary literature for children and young adults at the early childhood, elementary, middle and high school levels. The ability to select and evaluate quality literature for children and youth, and the skills necessary to plan and integrate literature into a K-12 program will be addressed. Offered online.

EDU 609 Online Teaching Internship 3 Credits
 Learners will have the opportunity to demonstrate professional skills and knowledge in meeting the unique needs of online learners by using a Learning Management System (LMS) to develop their own online course. Learners will create engaging content and activities that reflect best practices for promoting critical thinking, student retention, and ensuring a robust community environment in the online classroom. Learners will use a professional online course evaluation instrument to rate their courses and those of their peers to inform the improvement and finalization of a quality online course. Prerequisite: EDU 602. Offered online.

EDU 610 Introduction to Teaching & Learning with Technology 3 Credits
 The tremendous growth of technology has had an enormous impact on academics, and knowledge acquired has perpetually altered the dynamics of teaching. However, pedagogical preparations for the use of the new learning technologies requires an understanding of their worth in the context of historical implications, philosophical foundations, educational psychology, and learning theories. Offered online.

EDU 613 Technology Issues in Instruction 3 Credits
 The focus will be on issues related to the use of technology in learning including equity, access, technology literacy, plagiarism, the effective use of games and simulations, and the trend toward e-learning. Students will evaluate various examples of technology-based instruction for instructional quality as well as relevance to the classroom and training environment. Course assignments will include participation in discussions, evaluation of courseware,

online journal articles and other web sites, and individual reviews of relevant literature. Offered online.

EDU 615 Leading the Change Process in Curriculum & Instruction 3 Credits

The course will explore the role of the change agent in the identification, planning, implementation, and assessment of change initiatives for improved achievement. The impact of change on the individual, course, program, and system level will be studied. Research-based standards for successful leadership will be identified and applied as students examine the impact of administration and management on teaching and learning. Offered online.

EDU 616 Methods & Materials for Teaching & Learning With Technology 3 Credits

This course focuses on the application of technology to enhance instruction. Students will be exposed to the courseware, software applications, and technologies used in instructional technology and discuss ways they can be used effectively. Course assignments and projects require the use of productivity tools, presentation tools, digital imaging, Internet Websites, and online learning platform technologies. Teaching style with technology-based instruction will be explored. Various software and hardware tools will be utilized to enhance presentations, strengthen professional productivity, and encourage critical thinking skills of learners. Offered online.

EDU 617 School, Family & Community Partnerships 3 Credits

Parent and community involvement is a crucial element to school success. Promoting the social, emotional and academic skills necessary for student success in the 21st century requires a team effort of collaboration with schools, families and the community. Students in this course will explore strategies and research for engaging partners in the ongoing education of children in the community. Offered online.

EDU 618 Assessment of Learning Outcomes With Technology 3 Credits

Learner-centered principles are used in this course to present a multidimensional approach to assessing learner outcomes. Technology is utilized to integrate fundamental statistics, learning system designs, and learner characteristics into the assessment of outcomes. Offered online.

EDU 619 Technology for Mathematics Education 3 Credits

Students will investigate and evaluate technology that supports user interactivity and mastery of mathematical concepts in grades Pre-K through middle school in this course. Alignment to mathematical standards and recommendations from The National Council of Teachers of Mathematics (NCTM) will be explored as a part of the evaluation of materials. Assessment and differentiation of instruction and student learning will also be addressed. Offered online.

EDU 620 Meeting Individual Student Needs With Technology 3 Credits

This course fosters awareness of individual learner characteristics that impede successful achievement. Milder forms of learning disabilities, emotional disorders, and dysfunctional social conditions that are prevalent in typical instructional situations are evaluated. Alternative pedagogies utilizing computer technology applications to alleviate such barriers are explored. Prerequisite: EDU 673. Offered online.

EDU 622 Development of Interactive Learning Modules 3 Credits

The focus in this course is the development of resources to be used for instruction. Using the information gathered from previous courses, the student creates a project that engages learners in interactive activities. The activities in this course will utilize technology as a tool to enhance pedagogical practices. The performance outcomes of these activities must promote both creative and complex thinking skills. Offered online.

EDU 623 Introduction to Teaching & Learning 3 Credits

This course is designed to introduce the student to the Master of Arts in Education Program. Students will engage in self-assessment and reflection focused on the philosophy of serving the needs of all students within the context of the community. (Equivalent to EDU 650.) Offered online.

EDU 625 Managing the Instructional Environment 3 Credits

In this course the student identifies and explores the internal and external factors that serve to challenge teachers and trainers in instructional environments. Logistical and behavioral components of creating an engaging learning environment are explored. Individual and group dynamics with the integration of technology are evaluated. Offered online.

EDU 626 Research Design & Methodology 3 Credits

In this course the student accesses sources of educational information, evaluates research evidence, studies various types of educational resources, and applies research to the instructional setting. The focus of this course is research on issues in educational technology and the use of technology tools for making data-driven decisions using both quantitative and qualitative methods. (Equivalent to EDU 671.) Offered online.

EDU 627 Culturally Responsive Learning Environments 3 Credits

This course will explore how cultural influences affect learning. Research-based teaching strategies for diverse populations will be examined. The challenges impacting the teaching and learning within diverse environments will be explored. A learning plan will be developed reflective of considerations to diverse cultural needs. Offered online.

EDU 629 Linguistically & Culturally Diverse Learners 3 Credits

This course explores strategies and techniques to support the success of language and culturally diverse students. The values, customs, and communication styles of cultural groups and their implication for teaching are considered. Research-based instructional approaches to developing English learner literacy will be examined. Offered online.

EDU 631 Politics, Policy-Making & Political Action in Education 3 Credits

This course is designed to prepare learners with the ability to compare and contrast roles of various stakeholder groups in the making of public education policy. Additionally, learners will be able to make informed predictions about the educational policy based on historical and contemporary landmark cases. Learners completing this course will be able to evaluate the influences special interest groups have in shaping individual and group power within educational institutions and create an informed position on a topic of personal interest in the field of education. Offered online.

COURSE DESCRIPTIONS

EDU 633 Educational Policy Formation 3 Credits

This course is designed to focus on theories and models of policy-making process, including pluralism, elitism, systems analysis, structuralism, and state autonomy models. The course examines how different theories view the roles of political leadership, institutions, interest groups, academics experts, and external influences in the policy-making process. The course examines how different factors influence policy outcomes and processes at various stages of the development process. The course provides students with analytical tools to understand variations in the policy-making process and the opportunity to develop their own applications. Offered online.

EDU 635 Community & Youth Development 3 Credits

This course will support teachers and others with the development of practical strategies and tools to support community-wide efforts to strengthen and support youth today. Advocacy for youth development as well as strategies to support youth from a wide range of backgrounds will be addressed. Offered online.

EDU 637 Planning, Implementing & Assessing Instruction for Diverse Learners 3 Credits

This course is designed to develop and assess appropriate instruction and programs for diverse learners. Students will explore the relationships between first and second language proficiency in identifying the cultural influences on learning. Effective instruction and program development will be explored in assessing culturally responsive education. Offered online.

EDU 638 Intercultural Communications & Global Learning 3 Credits

This course explores communication styles within a culturally diverse environment. Students will examine the effects of oral and nonverbal communication styles. Personal and social barriers within diverse settings will be explored. Students will develop and evaluate a plan to lead efforts in promoting cultural awareness within a work setting. An optional international visit will be offered based upon availability. Offered online.

EDU 639 Human Relationships & Learning in the Multicultural Environment 3 Credits

Students will explore and experience the impact of interpersonal communication concepts and skills upon the creation and maintenance of positive human relationships. The student will develop a knowledge base of selected cultural groups to acquire the competency to identify basic cultural modalities that have an effect upon the teaching and learning processes. Students will demonstrate the integration of the course content to their own personal values and teaching styles. The student will also demonstrate application of human relationship skills to the educational setting and the community. Prerequisite: EDU 650. Offered online.

EDU 642 Understanding & Teaching English Language 3 Credits

In this course students will study the structure of the English language in order to better understand the difficulties that arise in learning a second language. English phonology, syntax, analysis, and application of linguistic theory will be studied. Offered online.

EDU 643 Methods, Materials & Technology for Learning a Second Language 3 Credits

Strategies for English Language Learners in the content areas while maintaining a language development focus will be illustrated. Specific strategies, materials, technology, and learning activities will be examined to support learning. Offered online.

EDU 644 Child & Family Welfare 3 Credits

This course will examine public policies in place to support children and families in at-risk situations. A focus on the services and programs offered to support families and children as well as the development of protective factors in families will be offered in this course. Offered online.

EDU 645 Learning & Assessment for the 21st Century 3 Credits

Supporting the measurement of 21st Century Thinking Skills requires assessments that appropriately measure student skills and content knowledge. Such assessments must be meaningful, relevant and supportive of long-term success in the 21st century and be used to monitor student progress, driving instructional decisions to meet the needs of all learners. Using real-world applications, students of EDU 645 will learn how student learning is enhanced through instructional & curricular rigor and alignment of formative and summative assessments. Further, how student measurement data can be used to monitor student progress and make instructional decisions will be explored. (Equivalent to EDU 618.) Prerequisite: EDU 673. Offered online and on-campus.

EDU 646 Algebra Instruction for Elementary & Middle School Teachers 3 Credits

Today's teachers must be prepared to teach students more than memorization of rules and procedures to solve equations. This course will prepare teachers to teach the process standards of problem solving, communication, reasoning and proof, connections and representations as outlined by the National Council of Teachers of Mathematics (NCTM). Offered online.

EDU 647 Families, Communities & Diversity 3 Credits

This course will focus on establishing relationships and partnerships within families and community of diverse cultures. Specific strategies in developing programs promoting cultural competence within families and communities will be explored. Students will analyze available family and community resources within their community in promoting and supporting cultural diversity. Offered online.

EDU 648 Teaching & Learning with Technology 3 Credits

This first course is an overview of the field of educational technology including instructional design, influence of learning theory on technology application as well as the various technologies available and their application to learning. Offered online.

EDU 649 Technologies for Teaching & Learning 3 Credits

This course focuses on identifying appropriate technologies for teaching and learning. Special attention will be directed in analyzing teaching and learning styles. Identifying and evaluating technologies to meet individual needs will be explored in both educational and corporate environments. Offered online.

EDU 650 Teaching, Learning & Leading in the 21st Century 3 Credits

This course is designed give students a real world perspective into the what it is like to teach, learn, and lead in the 21st century classroom. This course provides an opportunity for students to experience the world of the classroom and analyze the range of perspectives and topics that impact being a successful teacher, learner, and leader in the 21st century. The course will bring together a unique set of 'voices' from the field, to explore the contemporary nature of what it is like to teach in today's changing

schools while focusing on identifying innovations that can develop students' capacity to be agents of innovation, collaboration, and creativity. (Equivalent to EDU 623.) Offered online.

EDU 651 Collaboration & Learning in a Virtual Environment 3 Credits

Students will explore teaching and learning in virtual worlds. Project-based design, facilitation, and evaluation of instruction, research, and other resources will be examined. The use of online collaboration for student learning and effective uses of various technologies for social networking will be explored. Offered online.

EDU 652 Instructional Design & Delivery 3 Credits

This course covers various elements of the instructional design process including needs assessment, instructional problems, learner characteristics, instructional objectives, content sequencing, instructional strategies, and evaluation instruments. Students are expected to learn how to plan, develop, evaluate, and manage the design of effective instructional materials. Offered online.

EDU 653 Teaching in Higher Education 3 Credits

The course will examine education theories, methods, and strategies for the improvement of instruction in higher education. Emphasis will be placed on the unique challenges of teaching in a changing environment in higher education. Students will explore factors that affect adult learning and the organizational cultures that promote or inhibit learning. Offered online.

EDU 654 Student Development in Higher Education 3 Credits

The course will examine student development theories from a socio-cultural and psychological developmental perspective. Factors affecting the teaching and learning related to the college environment will be analyzed. Theories of student development and their applications in student affair programs, services, and activities will be reviewed. Offered online.

EDU 655 Trends & Issues in Instructional Design & Technology for On-line Learning 3 Credits

Students gain the necessary skills and knowledge to design effective instructional materials for use in an on-line learning environment. Powerful innovations that may redefine teaching and learning practices will be explored throughout the course. Offered online.

EDU 656 Technology Solutions for Just in Time Training & Learning 3 Credits

This course will allow students to develop an understanding of the planning for and application of technology for training that meets institutional and organizational needs. Students will utilize technology to effectively develop a request for proposal plan for training utilizing technology to inform, motivate, and prepare learners. Offered online.

EDU 657 History & Philosophy of American Higher Education 3 Credits

The course will provide an overview of the historical development and cultural backgrounds of higher education in America. Emphasis will be placed on the major themes and developments in American higher education including the ideologies, people, cultures, and movements that have particularly influenced those developments. Current issues and trends in higher education will be explored. Offered online.

EDU 658 Instructional Leadership 3 Credits

This course focuses on leadership in the educational or corporate environment to bring about change required to meet learning and training needs. Students will evaluate their personal leadership in their professional environment. Leadership tools to provide increased learning opportunities will be used to design learning experiences and evaluate results. Offered online.

EDU 659 Testing & Assessment for English Language Learners 3 Credits

Various tools and methodologies for assessing English proficiency in speaking, listening, reading and writing for both ELL children and adults will be critiqued. Formative and summative assessments will be explored with an emphasis on the application and appropriateness of their use for instructional design. Offered online.

EDU 660 Tests & Measurements 3 Credits

This course will explore the selection and use of tests and measurements for individuals planning a career in school and non-school settings. Technical skills will be examined for selecting and properly employing tests and measurements (reliability, validity, norming, test scores) and major types of tests such as ability, intelligence, achievement, personality, family, and behavioral. Offered online.

EDU 661 Data Analyses & Decision-Making 3 Credits

This course is designed to focus on technology for the administration and scoring of assessment. The strengths and limitations of technology applications to assessment will be examined. Offered online.

EDU 662 Curriculum & Assessment in Higher Education 3 Credits

The course will study the relationships between planning and student learning at course, program, and institutional levels. Modes of curriculum design, development and change in higher education will be presented. Emphasis will be placed on examining curricular leadership and assessment strategies. Offered online.

EDU 663 Assessment & Public Policy 3 Credits

This course provides the foundations and history of program assessment, accountability, and quality assurance to the governance, funding, and purposes of assessment and measurements. Implementation and reporting of assessment data to multiple audiences will be explored. The course will examine the roles of program evaluators in improving performance and achievement. Offered online.

EDU 664 Teaching Mathematics & Science through Literature 3 Credits

Teachers today are being called upon to integrate the various content areas across the curriculum to allow for real-life connections and application of various skills. This course will explore research supporting curriculum integration with a specific focus on the integration of literature for teaching math and science concepts. Students will explore units of study that address content standards in math and science utilizing children's literature. Offered online.

EDU 665 Performance Assessments 3 Credits

This course is designed to examine the design, development, and implementation of performance-based assessment. Task analysis and design, scoring schema, and assessment delivery are covered through critique and practice. Offered online.

COURSE DESCRIPTIONS

EDU 667 Reading Instruction & Early Intervention 3 Credits
Reviews of various research based reading programs will be examined critically. Evaluation will be based on cost, alignment to standards, and research in regard to program effectiveness. Intervention programs for struggling readers and their role in a traditional school setting will be explored. Offered online.

EDU 668 Reading Comprehension Across the Curriculum 3 Credits
This course will support teachers and others in working with students to improve reading comprehension across all areas of the curriculum. Research investigations into the brain activity required for reading comprehension will be reviewed. Specific strategies for addressing reading comprehension difficulty will be explored. Offered online.

EDU 669 The Reading, Writing Connection 3 Credits
This course will emphasize the connection of reading and writing with a focus on the content areas. Students will be exposed to a variety of approaches including vocabulary techniques, comprehension strategies, and study techniques to use with learners. Issues of assessment, motivation, and cultural as well as linguistic diversity will also be addressed. Offered online.

EDU 671 Fundamentals of Educational Research 3 Credits
This educational research course is designed to teach students how to use digital sources to locate and evaluate research articles and apply that information in a learning environment. Students will also consider ethical aspects of research. Finally, students will evaluate and propose ways to become change agents by effectively applying action research principles to real world educational problems and issues. (Equivalent to EDU 626.) Prerequisite: EDU 620 or EDU 652. Offered online.

EDU 673 Instructional Strategies for Differentiated Teaching & Learning 3 Credits
During this course, students will learn about and use evidence-based differentiated strategies and materials to meet diverse academic instruction that incorporate the progressive needs of 21st century learners using student's cultural schemata (i.e., personal experiences, cultural/language norms and family belief systems). Instruction will align with the Common Core State Standards and alternative assessment methods to provide a rich inquiry of learning styles while applying strategies that promote critical thinking and incorporate digital tools and resources. Prerequisite: EDU 650. Offered online.

EDU 674 Foundations & Trends in Curriculum & Instruction 3 Credits
The course will provide an overview of the foundational pieces necessary for effective design and delivery of curriculum and instruction. Current trends will be compared and contrasted with brain-based research from the field. Emphasis will be placed on processes and procedures for developing both an engaging curriculum and a caring and responsive learning environment. Offered online.

EDU 675 Change Leadership for the Differentiated Educational Environment 3 Credits
Change Leadership for the Differentiated Educational Environment is designed to ensure that students demonstrate mastery of the MAED program learning outcomes through the continuation of the capstone project. Change Leadership for the Differentiated Educational Environment bridges the learning activities between EDU 671 Fundamentals of Educational Research and EDU 695

MAED Capstone. This course experience is designed to ensure that students continue their exploration of action research principles in which they will seek out and solve an organizational problem within their area of concentration. Topics in this course will be related to implementing change in an organization, evaluating the impact of the applied intervention, communicating outcomes, collaboration, and 21st century leadership practices. Prerequisite: EDU 671. Offered online.

EDU 676 Curriculum & Instruction Design for Increased Achievement 3 Credits
The course will teach a backward design model for curriculum and instruction that emphasizes clear targets and goals for increased achievement. Curriculum integration and mapping techniques will be examined and implemented as students model the power of collaborative planning and individual reflection. A variety of delivery models will be explored. Offered online.

EDU 677 Monitoring & Evaluating Curriculum & Instruction through Systems Thinking 3 Credits
The course will define and apply the concepts of differentiated instruction and systems thinking in the development of curriculum and instruction. Processes and procedures for monitoring and evaluating programs will lead to an understanding of the complexity of an effective change process for increased achievement. Offered online.

EDU 678 Seminar in Curriculum & Instruction for Diverse Needs 3 Credits
The course will simulate the real-world role of the change agent in successful implementation of curriculum and instruction for improved teaching and learning. Students will identify a need, develop an action plan, implement the steps of the plan, and evaluate both individual and organizational achievement that results. Prerequisite: Completion of the previous four Curriculum & Instruction courses or instructor approval. Offered online.

EDU 679 Technology Solutions for Organizational Improvement 3 Credits
In this course, students will examine theories, organizational learning outcomes, and models of assessment and evaluation that lead to institutional improvement and effectiveness in the use of technology. Students will follow a logic model to conduct a program evaluation and develop a proposal for organizational improvement.

EDU 684 Shared Vision of Learning 3 Credits
Students will learn how to develop a shared vision of student achievement and integrate it into the school plan. By developing and articulating a belief system and shared vision of teaching and learning, students will learn how to link improved teaching strategies to school-wide and district-wide instructional priorities. From this initial building of a shared vision, students will develop a theory of action directed at getting to the shared vision by ensuring that relevant student data are available and examined regularly. Students will learn and apply strategies for guiding, motivating, delegating and building consensus among diverse constituencies in the school and community. The reality is that school leaders must encounter multiple voices in the community and as such, they need to ensure that those voices are part of the consensus building for shared visions of schooling. Offered online.

EDU 686 Educational Policy & Administration 3 Credits
This course focuses on the societal and political contexts in educational settings. Students will examine various issues that

are likely to have an impact on teaching and learning in a diverse educational setting. Education policy areas considered include governance, curriculum, accountability, personnel development, and school finance. Offered online.

EDU 687 Building a Learning-Centered Culture 3 Credits

This course is designed to provide an opportunity for participants to learn how to advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and staff professional growth in a standards-based system of learning. In this course students will develop an understanding of the rationale for and the components of standards based curriculum and instruction and how they link to students' learning needs. Students will learn to apply student data to determine policy decisions and leadership actions to improve the instructional program. They will learn to apply site-based teacher-practice data to determine leadership actions to drive professional development and identify student support systems that result in increased student performance. Students will also explore research on diverse learning styles and differentiating instruction for all learners. It is in this course that students learn the power of a system-based approach that builds coherence through a standards-based curriculum and instruction; supervision that supports differentiated instruction in support of accelerating student learning, and the development, implementation, and evaluation of professional development that supports standards-based curriculum and instruction. Prerequisite: EDU 684. Offered online.

EDU 688 Organizational Management for Student Learning 3 Credits

Students are introduced to safe school environments, data-driven decision-making strategies, practice using various assessment tools and monitoring systems for teaching and learning, and learn district, state, and federal accountability systems. Students will gain an understanding of the legal polices pertaining to classified and certificated personnel. Students will also continue to apply a system-based approach that builds coherence through the alignment of fiscal, human, and material resources to support the learning of all sub-groups of students. Prerequisite: EDU 687. Offered online.

EDU 689 Personal Ethics & Leadership Capacity 3 Credits

This course develops students' ability to model integrity and justice while learning and applying a variety of decision-making and problem-solving strategies. In this course, students will write a personal code of ethics that includes their moral purpose and belief system for the improvement of teaching and learning. Students will also address issues of equity such as race, language, religions, and sexual harassment. Students will learn ways to inspire and motivate others, and to effectively communicate shared decision-making outcomes to stakeholders. Students will continue to build understanding around the leadership practices that create a learning-centered and trustworthy school community that provides high levels of learning for all students. Prerequisite: EDU 688. Offered online.

EDU 690 Electronic Summative Portfolio 3 Credits

Using LiveText software, students will begin to create an electronic, professional, portfolio that documents personal and professional growth. Artifacts that parallel INTASC standards will be required for classroom teachers. Corporate trainers will focus on skill-based instruction and outcomes in accordance with the NETS-T standards. This will be an ongoing project through the remainder of the courses within this program and will be finalized in EDU 697. Offered online.

EDU 695 MAED Capstone 3 Credits

The Capstone is a course in which students will demonstrate their attainment of the program outcomes through a spiraled process of skill demonstration including reflection, application, and evaluation. First, students will reflect on patterns in academic work as well as design and development challenges associated with previous course work so as to take control of one's professional growth and become a more self-directed learner. Next, students apply the framework of 21st Century teaching and learning to redesign prior MAED activities and then evaluate how 21st Century skills influence program learning outcomes. Last, students will use digital tools to showcase their scholarly artifacts through the creation of a digital portfolio for both course, and professionally related purposes. Prerequisite: EDU 675. Offered online.

EDU 697 MATLT Capstone:

A Project Approach 3 Credits

This Capstone course requires students to synthesize their skills and knowledge acquired throughout the MATLT program. The Capstone project must present a practical application that is appropriate for a professional environment in the students' chosen field of work, be appropriate for inclusion in a professional portfolio, and incorporate a relevant problem or issue that can be supported through formal research. Furthermore, the project should demonstrate significant content across the spectrum of MATLT courses and promote the accomplishment of professional and personal goals. In addition, students will create a professional brochure highlighting their skills, strengths, and educational preparation. Offered online.

ELL English Language Learner

ELL 240 Linguistically & Culturally

Diverse Learners 3 Credits

This course explores strategies and techniques to support the success of language and culturally diverse students. The values, customs, and communication styles of cultural groups and their implication for teaching are considered. Research-based instructional approaches to developing English learner literacy will be examined. This course may have a travel abroad component. F Offered online and on-campus.

ELL 242 Understanding & Teaching

English Language 3 Credits

In this course students will study the structure of the English language in order to better understand the difficulties that arise in learning a second language. English phonology, syntax, analysis, and application of linguistic theory will be studied. F Offered online and on-campus.

ELL 351 Listening & Speaking

in a Second Language 3 Credits

The stages of language development as well as ideas and strategies to enhance oral language learning and acquisition in the classroom will be applied in this course. Theories and methods of teaching language as communication in oral and aural modes will also be applied. Offered online.

ELL 353 Reading & Writing in

a Second Language 3 Credits

The relationship between first and second language comprehension as well as the reading comprehension and writing connection will be explored in this course. The use of differentiated literacy instruction for English Language Learners will be the central focus. Offered online.

COURSE DESCRIPTIONS

ELL 355 Methods, Materials, & Technology for Learning a Second Language 3 Credits
Strategies for English Language Learners in the content areas while maintaining a language development focus will be illustrated. Specific strategies, materials, technology, and learning activities will be examined to support learning. S (Equivalent to ELL 358.) Offered online and on-campus.

ELL 357 English Language Teaching & Adult Learners 3 Credits
Theory and methodology applicable to English language instruction are integrated in the context of working with adults. Materials and methods suitable for working with adult English learners will be explored and evaluated in this course. Offered online.

ELL 358 Instructional Methods, Materials, and Technology for Teaching a Second Language 3 Credits
The development of language and reading acquisition from birth through adolescence will be explored. Strategies for English Language Learners in the content areas while maintaining a language development focus will be illustrated. Specific instructional strategies, materials, technology, and learning activities will be examined to support learning. (Equivalent to ELL 355.) Offered online and on-campus.

ELL 359 Contemporary Issues in English Language Instruction 3 Credits
Historical influences on instructional design in second language education will be explored. National and state standards for all learners and the implication for ELL instruction will be analyzed. Dual language instruction, bilingual education, and the politics of this as contrasted to English Language immersion programs will also be examined. Offered online.

ELL 361 Language Learning in a Global Context 3 Credits
This course introduces students to the issues surrounding second language learning around the world. Emphasis will be given to educational, civic, business, governmental, and cultural issues. F Offered online and on-campus.

ELL 420 Testing & Assessment for ELL Students 3 Credits
Various tools and methodologies for assessing English proficiency in speaking, listening, reading and writing for both ELL children and adults will be critiqued. Formative and summative assessments will be explored with an emphasis on the application and appropriateness of their use for instructional design. S Offered online and on-campus.

ELL 497 English Language Learner Studies Capstone 3 Credits
This is the capstone course for the English Language Learner Studies major, to be taken at the completion of the major courses. This course provides students with the opportunity to integrate and apply their learning from the course of study for English Language Learners studies in a comprehensive manner. Students will reflect on the courses taken and develop an understanding of the Teachers of English to Other Language Speakers (TESOL) standards and the National Council for Accreditation of Teacher Education (NCATE) standards, developmentally appropriate practices based upon language development research, and professionalism. This course will culminate with a comprehensive final project that integrates the student learning throughout the program. Prerequisite:

Successful completion of the General Education Capstone course. Offered online.

EMS Education Middle School

EMS Prefix – Middle School courses required for a Middle School Endorsement

EMS 220 Grammar for Educators 1 Credit
This course provides students with an intensive review of English grammar using a transformational approach. The subconscious rules underlying the formation of English sentences are discovered by examining a wide variety of grammatical structures. Applications are made to the teaching of grammar in upper elementary and middle schools. Prerequisite: ENG 122. S Offered on-campus.

EMS 225 Growth & Development of the Middle School Age Child 3 Credits
Students learn about the growth and development of the middle school age child. The emotional, physical, and mental characteristics of this age group will be addressed as will the needs of middle school age children. Prerequisites: PSY 104, EDU 200, and second semester sophomore status. S Offered on-campus.

EMS 325 Middle School Curriculum Design & Instruction 3 Credits
Students learn about the areas of curriculum design and instruction that are unique to the middle school philosophy. The course will address teaming and middle school pedagogy and instructional methods. Prerequisites: EDU 250, junior status, and admission to the Practitioner Preparation Program or permission of the instructor/Dean of the College of Education. F Offered on-campus.

ENG English

ENG 100 Introduction to College Writing 3 Credits
This basic writing course concentrates on writing at the word usage, sentence, and paragraph levels. Students learn what constitutes a sentence and how to recognize and avoid sentence fragments and other common errors. They further learn to craft cogent paragraphs and are introduced to writing as a process. Offered on-campus.

ENG 106 Strategies for College Reading 3 Credits
Students learn, practice, and apply pre-reading strategies, comprehension strategies, critical reading and critical thinking strategies, post-reading strategies, and “emergency” reading strategies when material is difficult to understand. In addition to the required text, students read news magazines and newspapers. Homework assignments require students to learn, practice, and apply the strategies on an individual basis while class activities are designed around cooperative learning groups. Two group projects are required. Offered on-campus.

ENG 121 English Composition I 3 Credits
This course is designed to enable students to develop competence in analyzing, organizing, and developing ideas; to locate and use library resources for supporting ideas; and to adapt one’s writing to various audiences. Instruction and practice in writing and critical reading is a focus in this course. Offered online and on-campus.

ENG 122 English Composition II 3 Credits
This course provides instruction and practice in writing effective expository and persuasive essays. The techniques for doing

research and writing research papers are explored. Attention is given to the development of library research skills. Prerequisite: Successful completion of ENG 121 or equivalent with a grade of "C-" or better. Offered online and on-campus.

ENG 125 Introduction to Literature 3 Credits

This course is an introduction to the basic elements of fiction, poetry, and drama. Emphasis is on reading literature to perceive the techniques used in each genre, to understand the basic theoretical approaches to literature, to acquire the vocabulary associated with literary criticism, and to analyze and evaluate literature. Offered online and on-campus.

ENG 201 American Literature to 1865 3 Credits

This course will examine American literature from early colonization through 1865, including texts from the colonial, revolutionary, and antebellum periods. The focus will be upon literary analysis and literary movements contextualized by American history and culture. Offered online and on-campus.

ENG 202 American Literature After 1865 3 Credits

This course will examine American literature focusing on a selection of works published between 1865 and the present. We will explore the impact of social and cultural transformations on our national literature working through literary movements and paying close attention to the development of ideas about gender, race, region and nation as expressed in fiction, poetry, and drama. Offered online and on-campus.

ENG 212 African-American Literature 3 Credits

Students experience the artistry of American writers of color by tracing their development from early slave narratives to contemporary works in film, novels, and poetry. Students sharpen analytic skills by discussing literary texts and familiarize themselves with critical theories of cultural and ethnic distinction. Prerequisite: ENG 122 or permission of the instructor. (Offered every other year.) S Offered on-campus.

ENG 217 International Voices 3 Credits

An introduction to recent international writing in its cultural context. Students read fiction, nonfiction, poetry, and interviews and are introduced to music, art, film, and cuisine of cultures beyond U.S. borders. Prerequisite: ENG 122 or permission of the instructor. (Offered every other year.) F Offered on-campus.

ENG 220 Women Writers 3 Credits

An exploration of the tradition of English and/or American women writers with primary concentration on 19th and 20th century writers. The course includes the intensive study of at least one major writer in this tradition. The specific course topic will vary from year to year. Prerequisite: ENG 122 or permission of instructor. (Offered every other year.) S Offered on-campus.

ENG 225 Introduction to Film 3 Credits

This course is designed to help students understand and appreciate movies and film more completely. The course examines the ways in which movies and films are shot, tell stories, develop characters, and depict physical reality. Classes consist of critique and analysis of movies and films. Offered online and on-campus.

ENG 250 London Theatre Tour 1 Credit

The course is designed to enable students to appreciate and experience theater in London. Prerequisite: ENG 125 or permission of the instructor. Offered on-campus.

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) Offered on-campus.

ENG 305 Nineteenth-Century American Novel 3 Credits

An examination of some of the standard masterpieces by Cooper, Hawthorne, and Melville as well as newly rediscovered texts by women and minority writers. Prerequisites: ENG 122 and junior standing or permission of the instructor. (Not offered every year.) Offered on-campus.

ENG 306 Twentieth-Century American Novel 3 Credits

The study of classic American novels with emphasis placed on interpretive analysis of the novels and the relationship of their themes to social events in American history as well as to basic human problems. Prerequisites: ENG 122 and junior standing or permission of the instructor. Not offered every year.) Offered on-campus.

ENG 307 Directed Readings in English 2 or 3 Credits

A course in literature designed to fit an individual student's needs. Readings include selected critical work in addition to the primary sources selected for the course. A research paper is required. Prerequisites: ENG 122 and junior standing or permission of the instructor. F or S Offered on-campus.

ENG 311 Twentieth-Century British Novel 3 Credits

The study of classic twentieth-century British novels. Emphasis is placed on interpretive analysis of the novels and the relationship of their themes to contemporary social and cultural trends. Prerequisites: ENG 122 and junior standing or permission of the instructor. (Not offered every year.) S Offered on-campus.

ENG 312 African-American Literature 3 Credits

Same course description as ENG 212. Students do the same readings but are required to do additional written assignments and/or oral reports. Prerequisites: ENG 122 and junior standing or permission of the instructor. (Offered every other year.) S Offered on-campus.

ENG 315 Business & Professional Writing 3 Credits

Instruction in the planning, organization, construction, style, and tone of several forms of business and professional correspondence: letters, interoffice communication, resumes, and formal reports. A review of grammar, punctuation, and usage is incorporated into the course. Prerequisites: ENG 122 and junior standing or permission of the instructor. F Offered online and on-campus.

ENG 317 International Voices 3 Credits

An introduction to recent international writing in its cultural context. Students read fiction, nonfiction, poetry, and interview, and are introduced to music, art, film, and cuisine of cultures beyond U.S. borders. Prerequisites: Fulfillment of English Proficiency requirement. Offered online and on-campus.

ENG 318 Creative Writing 3 Credits

This course provides writing experiences in fiction, nonfiction, and poetry for students who have a strong interest in creative expression and have some experience in writing in one of these genres. Various aspects of the imaginative process are explored with separate application made to the genres of fiction, nonfiction,

COURSE DESCRIPTIONS

and poetry. Students write in each genre, participate in workshops with instructors, join with instructors and writing practitioners in critiquing colleagues' work, and make presentations of their own work. On-campus students may repeat this course for up to 9 credits. Offered online and on-campus.

ENG 320 Women Writers 3 Credits
Same course description as ENG 220. Students do the same reading but are required to do additional written assignments and/or oral reports. Prerequisites: ENG 122 and junior standing or permission of the instructor. (Offered every other year.) F or S Offered on-campus.

ENG 321 Introductory Linguistics 3 Credits
This course provides students with an introduction to the principles and methods of linguistic theory. Basic concepts included are phonology, morphology, syntax, and semantics. The developmental stages of language acquisition and the variations of dialect and style observed in spoken and written English are also examined. Students practice applying linguistic theory to explain language-related phenomena encountered in everyday life. Offered online and on-campus.

ENG 323 Twentieth-Century American Poetry 3 Credits
A critical examination of the work of modern and contemporary poets as well as the cultural context in which they produced their work. Prerequisites: ENG 122 and junior standing or permission of the instructor. (Not offered every year.) Offered on-campus.

ENG 325 Intermediate Composition 3 Credits
Intermediate Composition is designed for students who have some experience with college-level writing but want to develop their ability to write. The goal of this course is to help students learn techniques for writing effective narrative, reflective, analytical, and research essays. These techniques include the effective use of specific details to engage and persuade readers, methods of organization that enable readers to follow a line of thinking, and strategies for editing sentences for clarity and conciseness. Prerequisites: ENG 121 and ENG 122 or equivalents. Offered online and on-campus.

ENG 328 Scientific & Technical Writing 3 Credits
Students will develop the skills necessary for writing about scientific, environmental, medical, and technological topics. Emphasis is placed on making complex and technical information understandable to a variety of audiences. Prerequisites: ENG 122 and fulfillment of the General Education Science requirement. (Cross-listed as JRN 328.) Offered online and on-campus.

ENG 330 Teaching Literary Genres & Techniques 1 Credit
This course guides the prospective teacher in preparing a written document that analyzes the literary genres typically covered in high school English courses and provides a critical review of the significant literary techniques and conventions associated with each one. The overview document prepared by the student is developed as if it were an analytical "Introduction" to an anthology of literature, accompanied by a "List of Literary Works" from each genre that could be used successfully at the high school level. Offered on-campus.

ENG 341 Studies in Literary Genres 3 Credits
This course will introduce students to literary genres such as poetry, short fiction, creative non-fiction, drama, and the novel. Students will read, analyze, and write critically about representative selections in the various genres. Offered online.

ENG 345 British Literature I 3 Credits
This course examines writing by representative British authors in various genres from the Anglo-Saxon period through the mid-eighteenth century. Offered online and on-campus.

ENG 346 British Literature II 3 Credits
This course provides a survey of writing by representative British authors in various genres from the Romantic Period to the present. Offered online and on-campus.

ENG 350 London Theatre Tour 1 Credit
The course is designed to enable students to appreciate and experience theater in London. Prerequisite: ENG 125 or permission of the instructor. Offered on-campus.

ENG 380 Literary Research 3 Credits
This course is designed to teach the techniques for conducting literary research. Students will focus on particular authors while focusing on the essential skills of literary research. In addition to short critical essays, students will produce a major research paper. Offered online and on-campus.

ENG 382 London Studies 3 Credit
This is a five week, three credit course that offers you the opportunity to explore British Literature, History, and Architecture including a one week Study Abroad in London. This course allows you to choose from different areas of emphasis for the week in London. For each option, emphasis will be placed on the way in which environment/culture shapes literature and literature shapes environment/culture. You will study each author's situation and look at how society and history shaped the author or perhaps the author had an impact on shaping society and history. Offered on-campus.

ENG 388 Destination Course: Literary & Historical Developments in 19th Century England 3 Credits
A course designed to include an extended travel component that provides an experiential encounter with historical or contemporary aspects of the course content. The "destination course methodology" may be applied to an existing course or to special courses. Destination courses may be offered in classroom or online modalities. Students may receive credit for the General Education Literature requirement. (Equivalent to HIS 388 and TVL 311.)

ENG 410 Selected Authors 3 Credits
Students do a critical examination of the works of a selected author or authors. In addition to some short critical essays, students produce a major research paper. Prerequisite: Senior standing or permission of the instructor. May be repeated with change of topic. (Offered every other year) F Offered on-campus.

ENG 438 Literary Theory 3 Credits
This course is designed to provide students with the knowledge, skills, and tools to develop an understanding the nature of literature, what functions it has, what the relation of the text is to the author, the reader, to language, to society and to history. Offered online.

ENG 480 Communications Portfolio 3 Credits
Students assemble a portfolio of representative work in consultation with a faculty member. Portfolios will include examples of different types of student work and will include work produced during the portfolio semester as well as in previous courses. Prerequisite: Senior standing. (Cross-listed as JRN 480.) Offered on-campus.

ENG 490 Communications Internship 2-4 Credits
Students apply the skills, knowledge, and abilities developed in the major and concentration in an appropriate communication-focused work environment. Each credit hour has a requirement of 50 applied hours of normally non-remunerative work in an approved setting is required, under faculty supervision. (Cross-listed as JRN 490.) Offered on-campus.

ENG 497 English Capstone 3 Credits
Students will demonstrate mastery of the concepts and methodology in the major by producing a final project that includes extensive research into the selected topic. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

ENG 498 Senior Thesis I 2 Credits
Students demonstrate their mastery of concepts and methodology in the major by producing a thesis statement, an annotated bibliography, and a completed outline of the thesis/project. Approval of the topic must be secured in advance from the faculty member serving as thesis director. During the semester, the student will complete the senior thesis or project following specified guidelines. Prerequisites: Fulfillment of the General Education Communication I and II competency and senior standing and successful completion of the General Education Capstone course. Offered on-campus.

ENG 499 Senior Thesis II 2 Credits
This course is a continuation of ENG 498. The completed thesis or project is defended orally before and evaluated by the senior thesis committee. A minimum grade of "C-" is required to meet degree requirements. Prerequisite: Successful completion of ENG 498 with a "C-" or better. Offered on-campus.

ENV Environmental Studies

ENV 101 Humanity & the Environment 4 Credits
This course focuses on humans and their relationship with planet Earth. Lecture topics include evolutionary and ecological theories; the ecological, political, and social ramifications of human population growth; planetary pollution problems; and effects of current technological trends on the environment. During the laboratory section, specific scientific problems are investigated and analyzed using both biological and chemical essays. (Cross-listed as BIO 101.) S Offered on-campus.

ENV 108 Introductory Environmental Chemistry 4 Credits
This course will cover chemical concepts and principles in the context of real-world societal issues such as air pollution, water pollution, acid rain, and global warming. The course includes three lectures and one laboratory session weekly. (Cross listed as CHE 108.) F or S Offered on-campus.

ENV 230 Concepts of Sustainability 3 Credits
This course is designed to provide a sound understanding of the ecological, technological, economic, political, and ethical dimensions of environmental sustainability. Through the study of selected incidents and current projects, students will examine food systems, transportation, energy, urbanization, rainforests and global climate change, and defend a position in sustainability. Offered online.

ENV 300 Environmental Biology 3 Credits
A study of biodiversity. The origin and evolutionary history of biodiversity, including the geological forces that shaped its course, will be discussed. This course will be made pertinent through discussions of the impact of human activity on biodiversity and subsequent impact on the human population. Prerequisite: An introductory biology course or SCI 207. (Cross-listed as BIO 300.) Offered online and on-campus.

ENV 306 Environmental Chemistry 4 Credits
This course will cover chemical concepts and principles of air, water and soils pollution and the analytical analysis of their impacts. The course includes three lectures and one laboratory session weekly. Prerequisites: Fulfillment of the General Education Mathematical competency (MAT 225 or equivalent) and successful completion of CHE 152, with a grade of "C-" or higher, or equivalent (Cross-listed as CHE 306). (Not offered every year) Offered on-campus.

ENV 310 Environmental Policies 3 Credits
Examines political, social, and economic policies and their impact on the global environment. Also explores ways in which policy decisions can serve to protect the environment. Prerequisite: POL 201 or BUS 311. (Cross-listed as POL 310.) (Offered every other year) S Offered on-campus.

ENV 322 Energy & Environmental Systems 3 Credits
This course is designed to provide knowledge relative to the relationship between energy consumption, energy generation, their related externalities, and conservation in the context of diminishing reserves of fossil fuels and increasing availability of renewable resources. Students will defend a position related to a particular energy source and its effect on the environment. Offered online.

ENV 325 Environmental Management 3 Credits
This course examines the issues in the urban environment and the interactions between theory and policy relating to urbanization, industrialization and the impact of population growth on the environment. Offered online.

ENV 330 Environmental Ethics 3 Credits
This course is a study of the ethical dimensions of selected contemporary environmental controversies. Students will examine the major theoretical approaches to environmental ethics, value systems, and specific issues including biodiversity and wilderness preservation. Offered online.

ENV 333 Environmental Impact 3 Credits
Following the guidelines set by the National Environmental Policy Act (NEPA) and its subsequent modifications, students will learn the fundamental methods of analysis required for conducting a robust Environment Impact Statement (EIS). Students will learn the fundamental elements of an EIS through the examination of contemporary cases. Offered online.

ENV 345 Business & the Environment 3 Credits
An environmental economics approach is used to illustrate the impact of the firm on the environment and environmental policy on the firm. Cost-benefits analysis is developed in student-driven research projects. (Cross-listed as BUS 345.) (Alternate years) S Offered online and on-campus.

ENV 420 Environmental Internship 1-6 Credits
Students apply the skills and knowledge developed from the environmental studies curriculum to a field experience. Each credit hour has a requirement of 50 applied hours of normally non-remunerative work in a designated institution or agency, under

COURSE DESCRIPTIONS

faculty supervision. Prerequisites: Junior status, approval by a supervising faculty member and a cumulative grade point average of 2.75. F/S Offered on-campus.

ENV 495 Environmental Research 3 Credits
This course introduces students to the various stages in the environmental research process. Course design focuses intensely on scientific journal article construction as well as research design, data collection, and statistical analysis. Offered online.

ENV 497 Environmental Studies Capstone 3 Credits
Students will utilize knowledge gained throughout the program to construct a final Capstone Project focused on the design and implementation of a sustainable community. This Project will allow students to display content area knowledge over all completed courses. Offered online.

ENV 498 Senior Thesis I 2 Credits
Students demonstrate their mastery of concepts and methodology in the major by producing a thesis statement, an annotated bibliography, and a completed outline of the thesis/project. Approval of the topic must be secured in advance from the faculty member serving as thesis director. During the semester, the student will complete the senior thesis or project following specified guidelines. Prerequisites: Fulfillment of the General Education Communication I and II competency and senior standing, and successful completion of the General Education Capstone course. Minimum of "C-" required for degree requirements. Offered on-campus.

ENV 499 Senior Thesis II 2 Credits
This course is a continuation of ENV 498. The completed thesis or project is defended orally before and evaluated by the senior thesis committee. A minimum grade of "C-" is required to meet degree requirements. Prerequisite: Successful completion of ENV 498 with a "C-" or better. Offered on-campus.

ERE Education Reading

ERE Prefix - Course required for Reading endorsements

ERE 230 Assessment & Diagnosis in Reading 3 Credits
Students learn about test procedures, tests, and diagnostic techniques used in the diagnosis of reading difficulties in the reading process: print concepts, phonemic awareness, phonics, vocabulary development, fluency, and comprehension. Students will participate in 20 hours of field experience. Students will have practice administering and interpreting test results. Prerequisites: EDU 215 and EDU 270. Required for K-6 Reading Endorsement. F Offered on-campus.

ERE 231 Techniques & Strategies for Corrective Reading 3 Credits
Students learn about the nature and causes of reading disabilities. Current techniques and strategies will be researched and developed for application with struggling readers. Prerequisites: EDU 215, ERE 230, and EDU 270. Required for K-8 Reading Endorsement. S Offered on-campus.

ERE 232 Practicum in Corrective Reading 3 Credits
Students will use corrective reading techniques and strategies in tutoring children under the guidance of a university supervisor and cooperating practitioner for 30 hours. Prerequisites: ERE 230 or permission of the instructor and completion or concurrent enrollment in EDU 231 and EDU 270. Required for K-6 Reading Endorsement. S Offered on-campus.

ERE 240 Secondary Reading 3 Credits
This course examines reading skills and instructional needs of junior high and high school students, with emphasis on teaching in classrooms with a range of reading levels. Includes comprehension strategies, basic study skills, the coordination of teaching reading at the secondary level, and recreational reading. Prerequisites: PSY 104 and EDU 215. (Offered once every 2 years.) S Offered on-campus.

ERE 312 Reading in Secondary Education Content Areas 3 Credits
This course is intended for prospective and current secondary teachers desiring to incorporate strategies for reading into their content area. Current techniques and research-based strategies will be explored to afford students an opportunity to develop applications relevant to secondary content and the reading challenges encountered by students. Vocabulary, writing, comprehension, and study skills are discussed and applied to actual content area textbooks. Prerequisite: EDU 270 or concurrent enrollment in EDU 270. F/S Offered on-campus.

ESE Education Special Ed

ESE Prefix - Course required for Special Education endorsements

ESE 315 Survey of Exceptional Students 3 Credits
An investigation into the knowledge, skills, attitudes, and behaviors needed to identify and instruct students with disabilities in varied school settings. Attention will be given to the variety of students 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 PSY 315.) F Offered online and on-campus.

ESE 317 Mild/Moderate Disabilities 3 Credits
This course provides a theoretical frame of reference within which to view challenges faced by students with learning disabilities (LD). A functional definition of LD, possible causes of LD, characteristics of students with LD, typical academic deficits experienced by students with LD, and methods that have been effective in addressing the needs of students with LD will be examined. Prerequisite: ESE 315. S Offered on-campus.

ESE 319 Diagnostics of Mild/Moderate Disabilities 3 Credits
The student will become familiar with the basic concepts and procedures relating to assessment in special education. Norm-referenced, achievement, diagnostic, informal, curriculum-based, intellectual, and adaptive assessment will be covered. Interpretation will be stressed. Application of course principles will be provided in one or more student-conducted testing situations. Prerequisite: ESE 315. F Offered on-campus.

ESE 321 Methods for Mild/Moderate Disabilities 3 Credits
This course will cover critical issues and specific methods and materials relating to the instruction of students with a varying range of needs. Major emphasis will focus on students with mild disabilities such as LD as well as students with other mild to moderate disabilities. Major emphasis will also be on the framework for appropriate instruction for students in light of their learning stages, the nature of the learner, and the content. Students will be expected to work in a classroom setting under the direction of a cooperating teacher. Course includes 30 practicum/clock hours. Prerequisite: ESE 315. S Offered on-campus.

ESE 325 Behavior**Management in the Classroom 3 Credits**

This course provides strategies for changing inappropriate behaviors and prompting the acquisition of adaptive behaviors through positive management procedures. Designed to provide the prospective teacher practical "how to" skills in classroom management, modification of behavior, and other management skills directed toward establishing an environment of learning. Concurrent enrollment with EDU 330 and EDU 331 or any elementary methods class. Prerequisite: ESE 315. F Offered on-campus.

ESE 327 Collaborative**Relationships & Transition 3 Credits**

Factors that promote effective communication and collaboration with individuals, parents, families, and school and community personnel are considered. Elements of effective transition of students with disabilities across age span are addressed. Prerequisite: ESE 315. S Offered on-campus.

ESE 340 Adapted Physical Education 3 Credits

This course provides understanding of the various physical and emotional needs of the special education student and how to adapt curriculum. Students will have a required amount of hours of field experience. Prerequisite: ESE 315. (Cross-listed as PED 340.) Offered on-campus.

ESE 370 Learning & the Brain 3 Credits

Teaching and learning issues within a cognitive processes context are explored. This course covers the study of emotion, memory, and recall as well as early brain development and its relationship to learning. (Cross-listed as PSY 370.) Offered online.

ESE 456 Student Teaching in Special Education 4 Credits

This course is for students who have completed the requirements for an initial teaching license and are adding an endorsement in special education. Students must complete four weeks of full-time student teaching under the supervision of a cooperating/mentor teacher in a special education classroom or setting. Offered on-campus.

ESE 631 Survey of the Exceptional Child 3 Credits

This course provides an introduction to the education of students with diverse learning abilities and styles, including children with mental retardation, physical disabilities, learning disabilities, those identified as gifted and talented, and those diagnosed as having attention deficit disorder. These and other disabilities and special abilities are explored with a focus on the identification of individual differences in development and learning, and risk factors associated with exceptionalities. Developmental variations and patterns of these exceptionalities are examined along with the educational support strategies, the effects on the family and the rights of children. Offered online.

ESE 633 Collaborative**Relationships & Transition 3 Credits**

This course focuses on effective education-based collaboration strategies for special educators who have multiple roles and serve numerous functions when designing and implementing developmentally appropriate and challenging learning experiences for students with a disability. As the special educator job is multifaceted, additional focus is on formulating a team-centered framework that provides academic support for various service delivery models. Additionally, candidates will learn how

to effectively collaborate through verbal, written, and digital communication with collaborative transition team members who enable students to meet 21st century standards post-high school completion. Prerequisite: ESE 631. Offered online.

ESE 684 Instructional Methods for Students with Mild/Moderate Disabilities 3 Credits

This course will cover critical issues and specific methods and materials relating to the instruction of students with a varying range of needs. Class sessions will focus on students with mild disabilities and implementation and evaluation activities. Major emphasis will also be on the framework for appropriate instruction for students in light of their learning stages, the nature of the learner, and the content. Additional topics include: service delivery systems, roles of teachers and ancillary personnel, legal requirements, and major issues confronting the field of special education. Offered on-campus.

ESE 688 Diagnosis & Evaluation of Students with Mild/Moderate Disabilities 3 Credits

The student will become familiar with the basic concepts and procedures relating to assessment in special education. Norm-referenced, achievement, diagnostic, informal, curriculum-based, intellectual, and adaptive assessment will be covered. Interpretation will be stressed. Application of course principles will be provided in one or more student-conducted testing situations. Offered on-campus.

ESE 691 Behavior**Management in the Classroom 3 Credits**

This course provides strategies for changing inappropriate behaviors and prompting the acquisition of adaptive behaviors through positive management procedures. Designed to provide the teacher practical "how to" skills in classroom management, modification of behavior, and other management skills directed toward establishing an environment of learning. Prerequisite: ESE 631. Offered online.

ESE 697 Characteristics of Students with Mild & Moderate Disabilities & Evidenced-Based Strategies for Instruction 3 Credits

This course investigates the characteristics of students with mild and moderate, high-incidence disabilities (LD, EBD, ID), as well as the most effective strategies for teaching students with these disabilities. The central focus of the course is to design quality instruction to meet the needs of a range of learners in an inclusive classroom, as well as to leverage effective approaches and strategies to teaching and assessing students with disabilities. Prerequisite: ESE 631. (Equivalent to ESE 695.) Offered online.

ESL English as a Second Language**ESL 100 Intermediate Grammar 1-3 Credits**

An overview of the structure of the simple English sentence; the course concentrates on the noun phrase and the verb phrase. The course will help students build an overall framework for understanding the organization of the English language. Students will learn which structures are more appropriate for oral communication and which are more appropriate for written communication. Structures will be studied in context. F or S Offered on-campus.

COURSE DESCRIPTIONS

ESL 102 Intermediate Reading 1-3 Credits

This class is designed to help develop vocabulary and reading skills at the intermediate level. Students will improve comprehension by reading for the main idea and supporting details like scanning, previewing, inferring, skimming, etc. that will make them become better readers in the college setting. F or S Offered on-campus.

ESL 104 Intermediate Listening/Speaking 1-3 Credits

Refine the listening/speaking skills of international students to a level at which they can function effectively in a college setting. Students will discuss topics and listen for main ideas and will take notes from classroom lecture. F or S Offered on-campus.

ESL 106 Intermediate Writing 1-3 Credits

Master the paragraph and learn the structure of the essay. Students will learn the steps of process writing and also practice the mechanics of writing that will produce an acceptable final product. F or S Offered on-campus.

ESL 190 Advanced Grammar 1-3 Credits

Review grammar rules and the patterns of the complex sentence. The course will focus on how the English language shows relationship among idea units. Sentence types, clause types, sequencing of tenses, and connecting words are studied in detail. Offered on-campus.

ESL 192 Advanced Reading 1-3 Credits

Gives students extensive practice reading college texts and essays. Particular attention is given to the structure and organization. Students will participate in discussions and continue to develop vocabulary based on extensive reading passages. F or S Offered on-campus.

ESL 194 Advanced Listening/Speaking 1-3 Credits

Teach listening/speaking skills and strategies needed to participate in the American college classroom. Students will practice listening strategies to help them understand and recall lectures. Students will be taught the technique of note taking. Small group discussion, role playing, and debates will be used in the classroom. F or S Offered on-campus.

ESL 196 Advanced Writing 1-3 Credits

Students will acquire the level of writing they need to succeed in college. By the end of the course, students should be able to write well-organized essays. Students will continue to work through the writing process and learn how to apply research skills in their essays. F or S Offered on-campus.

EXP Freshman Experience

EXP 103 Freshman Experience 3 Credits

The primary goal of this course is to assist all first-year students in their personal adjustment to college life. This is accomplished by investigation and practice of specific academic skills, by inquiry into life skills necessary for citizenship in any diverse community, and by knowledge of history, traditions, and values at Ashford University. Offered on-campus.

EXP 105 Personal Dimensions of Education 3 Credits

This course is designed to help adult learners beginning their university studies to achieve academic success. Students will explore learning theories, communication strategies, and personal management skills. Adult learners will develop strategies for

achieving success in school and work. Students will also be introduced to the University's institutional outcomes and learning resources. Successful completion with a "C-" or better or equivalent is required. Offered online.

EXP 200 Fundamentals of Adult Learning 3 Credits

This course presents adult and experiential learning theories and applies them to the student's life and experiences. Kolb's Model of Experiential Learning will be examined and used to analyze prior learning experiences. Students will investigate the roles of reflection and metacognition in the learning process. Guidance and practice will be given in developing an experiential essay structure that will plausibly demonstrate college-level experiential learning outcomes. The experiential essay written in the course can be submitted to the Prior Learning Assessment Center at the completion of the course for a potential of three additional credits. Offered online.

GEN General Education

GEN 499 General Education Capstone 3 Credits

This course provides students with a cumulative and integrative learning experience grounded in their general education experience. Through the study of selected interdisciplinary topics and course-embedded assessments students will demonstrate mastery of essential competencies and application of different ways of knowing. Students will apply the general education principles informed by ethical and critical sensibility and provide evidence of growth in acquiring the habits of active citizenship. A minimum grade of "C -" is required to meet course requirements. Prerequisite: 75 credits or permission of the student's school or college dean. Offered online and on-campus.

GEO Geography

GEO 201/301 Survey of World

Regional Geography 3 Credits

The Survey of World Regional Geography course introduces students to the study of the world's regions and the way physical, political, economic and cultural aspects influence these regions. Emphasis is placed on geographical concepts, spatial thinking, locating places on maps, and on contemporary issues that influence the changing patterns of human occupancy in the world. Offered on-campus.

GEO 308 GIS Software Application 3 Credits

This course is an introduction to the Geographic Information Systems (GIS) software that is widely used to conduct spatial analysis in the areas of environmental science, business, defense and intelligence, education, government, health and human services, public safety, transportation, and utilities and communication. Students will learn the ArcGIS system and become experienced in the analysis of spatially related data and the digitized map system. Offered online.

GRO Gerontology

GRO 320 Adult Development & Aging 3 Credits

This multi-disciplinary course presents views, perspectives, and research on aging and the aging process with emphasis on the life-span perspective. Current research and theory covering psychological, sociological, anatomical, physiological, and biological aspects of aging are explored. Offered online.

GRO 325 Aging & Health 3 Credits

This course examines the interface between health and aging. A broad range of health concerns and issues of older persons are explored from physical, mental, and emotional perspectives. Offered online.

GRO 330 Social Policy & Aging 3 Credits

This course explores the context and process for policy making impacting older adults in the United States. Topics covered include elder advocacy, retirement, inequities in access and procurement of services, employment, Social Security, Medicare, Medicaid, delivery and regulation of health care, elder abuse, and social/community services. Offered online.

GRO 338 Mental Well-Being & Aging 3 Credits

This course explores models of mental health for older adults. The content examines mental well-being in older adults from both the individual (micro level) and societal perspectives (macro level.) Offered online.

GRO 410 Death & Dying 3 Credits

This multi-disciplinary course offers an overview of psychosocial aspects of death and dying. Topics include attitudes toward death, preparation for death, care of terminally ill patients, funeral issues, mourning, grief practices, suicide, and euthanasia. Offered online.

GRO 440 Ethics & Legal Aspects of Aging 3 Credits

This course explores major ethical and legal issues impacting older adults and the provision of services to this population. Case studies and court decisions are incorporated throughout the course to address legal and ethical considerations/issues from social, cultural, and individual perspectives. Offered online.

GRO 497 Gerontology Capstone 3 Credits

This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of gerontology. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout the program. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

HCA Health Care Administration

HCA 205 Introduction to Health Care 3 Credits

This is an introductory course that explores the historical evolution of health care in the United States, its financing sources, technology, delivery of care and the stakeholders who comprise the health care system. The structure of the health care system, including the Patient Protection and Affordable Care Act, better known as Obamacare, will be discussed along with the various components that influence health care such as legal, ethical, regulatory, and fiscal forces. Students will also explore other health care systems and examine the potential future of health care in the United States. Offered online.

HCA 221 Practicum in Health Care 1-3 Credits

Prospective students in the allied health areas such as Nuclear Medicine Technology and Physical Therapy gain experience in patient care under the supervision of appropriately licensed professionals. Students complete 50 contact hours for each credit hour given and must provide evidence of learning through a written journal and keep an up-to-date time sheet. May be taken more than once to gain experience at different locations for a maximum of 4 credit hours. Prerequisites: Sophomore standing or higher and a minimum cumulative GPA of 3.0. Offered on-campus.

HCA 281 Accounting Concepts**for Health Care Professionals** 3 Credits

This course is designed as an applied managerial and financial accounting course, designed to provide health care decision-makers with fundamental concepts of health care accounting practices and procedures. Prerequisites: Successful completion of Mathematical and Information Technology competencies. (Cross-listed as ACC 281.) Offered online and on-campus.

HCA 305 The U.S. Health Care System 3 Credits

This is an introductory course that explores the historical origins, foundations, values, and resources of the U. S. Health Care System. Other national health care systems are discussed in a comparative discourse with that of the United States. Throughout the course, the health care service component is integrated with market place, legal, ethical, regulatory, and financial factors as forces influencing the continued evolution of the U.S. Health Care System and the resulting opportunities. Offered online and on-campus.

HCA 311 Health Care Financing & Information Systems 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. Offered online and on-campus.

HCA 322 Health Care Ethics & Medical Law 3 Credits

This course presents the ethical and legal implications of health care administration. The unique legal aspects encountered in the provision of health services are analyzed. Concepts of access, affordability, health care interventions and human rights are interfaced with legal and ethical issues challenging the provision of health care services. Concepts of risk management, continuous quality assurance, guardianship, Institutional Review Boards, and needs of special and diverse populations provide discussion points in the course. The overlapping domains of ethics and medical law are examined. Case studies and discussion of ethical and legal precedent setting decisions are used to link theory with reality. Prerequisite: HCA 305. On-campus students may take this course concurrently with HCA 305. Offered online and on-campus.

HCA 331 Introduction to Health Education 3 Credits

This course is a foundational course designed to provide an introduction to health education and the health education profession. Health educators are often responsible for developing and implementing health education programs that aim to improve the quality of life of individuals and communities. The roles, responsibilities, skills, settings, and professional networks of health educators will be reviewed in this course. Offered online.

HCA 333 Introduction to Long-Term Care 3 Credits

This course provides an overview of the long-term service delivery continuum. Course topics include: the concept of patient-family-centered services, introduction to theories of adult development and aging, modalities of the long term care delivery system, organizational culture, introduction to regulatory agencies, financial resources, and assurance of quality. Offered online.

HCA 340 Managing in Health & Human Services 3 Credits
 An upper-level management course providing basic management theory for the beginning manager. Management challenges, human service environments, management theories, organizational design, program planning and implementing supervisory relations, managing finances program evaluation, leadership theories and teams in organizations are explored. Prerequisite: HCA 305. May be taken concurrently with HCA 311 for campus students. (Cross-listed as SOC 340.) Offered online and on-campus.

HCA 375 Continuous Quality Monitoring & Accreditation 3 Credits
 This course provides a foundational exploration of the concepts of health care accreditation and continuous quality monitoring. The concept of quality assurance is explored from a perspective of selected accreditation, regulatory, licensing and certification programs. The interface of accreditation and reimbursement is explored. Health information systems are used in the analysis of health care accreditation, government mandates, and regulatory activities as they impact consumer outcomes. Legal implications of quality monitoring are analyzed. Social, political, professional and organizational influences upon health services delivery are explored from a perspective of demand, special populations, financing and service delivery. On-campus students may take this course concurrently with HCA 305. Offered online and on-campus.

HCA 401 Introduction to Health Care Informatics 3 Credits
 This course provides an overview of health care informatics including basic vocabulary, concepts, technology, uses and practices. The history, background, and development of health care informatics are presented, as well as academic, private, and government influences. Offered online.

HCA 402 Health Care Internship 3-6 Credits
 This course provides students with the opportunity to apply the skills and knowledge acquired from their study of health care administration to a client setting. Students may take the course for 3-6 hours of credit. Each credit hour of the Health Care Internship has a requirement of 50 applied hours. The internship requires supervised, unremunerated work in an approved institution or agency. The internship is individualized for each student based upon a self-assessment of their learning needs and consistent with the resources of the supervising agency/institution. A minimum GPA of 2.75 in the Health Care Core is required for registration in this course. Prerequisite: Successful completion of the majority of major coursework. Offered on-campus.

HCA 415 Community & Public Health 3 Credits
 This introductory course explores community and public health services in the well-being of a population. Regulatory mandates promoting public and community health are explored. The interface among community and public health services and the overall health care industry is explored. Legal and ethical imperatives emergent in public health services are discussed. Financing options are explored recognizing the role of categorical fiscal resources. Health care promotion and prevention strategies are explored in concert with the role of health care institutions and the public sector. Health information data is utilized in the planning of a community and/or public health project. Prerequisite: Successful completion of the majority of major coursework. Offered online and on-campus.

HCA 417 Electronic Health Records 3 Credits
 This course begins with an exploration of the evolution of

electronic health records (EHRs,) and then delves into the current forces driving the adoption of electronic health records. The components of EHR's are reviewed and the core functionalities of the EHR are examined. Major consideration is given to HIPAA and confidentiality regulatory requirements in terms of EHR management. In addition, the different methods of data capture and recording of data are reviewed, as well as a comparison of contents for an inpatient versus an outpatient EHR. Offered online.

HCA 419 Current Topics in Informatics 3 Credits
 This course examines trends and emerging technologies involved in health care delivery and information systems/technology management within diverse health care settings. Content includes the following health care applications: process improvement and innovation for computerized provider order entry (CPOE,) telemedicine, imaging systems, bio-surveillance, genomics, bioinformatics (methods used to process data from biological experiments,) robotic surgery, and pharmacogenomics. In addition, ethical and legal considerations /aspects related to the use of computerized technology and information systems in the delivery of health care are reviewed. Offered online.

HCA 421 Health Care Planning & Evaluation 3 Credits
 This course utilizes health care research data, research protocols, and information systems in the planning, implementation and evaluation of health care programs meeting the health care needs of a diverse population. Historical perspectives are discussed in tandem with current health programs and future challenges. The impact of public entities in controlling the demand aspects of health services is discussed in light of regulatory legislation. Planning strategies to meet the needs of a diverse population are explored from both the public and private sector. Discussion of the efficacy and efficiencies of past and current programs provide opportunities for analysis of past and on-going service demand and client outcomes. Development of a health care model applying the concepts of reimbursement, supply and demand, contractual adjustments and patient mix in to the planning and evaluation process. Prerequisite: Successful completion of the majority of major coursework. Offered online and on-campus.

HCA 423 Cost Effectiveness Analysis in Long-Term Care Administration 1 Credit
 Health Care Administration majors/concentrators enroll in the Long-Term Care Internship in anticipation of applying for the Long-Term Care Licensure Examination. The course is a Web-based, faculty-facilitated independent study. The learner may apply management and business principles in conducting a cost-benefit analysis for a self-selected long-term care service or quality topic. A GPA of 2.75 in the major is required for this course. This course will meet one hour of the ten credit hours required by the State of Iowa for Nursing Home Administration licensure preparation in the areas of business management, accounting, business law, or any combination thereof. Offered on-campus.

HCA 425 Long-Term Care Internship 12 Credits
 This internship is designed to meet the requirements of the Iowa Board of Nursing Home administrators for eligibility for the licensing examination. Students must complete at least 720 hours in an approved nursing home working in specific areas. Prerequisites: Senior standing, a 2.5 GPA in health care courses, and permission of the instructor. F or S Offered on-campus.

HCA 430 Special Populations 3 Credits
 This is a topics course that explores health care services for special populations. The populations include: mental health, substance addiction, rehabilitation, geriatrics and selected specialty services. The course is problem focused emphasizing access, cost-quality

issues and financing considerations. Health information data is utilized as resources for the analysis of demand, quality and cost-efficiency. Historical perspectives are presented as shaping factors influencing the present models of health services for special populations. Government mandates, categorical services, legal, ethical, and reimbursement issues are presented as driving forces in the provision of special population health services. Multidisciplinary models of special population health service models are discussed. Learners will develop a model program for a self-selected special population. Prerequisite: Successful completion of the majority of major coursework. Offered online and on-campus.

HCA 435 Informatics Applications 3 Credits

This course provides a broad overview of the various components of informatics and the practical usage focusing on administrative and clinical functions across diverse health care and health care delivery settings. Emphasis is given to process improvement, control, and management of health care data. Topics covered include the following: evidence-based medicine, information retrieval, decision support systems, security and confidentiality, bioinformatics, information system cycles, key health information systems and standards, and medical devices. Offered online.

HCA 442 Contemporary Issues in Aging 3 Credits

This course presents significant major interdisciplinary aging issues and controversies drawn from biological sciences, medicine, nursing, psychology, sociology, gerontology, public policy, and social work. With an emphasis on critical thinking, divergent views and perspectives of aging phenomenology are explored through the reading and research of selected articles and reports covering current topical content. Offered online.

HCA 444 Long-Term Care:

The Consumer Perspective 3 Credits

This course examines the role and impact consumers have in long-term care decision making and provision of care. Factors and challenges influencing consumer choices are explored within the context of long-term care improvement in both institutional and community settings. Current topical issues such as customer/provider relationships and quality of care are overviewed in this course. Offered online.

HCA 459 Senior Project 3 Credits

This course provides the learner a format for the integration health care concepts, exploring a self-selected health care topic. The Senior Project may be: 1) problem focused in which the learner identifies a health care problem or issue and conducts research on the topic culminating in a proposed solution; or 2) an observational research project on a self-selected health care topic. Pre- or Co-requisites: Successful completion of the General Education Capstone course and majority of major coursework. Offered online and on-campus.

HCA 496 Health Informatics Capstone 3 Credits

This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of health informatics. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout the program. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

HCA 497 Health Care Studies Capstone 3 Credits

In this final course students will demonstrate their mastery of program outcomes by reflecting on and synthesizing insights gained from their studies. This will take the form of a focused study

of a significant trend or problem in contemporary health care. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

HCS Health Care Studies

HCS 208 Introduction to Nutritional Concepts 3 Credits

This introductory course provides an overview of the basic principles of nutrition including the basic functions, needs, and sources of micro and macronutrients. Students apply nutrition principles to personal needs, as well as needs of individuals across the lifespan. Nutrition controversies are explored in addition to learning about the anatomical and physiological impacts of inadequate/improper nutrition practices and the risk for disease. Note: This course is designed for students with no previous and/or limited science background. Offered online.

HCS 226 Introduction to Health Care Policy 3 Credits

This course provides an overview of major US Health policies including the historical origins, and social, economic, and political forces impacting the creation and implementation of health policy. Various perspectives of health policy are explored including special populations, and political action groups within the context of legal and ethical rights. Offered on-campus.

HCS 311 Health & Wellness in Adulthood 3 Credits

This course provides students with a holistic overview of the multi-faceted dimensions of health and wellness in adulthood. Physical, social, intellectual, emotional occupational, spiritual, and environmental elements of health are explored within the context of a wellness lifestyle. Offered online.

HCS 316 Cultural Diversity in Health & Illness 3 Credits

This course explores the complexities and dimensions of health and illness through diverse cultural perspectives. Traditional health beliefs and practices among selected populations are presented along with the influences of social, political, and demographic changes impacting issues and perceptions of health and illness in a multi-cultural society. Offered online.

HCS 321 Foundations of Complementary & Alternative Health 3 Credits

This course introduces students to basic definitions and classifications of non-allopathic complementary and alternative health systems. Content includes the history and development of practices, practitioner nomenclature, and cultural influences of the major systems of Complementary and Alternative Medicine used today. Offered online.

HCS 323 Health & Wellness Promotion Throughout the Lifespan 3 Credits

This course provides students with a holistic overview of the multi-faceted dimensions of health and wellness across the lifespan. The seven dimensions of health: Physical, social, intellectual, emotional, occupational, spiritual, and environmental are explored within the context of a wellness lifestyle. Offered online.

HCS 326 Holistic Health 3 Credits

This course examines health in relation to living a balanced life and the synergism of mind, body, and spirit, rather than

COURSE DESCRIPTIONS

approaching its study solely from the conventional Western or allopathic perspective. Divided into three major themes, the course investigates the principles of strengthening your inner resources, developing healthy lifestyle practices, and taking charge of challenges to the body, mind, and spirit. Offered online.

HCS 334 Personal Fitness & Wellness for Optimal Living 3 Credits

This course explores the impact of physical activity and fitness on health and wellness. Physical activity, exercise, and fitness levels are examined. Individual assessments of physical fitness levels and exercise practices are included in the course. Exercise behaviors will be explored as well. Offered online.

HCS 338 Integrative Health 3 Credits

This course explores the use, integration, and applications of holistic health practices in promoting wellness and managing health challenges. Elements of different health systems are presented with a person-centered approach to health care and wellness promotion. Clinically proven complementary and alternative practice modalities are studied that encompass the mind, body, and spiritual aspects of health and wellness. Offered online.

HCS 408 Methods of Community Health Promotion 3 Credits

This course provides an overview of the professional scope of entry-level health educator responsibilities. Students gain knowledge of organizational concepts, processes, skills, attitudes, and personal characteristics comprising the field of health education. The course content explores the theoretical and practical issues of the field of community health that enable students to identify and apply health education principles to health challenges facing individuals, groups, and communities. Offered online.

HCS 412 Health Promotion Planning & Evaluation 3 Credits

This course provides an overview of the practical and theoretical elements of health promotion program planning, implementation, and evaluation in a variety of settings. Students explore models and theories used in planning health and wellness promotion campaigns/interventions and how findings of program evaluation can be utilized and applied. Offered online.

HCS 435 Spirituality, Health, & Healing 3 Credits

This course explores the connections between spirituality, culture, health, and healing. Students examine spiritual rituals and practices from multi-cultural perspectives, in addition to examining elements of spiritual care in a variety of health settings and contexts. Offered online.

HCS 445 Statistics for Health Sciences 3 Credits

This course provides a practical introduction to statistical methods used in a variety of health research. Topics include descriptive statistics, the standard normal distribution, z-scores, t-tests, ANOVA, correlation, regression, and non-parametric tests. Students perform statistical analyses of health data and interpret results. Prerequisite: Fulfillment of the General Education Mathematical competency. Offered online.

HCS 495 Complementary & Alternative Health Capstone 3 Credits

This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of complementary and alternative health. A substantive paper is developed which requires students to

critically analyze their experiences and integrate knowledge gained throughout the program. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

HCS 497 Health Education Capstone 3 Credits

This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of health education. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout the program. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

HCS 498 Health & Wellness Capstone 3 Credits

This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of health and wellness. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout the program. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

HHS Health and Human Services

HHS 201 Introduction to Human Services 3 Credits

This course introduces students to the profession of health and human services beginning with the historical evolution of the field and continuing up to modern day. A broad-based view of the purpose, preparation, and theoretical orientation of the profession is stressed including the many types and career settings of human service professions, scope of work, and duties and functions. Basic skills required by health and human service workers are reviewed, in addition to the roles of human service workers in both clinical and non-clinical settings. An introductory examination of orientations, ethics, and skills related to health and human service delivery in diverse practice settings is included. Offered online.

HHS 307 Communication Skills for Health & Human Service Personnel 3 Credits

This course emphasizes theories and practice of professional communication skills within the context of health and human services. Students will examine classical approaches and new theories and research in interpersonal, and group communication. Active listening, empathy interviewing, nonverbal communication, and presentation skills are stressed. The impact of family, culture, and gender on communication is integrated through communication exercises and class projects. In this class, students will also have an opportunity to examine the practical implications of these concepts in developing their own communication skills through application of selected communication techniques and strategies. Offered online.

HHS 310 Health & Human Services Culture: The Helping Relationship 3 Credits

This course examines the role and function of "helping," and helping processes as applied within the context of the health and human service profession. Helper characteristics are considered, relative to optimizing service delivery in diverse health and human service settings serving a multitude of constituents/client groups. Helping strategies and interventions, with attention to principles, methodology, practitioner skills and knowledge are overviewed. Interpretive strategies such as case study analysis, and vignette analysis are used to simulate health and human service settings. Offered online.

HHS 320 Cultural Awareness in the Human Services 3 Credits
This course prepares students to understand cultural systems, and the nature of cultural identity defined by gender, ethnicity, race, national origin, sexual orientation, income, physical and mental ability, age, and religion. Emphasis is placed on defining and developing skills for the culturally competent delivery of health and human services. Offered online.

HHS 435 Contemporary Issues, Trends, Health Law Ethics in Health & Human Services 3 Credits
Health and human service delivery practices are discussed using contemporary issues, trends, legal aspects, and ethics in an integrated approach. Health laws, ethics, and professional conduct standards including boundary- setting and confidentiality requirements are covered. Professional roles, functions, and legal/ ethical responsibilities of health and human service professionals are overviewed using standards published by selected professional organizations. Offered online.

HHS 440 Technology in Health & Human Services 3 Credits
This course is a survey of the application and integration of technology within the health and human services sector. Informatics issues such as privacy, access, and security are presented. Legal ramifications, professional ethics, and maintaining confidentiality of the client are explored within the emerging technological context. Offered online.

HHS 460 Research Methods in Health & Human Services 3 Credits
This course is a survey course encompassing the application of research methodology. It prepares students to critically evaluate published research. The nature and history of the scientific method, research tools, data collection and analysis will be reviewed. Although key statistical concepts are covered, the focus of the course is helping students gain a conceptual understanding of the components of sound research, and to understand the steps and procedures involved in ethical research of the content area. Offered online.

HHS 497 Health & Human Services Capstone 3 Credits
In this final course, students will reflect upon and synthesize the major insights gained in their study of Health and Human Services. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout their program. The focus is on a strategic health and human services topic that is directly related to access and delivery of services to a selected client group. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

HIM Health Information Management

HIM 105 Medical Terminology 3 Credits
This course is the study of medical language and includes the building blocks of prefixes, suffixes and root words, definitions, pronunciations, basic medical terms, and common laboratory tests, diagnostic tests and procedures by body system. Offered online.

HIM 205 Anatomy and Physiology for HIM I 4 Credits
This course is part one of a two-part course that is the study of anatomy, the structure of the body and how the body is organized and physiology, the function and vital processes of the various

structures making up the human body. This course includes an overview of the human body, basic chemistry of the body, cell and tissue structures, integumentary, skeletal, and muscular and nervous system. Offered online.

HIM 206 Anatomy & Physiology for HIM II 3 Credits
This course is part two of a two-part course that is the study of anatomy, the structure of the body and how the body is organized and physiology, the function and vital processes of the various structures making up the human body. This course includes an overview of the endocrine, cardiovascular, respiratory, lymphatic & immune, gastrointestinal, urinary and reproductive systems. Prerequisite: HIM 205. Offered online.

HIM 210 Pathophysiology 3 Credits
This course is the study of common human diseases, disorders and conditions. In the course, students will learn the description, symptoms and signs, diagnostic tests, etiology, and treatment for common diseases, disorders and conditions. In addition, the students will learn about the associated drug class for specific diseases, disorders or conditions. Prerequisite: HIM 105, HIM 205, and HIM 206. Offered online.

HIM 217 Electronic Health Records 3 Credits
In this course, students will learn about the structure, capture, use, storage and retrieval of health information in paper, hybrid and electronic formats. Students will learn about Electronic Health Record (E H R) project management including scope, goals, strategic planning, workflow analysis, functional needs assessment and implementation. Students will learn about the financial aspects of the E H R as well as the E H R from a consumer and a nationwide health information network perspective. Offered online.

HIM 250 Clinical Classifications Systems I 3 Credits
This course is part I of a two-part course that introduces students to applications for clinical classification and coding. Students will learn about the development of classification systems, use of the health record for coding and the relationship between coding and reimbursement. In particular, the students will learn the guidelines for CPT and ICD-9-CM legacy system, and organizational structure for provider billing. Prerequisites: HIM 105, HIM 205, HIM 206, and HIM 217. Offered online.

HIM 251 Clinical Classification Systems II 3 Credits
This course is part II of a two-part course that introduces students to applications for clinical classification and coding. Students will demonstrate their understanding and application of ICD-10-CM/ PCS and the ICD 9-CM legacy system. Students will compare and contrast various processes, policies and procedures to ensure the accuracy of coded data. Prerequisites: HIM 105, HIM 205, HIM 206, HIM 210, HIM 217, and HIM 250. Offered online.

HIM 252 Legal Aspects of Health information 3 Credits
This course explores the major legal and ethical issues central to the implementation, application, and utilization of health information across the spectrum of health care settings. Key topics include liability, confidentiality, the legal and ethical ramifications of federal legislative mandates pertaining to health information management and informatics. Prerequisite: HIM 217. Offered online.

HIM 301 Introduction to Health Informatics 3 Credits
This foundational course details the history and factors driving the emergence of health informatics. In addition to emphasizing the concepts, terminologies and scope of health informatics, the course delves into health information exchanges, data standards, health

COURSE DESCRIPTIONS

informatics ethics, online resources and E-research. The course includes an overview of basic database architecture, design and file structure, and data warehousing and data mining in healthcare. Offered online.

HIM 310 Healthcare Reimbursement 3 Credits

This course reviews healthcare reimbursement methodologies, government and voluntary healthcare insurance plans, and inpatient and outpatient reimbursement systems. Students will learn about the revenue cycle, audit processes and compliance strategies. Prerequisite: HCA 205. 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: HCA 417 and General Education Mathematical competency. Offered online.

HIM 370 Professional Practice Experience I 3 Credits

This course focuses on the technical application of concepts introduced in other program courses and explores similarities and differences with various healthcare providers. Students will demonstrate their ability to apply knowledge, analyze situations and create solutions in various healthcare scenarios. Prerequisites: HIM 105, HIM 205, HIM 206, HIM 250, HIM 251, HCA 205, HIM 310, HIM 217, HIM 252, HIM 210, and HIM 360. This course must be taken at Ashford University and may not be transferred from another institution. Offered online.

HIM 410 Health Informatics – A Systems Perspective 3 Credits

This course focuses on the behind the scenes components of exchange, standards and interoperability of information in healthcare. The course will evaluate informatics-based support resources to include evidence based practice, clinical decision support and transport protocols. Prerequisite: HIM 301. Offered online.

HIM 435 Analyzing Healthcare Data 3 Credits

This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of health informatics. Students will learn about how various healthcare data sets are constructed and utilized in healthcare; how computerized statistical packages are utilized; and the role of health informatics in financial and performance improvement goals. The student will apply common performance improvement models and tools to develop data-driven organizational reports. Prerequisite: HIM 301. Offered online.

HIM 440 Health Informatics Research Methods and Data Analysis 3 Credits

This course explores in depth the relationship of research and informatics, research methods, the research process and the quantitative and qualitative analysis of data, including descriptive and inferential statistics. Students will explore the role of epidemiology in research and policy development. Prerequisites: Successful completion of mathematical competency and HIM 360. Offered online.

HIM 445 Healthcare Project Management 3 Credits

This course explores principles of project management to improve quality and decrease cost in healthcare. While addressing the intersection of healthcare and information technology, students

will learn about the project process and related tools and techniques to successfully plan, execute, control and assess a project. Prerequisite: HIM 301. Offered online.

HIM 450 Healthcare Management 3 Credits

This course focuses on key management principles in healthcare management and unique Health Information Management activities. Students will learn about organizational structure, the planning and decision making process, budgeting, committee and team dynamics, staff hiring and development and key indicators of department performance. Prerequisites: HCA 375 and HIM 360. This course must be taken at Ashford University and may not be transferred from another institution. Offered online.

HIM 495 Professional Practice Experience II 3 Credits

This course is a combination of virtual activities and a supervised management experience in a healthcare setting. Students complete 40 hours in a professional work environment demonstrating mastery in their knowledge, application, analysis and synthesis of key Health Informatics and Health Information Management concepts. Prerequisite: Completion of BSHIM program core courses. This course must be taken at Ashford University and may not be transferred from another institution. Offered online.

HIS History

HIS 103 World Civilizations I 3 Credits

This course is a study of the origins and development of the world's major civilizations from their beginnings through the seventeenth century. Emphasis is placed on the salient socio-economic, political and religious characters of the civilization and the patterns of interaction among them. Recommended prerequisite: ENG 122. Offered online and on-campus.

HIS 104 World Civilizations II 3 Credits

This course is a study of the development and interaction of the world's major civilizations from the seventeenth century to the present. Emphasis is placed on the rise and decline of European global dominance. Recommended prerequisite: ENG 122. Offered online and on-campus.

HIS 203 American History to 1865 3 Credits

American history from the beginnings of European settlement through the Civil War. Emphasis is placed on the colonial sources of American nationality, the development of American political institutions, the evolution of American society, and the sectional crisis of the mid-nineteenth century. Recommended prerequisite: ENG 122. Offered online and on-campus.

HIS 204 American History Since 1865 3 Credits

HIS 204 surveys American history from Reconstruction to the present. Emphasis is placed on the growing pluralism of American society, the effects of industrialization, the evolution of American political institutions, and the increasing importance of the United States in world affairs. Recommended prerequisite: ENG 122. Offered online and on-campus.

HIS 301 History of American Business 3 Credits

The development of business and its role in American life from the colonial period to the present. Emphasis is placed on the evolution of the corporation, the relationships between business and government, and the impact of business on American culture. Prerequisite: Sophomore standing or permission of the instructor. (Not offered every year.) Offered on-campus.

HIS 303 The American Constitution 3 Credits

This course is a study of the Constitution of the United States and its role in American history and government. The course covers the drafting and ratification of the Constitution, its subsequent amendment and interpretation, and its contemporary role in American politics and government. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency. (Cross-listed as POL 303.) Offered on-campus.

HIS 306 Twentieth-Century Europe 3 Credits

The history of Europe since 1900. Emphasis is placed on the changing nature of European society, the confrontation between totalitarianism and democracy, the origins and consequences of the two world wars, and Europe's evolving role in world affairs. Recommended prerequisite: HIS 378. Prerequisites: Sophomore standing or permission of the instructor; successful completion of General Education History Subject Area and English Proficiency. Offered online and on-campus.

HIS 307 Early Modern Britain 3 Credits

The history of the British Isles from the later fifteenth century through the early eighteenth century. Emphasis is placed on the interaction of Scotland, Ireland, and Wales with England and on early modern developments that have shaped English-speaking civilization, especially in the areas of government, law, and overseas expansion. (Not offered every year.) Offered on-campus.

HIS 308 Modern Britain 3 Credits

The history of the British Isles since the early eighteenth century. Emphasis is placed on the development of parliamentary government, the growth and decline of the British Empire, and the evolution of British society and economic life. (Not offered every year.) Offered on-campus.

HIS 310 American Women's History 3 Credits

By examining a wide range of sources, from first person accounts to interpretive essays, this course explores changes and continuities in women's lives since the earliest days of the Republic. Students will work to understand the forces motivating change, including the various women's movements that have arisen over the years. Underlying the course will be the question of how traditional interpretations of American history are altered by the incorporation of women's history. (Offered every other year.) Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency. Offered online and on-campus.

HIS 312 The American West 3 Credits

The American West is a sub-field of United States history that was framed by Frederick Jackson Turner's frontier thesis in 1893, which saw encounters among land, people, and history forming the basis for a "sectional" identity. This course examines these entities and further explores the complexities of U.S. western history, incorporating the different landscapes shaped by multiple geopolitical histories, the encounters between political and cultural struggles over meaning, and/or the contests between diverse groups of people over shared places, status, and/or meanings. Historians, journalists, politicians, filmmakers, and writers have all told stories about the American West. For this reason, this course examines a variety of stories from across the curriculum that present the twentieth-century-American West. (Cross-listed as POL 312.) Offered on-campus.

HIS 320 History Seminar 3 Credits

A program of coordinated class readings and discussions that focus on a historical topic selected by the instructor. Emphasis is placed on the analysis, interpretation, and evaluation of historical

writing. May be retaken for credit with change of subject matter. Prerequisite: Junior standing or permission of the instructor. (Not offered every year.) Offered on-campus.

HIS 321 History & Politics of the Vietnam War 3 Credits

This readings course examines selected perspectives by scholars and writers on the Vietnam War. The course focuses primarily on the political and historical context shaped by the years of U.S. involvement with Vietnam. The course attempts to come to grips with the different contexts of the wars by drawing on books that consider the actions of both the Vietnamese and American armies and the consequences of the war on the people and environment of each. The course places emphasis on understanding the war from both the Vietnamese and American perspectives and on the historical and cultural context of both nations. (Cross-listed as POL 321.) Offered on-campus.

HIS 324 History of American Education 3 Credits

This course provides an overview of sentinel events, theories, and important historical figures that have shaped the United States education system. (Cross-listed as EDU 324.) Offered online.

HIS 330 World War I 3 Credits

This course seeks to provide an understanding of the causes, course, and consequences of the First World War in its European and global settings and to develop an appreciation of its considerable influence on the contemporary world. Through readings in various primary and secondary sources, students will also develop a better understanding of how historians reconstruct and interpret the past. Offered on-campus.

HIS 331 World War II 3 Credits

A study of the causes, course, and consequences of World War II. Topics covered include the war's major campaigns, its impact on the societies of the nations involved, the Holocaust, and the war's influence in shaping the contemporary world. Through readings in various primary and secondary sources, students will also develop an understanding of how historians reconstruct and interpret the past. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency. Offered online and on-campus.

HIS 335 The American Revolution 3 Credits

This course seeks to provide an understanding of the era of the American Revolution (roughly 1763-1791) and an appreciation of its impact on the subsequent course of American history. It will stress the factors that led to the break with Great Britain, the War of Independence, and political experimentation that led to the adoption of the Constitution. Through readings in various primary and secondary sources, students will also develop an understanding of how historians reconstruct and interpret the past. Offered on-campus.

HIS 340 Recent American History 3 Credits

This course chronicles and analyzes the profound changes in American life in the period since the Second World War, including changes in the country's political structure, economy, and culture as well as the development of the U.S. role in the international arena. Among the important events and topics covered are the Korean and Vietnam wars, the Cuban Missile Crisis, space exploration, Watergate, the civil rights movement, and the feminist movement. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency. Offered online and on-campus.

HIS 342 The Middle East 3 Credits
 This course is intended to introduce students to the complex history of the Middle East, focusing on the development of the core region in the 19th and 20th centuries. Among the most important topics covered are the origins and nature of Islam, the expansion of the Islamic world, the nature and impact of the region's relationship with Western countries, the impact of the discovery of oil in the region, the causes and course of the Israeli-Arab struggle, the rise of Arab nationalism, and the rise of Islamic fundamentalism. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency. Offered online and on-campus.

HIS 344 The Cold War World 3 Credits
 The Cold War was a central fact of international life for decades. It also profoundly influenced domestic life in many countries, including the United States. Though the conflict formally ended in 1991, its effects are far reaching and long lasting. Using a variety of interpretive and documentary sources, we will work to define the Cold War, to understand its origins, to analyze its major turning points, and to outline its effects both on the primary participants and the rest of the world into the present day. Offered on-campus.

HIS 351 Asia in the Age of Decolonization & Globalization 3 Credits
 Covering major developments in Asia since the early twentieth century, this course focuses on China, Japan, and the Indian subcontinent. The course traces the rise of Asian nationalism, the decline of western imperialism, and the region's rise to economic prominence. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency. Offered online.

HIS 378 Historiography & Historical Methodologies 3 Credits
 This course provides students with an introduction to the practice of the discipline of history. It provides them with an overview of the ways historians have approached the study of the past since classical antiquity, acquaints them with the major approaches that characterize the discipline today, and equips them to use appropriate practices in historical research and writing. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency. Offered online.

HIS 379 The Atlantic World 3 Credits
 The history of the Atlantic basin from the late fifteenth century through the early nineteenth, including the interactions of Africans, Europeans, and the indigenous peoples of the Americas and the societies their interactions produced. Themes covered include the Columbian exchange, migrations (forced and voluntary), empire-building, strategies of resistance, identity formation, and the transatlantic dimensions of the American and French Revolutions. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency. Offered online and on-campus.

HIS 388 Destination Course: Literary & Historical Developments in 19th Century England 3 Credits
 A course designed to include an extended travel component that provides an experiential encounter with historical or contemporary aspects of the course content. The "destination course methodology" may be applied to an existing course or to special courses. Destination courses may be offered in classroom or online modalities. Students may receive credit for General Education History requirement. (Equivalent to ENG 388. and TVL 311) Offered online.

HIS 497 History Capstone: Advanced Research Project 3 Credits
 Students will demonstrate their mastery of the learning outcomes of the history major by demonstrating the ability to conduct historical research using primary and secondary sources and by producing an original research paper on an approved topic. Prerequisite: Successful completion of the General Education Capstone course and all History coursework. Offered online.

HMC Health Marketing and Communication

HMC 303 Health Communications 3 Credits
 Utilizing a multi-disciplinary approach, this course provides an introduction to the field of health communications, and explores how communications are utilized to influence and motivate individuals, institutional, government, and public audiences about important health issues and interventions. Students examine processes for creating clear, accurate, and appropriate health communications for a variety of target audiences. Case studies of health campaigns are integrated into the course. Offered online.

HMC 312 Health Marketing & Advertising 3 Credits
 Students are introduced to the essential concepts, methods, and models of marketing and advertising as applied to health care and health-related settings. Marketing concepts presented include the marketing mix, market segmentation, target marketing, strategic planning and forecasting methods, branding, and basic advertising strategy with an emphasis on prevention, education, and other social marketing contexts. Offered online.

HMC 314 Social Media & Health Promotion 3 Credits
 This course explores how the Internet and Web 2.0 tools are utilized for health promotion campaigns. General web-based technologies for use in health promotion are introduced and formal and informal types of health promotion are examined. Students will analyze the benefits of various social media campaigns including the appropriate use of applications, such as Facebook and Twitter, in health promotion. Offered online.

HMC 334 Ethics in Health Marketing & Communication 3 Credits
 This course explores contemporary ethical issues in health care marketing. Topics include consumer advertising of health products, goods, and services; physician marketing, advertising, and endorsements of elective procedures and health care products; physician relationships to hospitals and surgery centers in terms of ownership; and disclosure and confidentiality of collected health consumer data. Offered online.

HMC 462 Contemporary Issues & Trends in Health Marketing & Communication 3 Credits
 This course provides an interdisciplinary exploration of contemporary issues and trends in health marketing and communication as well as emerging research areas. Case studies from diverse health related settings are integrated throughout the course to assist students in gaining real world perspectives and awareness. Offered online.

HMC 499 Health Marketing & Communication Capstone 3 Credits

This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of health marketing and communication. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout the program into a culminating project. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

HPR Health Promotion

HPR 205 The Human Body, Health and Disease 4 Credits

This introductory course provides students the opportunity to develop a basic understanding of health and disease as it relates to basic human physiology for non-science majors. The functions of the skeletal, muscular, integumentary, nervous, special senses, endocrine, cardiovascular, respiratory, immune, gastrointestinal, urinary and reproductive systems are explored. The most common conditions and diseases associated with these systems are examined. Students are provided the opportunity to learn about the major contributing factors associated with these conditions and diseases. In addition to coursework, weekly laboratories provide students the opportunity to explore various aspects of human physiology while applying the scientific method. Offered online.

HPR 460 Analysis of Health Research 3 Credits

This course is designed to provide students the opportunity to develop a basic understanding of health research. Students are given the opportunity to learn about the various types of health research and associated research designs and methodologies. This course provides the students with increased exposure to health research literature and teaches students strategies to critically analyze this literature. Students are provided the opportunity to learn about the ethical dimensions, physical limitations, and practical application of health research. The students are provided a supplemental booklet containing example literature and figures that highlight the major concepts covered in the course. Offered online.

HSM Homeland Security Management

HSM 305 Survey of Homeland Security & Emergency Management 3 Credits

This course is a broad overview of Homeland Security from its emergence in America's first century to the 9/11 attacks. Areas of study include the rise of modern terrorism, domestic terrorism, cyberterrorism, Homeland Security organization, strategies, programs and principles, emergency management, the media, and the issues of civil liberties. Offered online.

HSM 311 Ethics & Homeland Security 3 Credits

This course provides a foundation of classical ethical theories and explores the ethical implications of war and terrorism in the 21st century. Students will be challenged to analyze the controversial issues of the practice of torture, bombing of civilians, assassination and targeted killing, and humanitarian intervention. Civil Liberties and the Patriot Act will be examined. Case studies will offer students the opportunity to examine their own moral stance on selected issues, and study the traditional ethical rules and practices in war, even when engaging with international terrorist groups. Offered online.

HSM 315 Emergency Planning 3 Credits

This course will provide students with the skills to develop a comprehensive plan for risk analysis, threat assessment, staffing an emergency operations center, coordinating with supporting agencies, and the creation of a continuing testing program. Actual case studies are used to teach students how to plan for natural disasters as well as terrorism at the federal, state and local levels. Offered online.

HSM 320 Emergency Response to Terrorism 3 Credits

This course is designed to provide students with the ability to evaluate an emergency incident, determine its scope, understand the function of the first responders, learn the communication procedures necessary to alert the appropriate agencies, and understand how first responders are dispatched. Students will create a recovery plan for response to large scale terrorist incidents. Offered online.

HSM 421 Research & Analysis in Homeland Security 3 Credits

Students will develop the skills to conduct research into selected topics relating to homeland security, emergency management and disaster preparedness using government websites, Internet sources, library databases, and other pertinent repositories of information and data. Students will be required to formulate a research topic with supporting sources for the final report due in the Capstone course. Offered online.

HSM 433 Counter Terrorism & Intelligence Analysis 3 Credits

Students in this course study and analyze counterterrorism including the evolution of counterterrorism, and the specifics of the typology and anatomy of terrorist operations. The course includes an overview of the intelligence community, collection, analysis, requirements and dissemination. Offered online.

HSM 435 Psychology of Disaster 3 Credits

Utilizing case studies and clinical research, the course will focus on the psychological and physiological response to natural disasters, terrorism, and other manmade disasters. Students will examine psychological reactions, the recovery process and mental health care for victims, disaster recovery teams, and first responders. Offered online.

HSM 438 Introduction to Cyber Crime 3 Credits

This course focuses on the technical aspects of digital crime as well as behavioral aspects of computer hackers, virus writers, terrorists and other offenders. Using real life examples and case studies, students will examine the history, development, extent and types of digital crime and digital terrorism as well as current legislation and law enforcement practices designed to prevent, investigate and prosecute these crimes. Offered online.

HSM 497 Homeland Security & Emergency Management Capstone 3 Credits

In this final course students will demonstrate their mastery of program outcomes in Homeland Security & Emergency Management creating an original research and analysis report using the draft and research developed in the Research and Analysis Course. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

HWE Health and Wellness

HWE 230 Functional Anatomy 3 Credits

In this course, students study the structure and function of muscular and skeletal systems within the human body using a regional approach. Students are given the opportunity to learn about anatomical variation, the functional importance of this variation, and analysis of movement. This course expands upon the anatomical concepts provided in the prerequisite, The Human Body, Health and Disease. Prerequisite: HPR 205. Offered online.

HWE 340 Exercise & Physiology 3 Credits

This course is designed to provide students an introduction to physiological responses to exercise in the human body. The students review the major physiological systems at rest (energy transfer, cardiovascular, pulmonary, neuromuscular, etc.) and learn the systemic adaptations that occur with acute and long-term exercise. This course provides the students an opportunity to gain an understanding of the skeletal muscle structure and function in various types of exercise. Prerequisites: HPR 205 and HWE 230. Offered online.

INF Information Systems

INF 103 Computer Literacy 3 Credits

Students will use operating system software, the Internet, and productivity software (word processing, spreadsheet, presentation graphics, etc.). Students will use the library and Web resources to research a topic, word process their findings, and create a visual presentation to communicate to the class. Offered online and on-campus.

INF 220 IS Principles 3 Credits

An introduction to the systems designed to support the information needs of the business functions of an organization. Topics include basic computer architecture, computer communications, models of information systems, information security, organizing and managing the information systems department, software and hardware acquisition, and the ethics involved in the management of information. Prerequisite: INF 103 or permission of instructor. Offered online and on-campus.

INF 231 Programming Concepts 3 Credits

An introduction to the methodology of programming and the construction of graphical user interfaces. Students are introduced to programming through the use of current programming languages(s). Emphasis is on structured design, coding, graphical user interfaces, event-driven programming, and documentation. A variety of programming problems develop skills in algorithm design, file processing data structures, and event handling. Prerequisite: INF 103 or permission of instructor. Offered online and on-campus.

INF 240 Visual & Verbal Presentations 3 Credits

This course integrates word processing and presentation graphics technology while exploring business communication. Students will work individually and in teams to plan, write, and present effective business communication utilizing appropriate software. Prerequisites: INF 103 and ENG 122. Offered on-campus.

INF 242 Spreadsheet & Database Analysis 3 Credits

Data is used to solve typical business problems, and that data must be managed efficiently. Students will integrate previous business, accounting, and information system coursework into solving

problems using spreadsheet and database management software. Prerequisites: INF 103 and General Education Mathematical competency. Offered on-campus.

INF 245 Spreadsheet Analysis 3 Credits

Students will integrate comprehensive spreadsheet software skills with one or more of the following soft skills: decision making, problem solving, teamwork, verbal communication, and written communication. Prerequisites: INF 103 and General Education Mathematical competency. Offered on-campus.

INF 247 Database Analysis 3 Credits

Students will use comprehensive database software to apply their skills in real-world situations that integrate soft skills, such as decision making or problem solving, with application skills. Prerequisites: INF 103 and General Education Mathematical competency. Offered on-campus.

INF 317 Procedures for IS Support 3 Credits

Course emphasis deals with procedures to follow when working with end-user computing. The organization and management of a computer support system, customer service skills, training, evaluation, and needs assessment are topics covered. Students will work together to design a computer support system complete with procedures. Offered on-campus.

INF 322 Database Management Systems 3 Credits

This course provides an introduction to the concepts of database processing. An understanding of the physical and logical organization of data and the meaningful representation of data relationships are evaluated. Operational requirements of database management systems are also discussed. Prerequisites: INF 231 and fulfillment of the General Education Mathematical competency. Offered online and on-campus.

INF 325 Telecommunications & Networking Concepts 3 Credits

A study of real-time and distributed-processing computer networks including telecommunications, data transmission techniques (protocols), design, and implementation considerations. Prerequisite: INF 231 or permission of the instructor. Offered online and on-campus.

INF 331 IS Programming 3 Credits

This programming course solves problems using a current programming language. The emphasis is on techniques for efficient problem solving, good structured programming, and documentation. Both interactive and batch processing will be covered. Object-orientated programming techniques may be included. Prerequisites: INF 231 and MAT 225 or higher math course. Offered on-campus.

INF 335 Project Management Principles 3 Credits

This comprehensive course is designed to develop and strengthen the core knowledge base of those who have chosen project management as their career path. Focus is on basic principles across the breadth of The Guide to the Project Management Body of Knowledge (PMBOK Guide) and on learning the essential elements for each phase of the project life cycle. Students will gain the knowledge, tools, and techniques to manage a project from initiation to final closeout, while balancing the competing demands of time, cost, and scope. This course can be used as a substitute for INF 410. Prerequisites: MGT 330 and ECO 203. Offered on-campus.

INF 336 Project Procurement Management 3 Credits

Designed to develop the basic knowledge base of project managers and project procurement managers, this course emphasizes partnering between buyers and sellers to create a single culture with one set of goals and objectives. Students will discover the key areas in procuring outside services and products—from the initial decision to buy through final contract closeout. They will recognize what must be done for success in the six key project procurement management processes: procurement planning, solicitation planning, solicitation, source selection, contract administration, and contract closeout. They will also formulate the make-or-buy decision, prepare an effective procurement management plan to guide the team, and use outsourcing for maximum benefit. Lessons and best practices from procurement theory and experience are also presented. This course can be used as a substitute for BUS 309. Prerequisite: INF 103 or permission of instructor. Offered online and on-campus.

INF 337 Integrated Cost & Schedule Control 3 Credits

Effective cost and schedule management are cornerstone activities of each project. Students will determine how best to plan the execution of a project scope, to consider stakeholder budget and schedule constraints, to use different methodologies, and to establish the performance measurement baseline. They will also discover keys to identify potential cost and schedule overruns and master the tools and techniques to compare actual work accomplished against established plans, as well as work accomplished against actual expenditures. By identifying early warning indicators, students will gain greater insight into potential risk areas and take the necessary corrective action to keep the project in control. Prerequisites: ACC 205, and MAT 332 or BUS 308. Offered online and on-campus.

INF 338 Leadership & Communication Skills for Project Managers 3 Credits

This course enables students to develop the necessary skills to elicit maximum performance from every member of a team. Students will uncover the styles of leadership that are most appropriate for achieving project success and discover which forms of leadership and communication styles are best suited to their personalities. They will also learn techniques for resolving conflict and managing personnel issues and gain hands-on experience in analyzing stages of team development and maximizing project team effectiveness. This course can be used as a substitute for BUS 303. Prerequisites: MGT 330 and fulfillment of the General Education Communication I and II competency. Offered online and on-campus.

INF 340 Business Systems Analysis 3 Credits

This course studies the problems and needs of organizations and how business functions, staff, data, business processes, and technology can be used to achieve organizational goals and objectives. The focus is on assessment for improvement of the business and its functions. Prerequisite: Fulfillment of the General Education Information Technology competency. Offered online and on-campus.

INF 342 Project Quality Assurance 3 Credits

This course will address topics as defining, planning, executing and closing projects. We will introduce an overall framework for managing projects, describe how to set up a project, and provide a forum for sharing practical techniques for managing projects. Several topics are discussed, including how to build a project plan, risk management, issue management, project marketing, communications, quality assurance, project measurements and the psychology of project management. Offered online and on-campus.

INF 391 IS Seminar I 3 Credits

This course is a seminar in which students will conduct self-directed learning, give presentations, and complete a project in an approved topic. Approved topics may include Animation, Applied Mathematics, Computer Game Design, Computer Graphics, Computer Programming, Computer Support, Computer Repair, Computer Training, Graphic Design, Statistics or Web Programming. Prerequisite: Permission of the instructor. Offered on-campus.

INF 392 IS Internship 3 Credits

Internships are designed to open new career paths, to foster personal growth, and to expose the student to practical computer projects or programs. Participants in the program are responsible for completing real projects typical of those assigned to computer technology graduates in entry-level positions. Every effort is made to place interns in positions that match their primary career interests, although this cannot be guaranteed. A minimum of 150 hours is devoted to the internship. Application must be made through an advisor eight weeks in advance of the regular fall or spring registration. Prerequisites: Senior status; completion of courses applicable to the internship work; 3.00 GPA overall; 3.00 GPA in computer graphics design, management information systems, or computer science/math; and permission of the Internship Committee. Offered on-campus.

INF 410 Project Management 3 Credits

This course provides the foundational principles and techniques to plan, execute, and manage complex projects. Topics include workflow analysis, quality control, and performance evaluation. Offered online and on-campus.

INF 420 Senior Portfolio 3 Credits

Students demonstrate their mastery of skills and knowledge in their areas of emphasis and previous coursework through the development of an approved project. Students will analyze, design, implement, and document an appropriate solution for the project. The project should exemplify the student's ability to apply IS resources and skills in a well-designed project. Prerequisites: INF 410 and INF 240 or CGD 240; successful completion of the General Education Capstone course, and permission of the instructor. Offered on-campus.

INF 431 Advanced IS Programming 3 Credits

This programming course covers advanced programming techniques and implementation of information systems, especially using multiple programs to work together to implement an information system. Topics may include software design, file structures, sorting, data structures, and efficient algorithms. Students are expected to develop programs to support and use the topics covered in this course. Prerequisites: INF 331 and fulfillment of the General Education Mathematical competency. Offered on-campus.

INF 620 Management of Information Systems 3 Credits

This course introduces the fundamentals of computer systems, the role of information processing in the business environment, and provides a basic overview of essential computer software. The course also provides an overview of systems development, operating systems and programming, database management, networking, and telecommunications all from a management perspective. Offered online.

INF 630 Systems Analysis 3 Credits

This course addresses the many business systems issues unique to the information services function within organizations. Coverage includes information systems planning, managing the information infrastructure, justifying information technology investments, the

COURSE DESCRIPTIONS

costing of services and networks, evaluating information system performance, alternative information service delivery modes, managing distributed and end-user computing, project and operations management, systems security, and the management of information technology professionals. Offered online.

INF 690 ISS Capstone Seminar 3 Credits

This course emphasizes the use of information technology to develop distinct competitive advantage in relations with competitors, customers, and suppliers, and with respect to products and services. Course participants examine strategies of actual companies and identify other strategies that can be deployed to gain competitive advantage in diverse settings. In addition, the course is cumulative in nature, integrating knowledge and information attained while completing the entire MBA curriculum. The capstone project requires generation and presentation of an organizational information systems strategic plan. Offered online.

JRN Journalism

JRN 210 Introduction to Reporting 2 Credits

An introduction to reporting, interviewing, and writing hard news. Students learn journalistic terminology, theory, and technique, to be applied in writing and editing. Specific units covered will be introduction to lead writing, story structure, accuracy, copy-editing, headline and cutline writing, advertising, and ethical and legal issues in journalism. May be taken concurrently with JRN 211. Offered on-campus.

JRN 211 News Reporting Lab 1-2 Credits

Includes news writing, feature writing, editing, advertising, layout, promotion, and all other practical aspects of newspaper production. This course may be repeated for a total of 12 credit hours. Pre- or Co-requisite: JRN 210. Offered on-campus.

JRN 217 Survey of Graphic Communications 3 Credits

This lecture course is a survey of design principles and practices used in computer animation, Web design, and print media. The course teaches students to understand the proper audience, marketing strategies, design criteria, and choices of graphic software to produce professional graphic art. Prerequisite: Fulfillment of the General Education Information Technology competency. (Cross-listed as CGD 217) Offered on-campus.

JRN 231 Survey of Journalism & Mass Communication 3 Credits

This course is designed to provide an overview of the history, professional traditions, and roles and practices of the news media in a democracy. Topics include journalistic reporting, how news is defined, ethics, emerging trends, online reporting and news writing basics. Offered online.

JRN 240 Media Writing & Editing 3 Credits

An introduction to the process of writing for varied media. Emphasis is on gathering information, writing styles, editing, and organization of written communication. Practical experience includes writing for campus media. Prerequisite: Fulfillment of the General Education Communication I and II competency. (Cross-listed as CGD 240). Offered on-campus.

JRN 253 Web Publishing 3 Credits

An introduction to the Internet as a medium for publishing. Included is an introduction to HTML and opportunities to work with current Web publishing software. This course covers

navigational organization, selection, and linking of animations, illustrations, photos, and sound to Web pages. Prerequisite: Fulfillment of the General Education Information Technology competency. (Cross-listed as CGD 253.) Offered on-campus.

JRN 303 Publication Design 3 Credits

In this course, students are introduced to graphic design with an emphasis on theory and practice in designing visually effective communication media. Emphasis is placed on understanding principles of visual literacy and design to communicate ideas in publications such as newspapers, brochures, newsletters, and magazines. The course also includes study and practice in visualizing communication problems in the layout and design of publications and an introduction to desktop publishing using Quark XPress and PageMaker. Prerequisite: Fulfillment of the General Education Information Technology competency or permission of the instructor. (Cross-listed as CGD 303.) Offered on-campus.

JRN 310 Editorial & Feature Writing 3 Credits

Students apply literary and journalistic techniques in editorial and feature writing, including examples of newspaper and magazine models. Offered on-campus.

JRN 318 Public Relations Practices & Professional Writing 3 Credits

An introduction to current procedures and duties of public relations personnel will be studied. Students will write news releases, brochures, speeches, reports, memos, scripts, and ad copy using workshop format. Prerequisite: Fulfillment of the General Education Communication I and II competency. (Cross-listed as CGD 318.) Offered on-campus.

JRN 328 Scientific & Technical Writing 3 Credits

Students will develop the skills necessary for writing about scientific, environmental, medical, and technological topics. Emphasis is placed on making complex and technical information understandable to a variety of audiences. Prerequisites: ENG 122 and fulfillment of the General Education Science requirement. (Cross-listed as ENG 328.) F or S. Offered on-campus.

JRN 331 Advanced Writing & Editing for the Media 3 Credits

This course is designed to provide the principles and techniques of good writing for the mass media with an emphasis on accuracy of information, presentation, clarity, precision and efficiency in use of the language. Additionally, students will focus on the standards of writing for the Web which differ substantively from the traditional media. Prerequisite: ENG 325. Offered online.

JRN 333 Ethics in Journalism 3 Credits

Ethics in journalism begins with an overview of ethical foundations and philosophy with a focus on case studies in the media and the application of ethical standards and decision making to issues faced by journalists on a daily basis. Offered online.

JRN 335 Cyber-journalism 3 Credits

This course examines the ways in which technology has transformed the journalistic landscape to a 24-hour news cycle with digital content acquisition and distribution. Students will explore the professional and technical challenges of producing multimedia news in this environment. Offered online.

JRN 337 News Reporting & Writing 3 Credits

This course focuses on the gathering, evaluating and writing of

the news in the print and electronic media. Students will hone basic skills and become aware of current trends including citizen journalism, convergence and the importance of fairness and objectivity. Offered online.

JRN 339 Global Journalism 3 Credits

This course is designed to provide the student with an overview of the major issues facing global journalism. It focuses on the social, cultural, and governmental aspects of the international media and their relationship to journalism from the perspective of a democratic system. Offered online.

JRN 340 Print Production 3 Credits

This course covers the proper procedures for creating print-ready files in both native and prescript formats. Students will study the technological innovations in the printing procedures. Prerequisites: CGD 303 and CGD 330. (Cross-listed as CGD 340.) Offered on-campus.

JRN 410 Journalism Law 3 Credits

The study of the law of journalism and mass communication is a vast field. This course provides a broad overview of the rule of law, the First Amendment, disruptive speech, libel, protecting privacy, reporter's privilege and electronic media Regulation. Offered online.

JRN 412 Advanced Editorial & Feature Writing 3 Credits

Students in this course will apply journalistic skills to opinion writing for editorial pages. It provides tools for evaluating critical thinking and argumentation for evaluating editorial writing. Additionally, students will learn the skills and requirements for feature writing. Prerequisite: ENG 325. Offered online.

JRN 415 Methods of Research & Analysis in Journalism 3 Credits

This course teaches students research methods of utility and analysis in journalism with a focus on survey research, electronic database searching, government sites, and the evaluation of data sets in journalism research studies. Offered online.

JRN 425 Journalism & Politics 3 Credits

This course is designed to aid students in determining how the media shape the context of American government and politics. Students will study American political journalism theory, current practice, convergence, and emerging technological change and their impact on public opinion and policy. Offered online.

JRN 480 Communications Portfolio 3 Credits

Students assemble a portfolio of representative work in consultation with a faculty member. Portfolios will include examples of different types of student work and will include work produced during the portfolio semester as well as in previous courses. Prerequisite: Senior standing (Cross-listed as ENG 480.) Offered on-campus.

JRN 490 Communications Internship 2-4 Credits

Students apply the skills, knowledge, and abilities developed in the major and concentration in an appropriate communication-focused work environment. Each credit hour has a requirement of 50 applied hours of normally non-remunerative work in an approved setting is required, under faculty supervision. (Cross-listed as ENG 490.) Offered on-campus.

JRN 497 Journalism & Mass

Communication Capstone 3 Credits
Students will demonstrate mastery of the programmatic outcomes of the journalism major by creating an electronic portfolio of work completed during the program and by adding newly developed material that showcase professional journalistic skills. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

LEA Law Enforcement Administration

LEA 201 Introduction to Law Enforcement Administration 3 Credits

This course focuses on the elements of law enforcement administration and the factors influencing successful organizations through effective hiring, training, and support of employees. The course examines organizational theory, design and communication, along with the processes of planning and decision making. The effects of stress and adverse behavior are reviewed with relation to the organization and requirements of the administration. Politics, labor relations, and fiscal management are addressed in correlation with the effects on law enforcement administration process. Offered online.

LEA 312 Community Policing 3 Credits

This course outlines key roles and responsibilities in the management of community policing efforts from the law enforcement perspective. Relationships of police image, public expectations, and community leadership are examined. Communication and interaction within a community of diverse socioeconomic conditions, race, sex, and age are examined with respect to community-oriented policing and law enforcement leadership. Offered online.

LEA 316 Ethics in Law Enforcement 3 Credits

This course focuses on theories and methods to assist officials establishing and maintaining ethical behavior in law enforcement employees. The course analyzes misconduct in law enforcement through relevant literature and applicable scenarios in integrating theory and practice. Offered online.

LEA 328 Leadership & Supervision in Law Enforcement 3 Credits

This course focuses on the comparisons between leadership, management, and supervision and the traits and theories surrounding effective application. The course will analyze the impacts of crime on successful leadership and the ability to motivate in order to maximize work effort. Offered online.

LEA 339 Law Enforcement Personnel Management 3 Credits

This course examines the issues involved with maintaining qualified and capable officers available for deployment by a law enforcement administration. The course delves into employee assistance, medical issues and concerns that can significantly affect law enforcement organizations. Federal, state, and local certification and training requirements are discussed regarding continued employment and the impact on staffing. Applicable case law will be reviewed regarding Fair Labor Standards Act of 1938 (FLSA). Offered online.

LEA 408 Technological Management in Law Enforcement 3 Credits

This course will assess the implementation and application of

COURSE DESCRIPTIONS

modern technological hardware and software in assisting law enforcement administration in addressing crime concerns. The course will explore the use of facial-recognition software, closed circuit television, and automatic vehicle monitoring systems in influencing crime issues. Terminology and applications are explained to provide insight to students regarding available resources and usage. Offered online.

LEA 413 Investigations Management 3 Credits

This course addresses criminal investigations from the perspective of the police manager or administrator as well as developing practical skill sets in investigative technique. Legal, social, managerial, and community concerns regarding crime and investigations are evaluated. Relationships between investigators, prosecutors, and police managers are explored. Offered online.

LEA 432 Fiscal Administration in Law Enforcement 3 Credits

This course focuses on the principles of budgeting in the public sector and provides the student with an understanding of the methods used in making financial decisions. The course compares and contrasts the public and private sector and addresses the responsibility of efficient use of funds. Federal state, and local perspectives in finance and budgeting are evaluated. Responsible and ethical financial principles are reinforced. Offered online.

LEA 439 Politics & Law Enforcement 3 Credits

This course focuses on the constitutional basis of law enforcement and on the political relationships and impact of political decisions on the day-to-day operations and focus of law enforcement. The course examines the influence of special interest groups, as well as police associations and unions, in the administration of law enforcement goals. The election of certain law enforcement officials is also addressed regarding perceived loyalty to voters or employees. Offered online.

LEA 444 Training Management 3 Credits

The focus of this course surrounds the necessity of training and the effectiveness of methods employed to reduce agency liability while promoting employee safety. The course will address the liability assumed by both employee and agency when training standards are not adhered to or supervision and leadership allows for deviation from set standards. Offered online.

LEA 497 Law Enforcement Administration Capstone 3 Credits

This course will focus on the integration of research skills, theory analysis, and application of leadership and management methodologies in law enforcement administration. Successful students will exercise critical thought along with clear and concise writing skills throughout the development of a final project/paper on a singular topic within the field of law enforcement administration. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

LIB Liberal Arts

LIB 106 Peer Mentor Seminar 1 Credit

This course assists the student in developing mentoring skills. The focus is on campus resources as they relate to Ashford students, interpersonal communication, and student development. Leadership, conflict resolution, diversity awareness, goal setting, and study skills will also be explored. Offered on-campus.

LIB 123 Leadership in Film 3 Credits

In-depth analysis of leadership dynamics revealed in popular film. Focus on cinematic depictions of theory and practical application of leadership. Offered on-campus.

LIB 125 Contemporary Issues in Organizational Leadership 3 Credits

This course provides an introduction to the multi-faceted concept of leadership studies by presenting the student with the vocabulary, concepts, theories, and applicable research that are fundamental to the basic understanding of leadership. The course will examine contemporary and historical leadership issues unique to women and minority leaders, the moral and ethical responsibility of leadership, and leadership in a variety of contexts. Leadership as a social and political influence process will be examined. Offered online and on-campus.

LIB 150H Scholars Institute 1-3 Credits

A seminar course for freshman and sophomore participants in the Scholars Institute. Topics will vary but will be interdisciplinary in nature and will encourage students to think and make connections across disciplinary lines. May be applied to General Education requirements with approval of Curriculum Committee. May be repeated with change of topic. Prerequisite: Admission to Scholars Institute. F and S Offered on-campus.

LIB 201 Liberal Arts Research Methods 1 Credit

A consideration of research methods, strategies, and source materials appropriate to the liberal arts. The course stresses practical application and will be tailored to emphasize research methods in students' areas of concentration. Prerequisites: ENG 121 and ENG 122 or equivalents. Offered on-campus.

LIB 203 General Internship 1-3 Credits

Students develop skills and knowledge appropriate to their academic interests in a supervised work environment. Internships requires 150 hours of normally non-remunerative work in a designated institution or agency under the supervision of a faculty member and a site manager. (Can be repeated for up to 6 hours of credit.) Prerequisites: Approval by a supervising faculty member, cumulative grade point average of 2.75, and sophomore status. F/S Offered on-campus.

LIB 206 Peer Leadership Seminar II 1 Credit

An extension of LIB 106, this course will assist students with the development of mentoring skills. Students will have the opportunity to serve as a mentor in an EXP 103 classroom and coach new mentors enrolled in LIB 106. Students will provide ideas for interaction within the classroom, offer support to new mentors, and organize group activities. Students will receive training focusing on effective leadership practices, group dynamics, and motivation. Prerequisite: LIB 106. Offered on-campus.

LIB 214 Intercollegiate Mock Trial 1 Credit

This course provides students with insight into the legal system through study of the trial process and participation in the annual intercollegiate mock trial competitions sponsored by the American Mock Trial Association (AMTA). Students may participate in intercollegiate competitions sponsored by AMTA held during the Spring Semester. Students will develop a familiarity with rules of civil and criminal procedure as well as trial procedure and the admission of evidence. This course may be repeated up to a maximum of 8 credit hours applied towards a bachelor's degree. S Offered on-campus.

- LIB 234 Resident Assistant Seminar** 1 Credit
This course provides Resident Assistants with training in interpersonal skills and knowledge of relevant policies necessary to functioning effectively in the residence life environment. Prerequisite: Enrollment is limited to current Resident Assistants. F Offered on-campus.
- LIB 301 Liberal Arts Seminar** 3 Credits
Students examine a selected topic from the perspectives of the various disciplines within one of the broad fields of liberal arts: fine arts, humanities, science, or social science. Students develop a working knowledge of the methodologies, perspectives, and limitations of each discipline, as well as an appreciation of the insights that may be derived from interdisciplinary inquiry. May be repeated for additional credit only with change of field. Prerequisite: Junior standing or permission of the instructor. (Cross-listed as BIO 301 and NAT 301.) Offered on-campus.
- LIB 304 Fine Arts Seminar: Creativity & Culture** 3 Credits
This course examines the creative process of artists who create significant works of art; our aesthetic responses to those works; and the tensions that can occur when an artistic creation violates "community standards," resulting in attempts at suppression or censorship. Beginning with art movements of the twentieth century, students examine and discuss representative examples of music and art from the standpoints of creative process, aesthetic value, and possible reasons for strong public response. Prerequisite: Junior standing or permission of the instructor. Offered on-campus.
- LIB 306 Peer Leadership Seminar III** 1 Credit
Students will draw upon knowledge and experiences gained from LIB 106 and LIB 206 to strengthen the Peer Mentoring program. Students enrolled in this course will serve as a group coach to mentors enrolled in LIB 106 and LIB 206. Students will help deliver peer mentor training, lead group meetings, and create awareness of the Peer Mentoring Program. Prerequisite: LIB 206. Offered on-campus.
- LIB 307 Social Science Seminar: Race Relations in America** 3 Credits
This course has two primary goals: to develop a deeper understanding of the relationships that exist and have existed among major racial groups comprising American society, especially African Americans, Native Americans, and European Americans, and to familiarize students with methodologies characteristic of the social sciences, especially history and sociology. Offered on-campus.
- LIB 311 The Human Quest for Personal Freedom: Art, Music & Literature of the Romantic Era (INTD)** 3 Credits
Examination of the development of the arts of the Romantic Period in Western Civilization to discover what the arts can tell us about how people felt and thought during this significant period in history. The course explores the historical influence of political, cultural, and scientific values of the Romantic Period upon the arts. (Not offered every year) S (Interdisciplinary) Offered on-campus.
- LIB 313 Moral Controversies in Technology (INTD)** 3 Credits
This course surveys ongoing technological developments and the ethical questions involved. Among the discussions are specific controversies in health care, computer information, space technology, and materials technology as well as contemporary issues that present themselves. (Not offered every year) S (Interdisciplinary) Offered on-campus.
- LIB 315 The Environment & the Human Spirit (INTD)** 3 Credits
An interdisciplinary examination of humanity's spiritual relationship with the natural world. The course will explore contemporary environmental issues in the context of theology, philosophy, literature, film, music, visual art, and other representations of the human imagination. Prerequisite: ENG 122 or equivalent (Offered every other year) F (Interdisciplinary) Offered online and on-campus.
- LIB 316 Historical Contexts & Literature** 3 Credits
In Historical Contexts in Literature, students will explore the ways in which literary works represent particular people, places, situations, and ideas through fiction. Further, by using a range of literary, political, and historical texts, the course will examine both the ways in which political and historical contexts shape literary production, and the ways in which fictional texts affect political, social, and moral discourse. Offered online and on-campus.
- LIB 318 Peacemaking: A Study of Conflict Resolution (INTD)** 3 Credits
An interdisciplinary study of peacemaking with a focus on conflict resolution. Highlighting this course are guest presentations and discussions led by Ashford University faculty from diverse subject areas. Students examine thinking and behavior in response to social conflict such as aggression, threats, prejudice, avoidance, withdrawal, conformity, and obedience. Students study various strategies of peacemaking and negotiation and then apply these methods in class role-playing activities. F (Interdisciplinary) Offered online and on-campus.
- LIB 320 Global Socioeconomic Perspectives (INTD)** 3 Credits
This course is an examination of major socioeconomic developments in different countries including Japan, Germany, Sweden, the United States, and the developing nations. Topics include population, natural resources, energy, sustainable growth, and policies such as privatization and free trade agreements. Social and economic justice in the global economy is considered. (Interdisciplinary) Offered online and on-campus. Offered on-campus.
- LIB 322 Topics in American Studies (INTD)** 3 Credits
Employing an interdisciplinary methodology, students will undertake an in-depth study of a key issue in American studies. The course emphasizes the formation of cultural identity and how notions of nation and region impact institutional and subjective ideology. (Interdisciplinary) Offered on-campus.
- LIB 323 Revolution & Terrorism in the Modern World (INTD)** 3 Credits
This course examines the ways revolution and terrorism has shaped the twenty-first century from an interdisciplinary perspective drawing on history, philosophy, and sociology. Emphasis is on the ideas and socio-historical forces that have produced revolutions. (Interdisciplinary) Offered online.
- LIB 325 The Civil War in American Culture (INTD)** 3 Credits
This course investigates the role the Civil War has played in American culture. Beginning with a study of the war itself, the course moves on to focus on the meanings subsequent generations of Americans have assigned to it. Emphasis is placed on the use of

COURSE DESCRIPTIONS

the Civil War as a vehicle for the expression of attitudes and values by various groups of Americans and on the ways in which the war has influenced regional and national identities. (Offered every other year) S (Interdisciplinary) Offered on-campus.

LIB 327 World Music (INTD) 3 Credits

This interdisciplinary course examines traditional and popular music from around the world. Emphasis will be given to the artistic, sociological, religious, and cultural aspects of each region examined. At least one music-culture from each of the following regions is presented: Eastern Europe, Asia, Africa, and the Americas. No musical background is required. (Not offered every year) (Interdisciplinary) Offered on-campus.

LIB 328 Shakespeare & Music (INTD) 3 Credits

This course examines the influence of William Shakespeare on composers of music in the centuries since his plays and poetry were written. Students will closely examine the texts of four plays - two comedies and two tragedies - along with songs from the plays and the sonnets that Shakespeare wrote. One or more performances of each play will also be viewed and discussed since a play reveals its true value only in performance. Finally, students will examine how composers have used the text or story of Shakespeare's works for their inspiration and how they have interpreted these works through their musical compositions. Prerequisites: Junior standing or permission of the instructor. (Interdisciplinary) Offered on-campus.

LIB 330 The Renaissance (INTD) 3 Credits

Students participate in an interdisciplinary course that explores the creative, spiritual, and intellectual revival of the Renaissance as it developed in the 14th, 15th, and 16th centuries in Italy and spread throughout Europe. The course draws from such disciplines as art, music, philosophy, theology, literature, history, and science. (Not offered every year.) (Interdisciplinary) Offered on-campus.

LIB 332 Science & Culture (INTD) 3 Credits

This course explores Western science as a cultural artifact and its impact on other aspects of culture: art, literature, film, music, philosophy, and theology. In addition, the affects of these "other aspects of culture" on the development of science will also be investigated with emphasis on the need to make connections. The course will examine the ways in which scientific developments are articulated in other cultural artifacts. (Interdisciplinary) Offered online and on-campus.

LIB 350H Scholars Institute 1-3 Credits

A seminar course for junior and senior participants in the Scholars Institute. Topics will vary but will be interdisciplinary in nature and will encourage students to think and make connections across disciplinary lines. May be applied to General Education requirements with approval of Curriculum Committee. May be repeated with change of topic. Prerequisite: Admission to Scholars Institute. or permission of instructor. F and S Offered on-campus.

LIB 356 Research Methods for the Humanities 3 Credits

Students in this course will develop a working knowledge of the major methodologies and perspectives of disciplines in the humanities. Topics include the role of theory, identification of appropriate sources, the influence of values, and the role of the humanities in interdisciplinary inquiry. Offered online and on-campus.

LIB 380 History & Culture of Mexico 3 Credits

This course explores the rich history and culture of Mexico. Students will study the major historical eras of Mexico and the

corresponding cultural evolution. Course includes a one-week field experience in Cuernavaca, Mexico where students will study language and culture at the Universidad Internacional. Offered online.

LIB 382 London Studies 3 Credits

This is a five week, three credit course that offers you the opportunity to explore British Literature, History, and Architecture including a one week Study Abroad in London. This course allows you to choose from different areas of emphasis for the week in London. For each option, emphasis will be placed on the way in which environment/culture shapes literature and literature shapes environment/culture. You will study each author's situation and look at how society and history shaped the author or perhaps the author had an impact on shaping society and history. Offered online and on-campus.

LIB 420 Applied Liberal Arts 3 Credits

Students apply the skills and knowledge developed from the liberal arts curriculum in a work environment. The course requires 150 hours of normally non-remunerative work in a designated institution or agency under faculty supervision. (Credit beyond 3 hours may be earned for more extensive work experience.) Approval by a supervising faculty member and a cumulative grade point average of 3.00 are required. Prerequisites: Senior standing and approval of Liberal Arts Committee. F/S Offered on-campus.

LIB 495 Capstone - Advanced

Research Project 3 Credits

This course will culminate with a comprehensive and summative final project that demonstrates the student's ability to conduct research into an approved topic and to develop an original research paper using an interdisciplinary approach. Prerequisite: Successful completion of the General Education Capstone course. Offered online and on-campus.

LIB 498 Senior Thesis/Project I 2 Credits

Students demonstrate their mastery of concepts and methodology in the students' area of concentration or concentrations by producing a thesis statement, an annotated bibliography, and a completed outline of the thesis/project. Approval of the topic must be secured in advance from the faculty member serving as thesis director. Guidelines for the thesis/project will be specified by the Liberal Arts Committee and the students' area of concentration. Prerequisites: Fulfillment of the General Education Communication I and II competency and senior standing and successful completion of the General Education Capstone course. F/S Offered on-campus.

LIB 499 Senior Thesis/Project II 2 Credits

This course is a continuation of LIB 498. During the semester, the student will complete the senior thesis or project following guidelines specified by the Liberal Arts Committee. The completed thesis or project is defended orally before and evaluated by the senior thesis committee. A minimum grade of "C-" is required to meet degree requirements. Prerequisite: Successful completion of LIB 498 with a "C-" or better. F/S Offered on-campus.

LNG Linguistics

LNG 206 Language & Technology 3 Credits

This course provides an introduction to the various ways language and technology interact. Students will understand the importance of computers that can process spoken and written language, and be introduced to a variety of implementations of these emerging technologies. Prerequisite: ENG 321. Offered online.

- LNG 212 Second Language Acquisition** 3 Credits
This course provides students an opportunity to investigate the process of acquiring a second language and to compare this process to learning in general. Students will also explore the basic theories of second language acquisition compared to first language acquisition and will discuss how these theories influence second language curriculum design and guide second language instructional methods. Prerequisite: ENG 321. Offered online.
- LNG 222 Survey of Communicative Disorders** 3 Credits
This course provides an introduction to the field of speech and language pathology. Students will survey a variety of communicative disorders and their effect on language development as compared to clinically normal growth and development of speech and language. Students will also consider the effect of these disorders on various levels of society. Prerequisite: ENG 321. Offered online.
- LNG 310 Sounds of Language** 3 Credits
In this course, students begin to answer the questions: how do we speak, why do different languages sound distinct, and how does sound encode and convey meaning? Students will examine sounds and sound systems of languages by exploring the phonetic properties of language as well as various phonological systems that languages employ to organize these speech sounds into meaningful utterances. Students will also study selected applications of these theories. Prerequisite: ENG 321. Offered online.
- LNG 320 Structures of Language** 3 Credits
This course provides students an opportunity to explore the linguistic theories of morphology and syntax. Students will examine structure within language by describing and investigating the underlying principles and processes of word formation as well as the rules which govern phrase and sentence structure. Basic concepts addressed include morpheme-based morphology and a generative grammar approach to syntax. Students will also study selected applications of these theories. Prerequisite: ENG 321. Offered online.
- LNG 321 Foundations of Linguistics** (3 Credits)
Language is a central part of our daily lives. It is how we communicate our thoughts and desires to others. Yet, we usually take language for granted, using it effortlessly without stopping to think about how it works. So, what exactly is language, and how does it work? This course is an introduction to linguistics, the scientific study of language. In order to understand what language is, a number of topics are examined, including: the sound system of language (phonetics and phonology); the structure of words and sentences (morphology and syntax); the meaning of words and sentences (semantics); how language is represented in the brain (neurolinguistics); modern writing systems (writing); how children learn language (language acquisition); how language can differ across time, between speakers, regions, and situations. While language is highly complex, it is also systematic and rule-governed. At the end of this course, you should understand what linguists study and have a good understanding of the core concepts in each of the above topics. Offered online.
- LNG 353 Evolution of the English Language** 3 Credits
Where did English come from, how has it evolved into the language that is used today, and why does American English behave differently than, for example, the English spoken in Ireland? Also, in what ways are different languages distinct, and how are they similar? Students will explore these topics in this course via a consideration of the methods of historical linguistics with English as a case study. Topics in linguistic typology will also be addressed. Prerequisite: ENG 321. Offered online.
- LNG 360 Language & Society** 3 Credits
This course provides an introduction to language in its social context. In this course, students will explore how language embodies culture, and how society is impacted by language. Topics include linguistic variation in diverse social contexts; language and gender; language and ethnicity; language and socioeconomic class; and the language of law, politics, propaganda, and advertising. Prerequisite: ENG 321. Offered online.
- LNG 415 Meaning in Language** 3 Credits
This course provides an introduction to the theory of meaning in language. Students will consider how language relates to the physical world, and how it contains and conveys truth, falsehood, and meaning. Students will also consider how various contexts factor into determining meaning, and will study selected applications of these theories. Prerequisite: ENG 321. Offered online.
- LNG 450 Computational Linguistics** 3 Credits
This course provides an introduction to the fundamental concepts of natural language processing and computational linguistics. Students will study basic elements of computer programming from a computational linguistics perspective and will apply these methods to solving selected problems representative of those encountered in the field. Prerequisite: ENG 321. Offered online.
- LNG 455 Language Development Disorders** 3 Credits
This course encompasses a study of the symptoms, diagnosis, and treatment of selected language development disorders from a clinical perspective. In an online classroom setting, students will investigate the causes and characteristics of specific language disorders, as well as the current methods of clinical assessment and treatments. Using transcribed and recorded speech samples, students will simulate the clinical processes of diagnosis and treatment by applying these methods. Throughout the course, students will consider the professional conduct and ethical guidelines set for by the American Speech-Language-Hearing Association (ASHA). Note: This course does not result in licensure or certification of any kind. Prerequisite: ENG 321. Offered online.
- LNG 497 Applied Linguistics Capstone** 3 Credits
This course provides students an opportunity to conduct research into a theoretical area of linguistics and its application to assist in creating a plan for future study and professional development. Students will select a topic of interest and research its current and potential applications to one or various areas of industry. Students will demonstrate an understanding of how key linguistic theories have allowed for progress within certain industries and identify opportunities that are still present in the field of applied linguistics. Prerequisites: ENG 321 and successful completion of the General Education Capstone course. Offered online.
- MAT Mathematics**
- MAT 100 Fundamentals of College Math** 3 Credits
An introduction to college mathematics to develop the proficiency of entering students. The course concentrates on computation and interpretation skills pertaining to the natural, whole, integer, real number system, exponents, and their properties. Some introductory algebra concepts and solving simple linear equations. Does not meet General Education or area of concentration requirements. F/S Offered on-campus.
- MAT 117 Combined Algebra** 3 Credits
A study of algebraic concepts, which may include algebraic

COURSE DESCRIPTIONS

expressions, polynomials, factoring, linear equations and inequalities, graphing, exponents, radicals, ratio, proportion and variation, operations with polynomials, factoring, curve sketching, radical equations, ratio proportions, and variation with applications. The course does not meet General Education or area of concentration requirements. Prerequisite: MAT 100 or minimum passing score on mathematics assessment. F/S Offered on-campus.

MAT 126 Survey of Mathematical Methods 3 Credits
The course is designed to explore a wide range of mathematical models as applied to the problems of a modern society. Topics are selected from a variety of disciplines using mathematical methods in the critical thinking and decision-making process. Mathematical methods covered include, but are not limited to, business math, introductory algebra, beginning geometry, and business statistics. Offered online.

MAT 204 Math Problems (Mu Sigma Eta) 1 Credit
For high-ability students. Individual research and readings in math culminating in a research paper that will be presented in written and oral form. By invitation only. (Offered at the discretion of the department.) F or S Offered on-campus.

MAT 219 Geometry & Measurements for Educators 3 credits
This course develops geometry and measurement topics for students pursuing careers in teaching. Geometry topics will include an intuitive exploration of points, lines, planes, and vectors in two and three dimensions. Additional topics will include congruence, symmetry, and similarity. Measurement topics will include one-, two-, and three-dimension coordinate systems and properties of length, area, and volume for various one-, two-, and three-dimensional figures from a variety of perspectives. Prerequisite: MAT 117 or equivalent. (Not offered every year.) F Offered on-campus.

MAT 221 Introduction to Algebra 3 Credits
This course establishes a strong base for an Algebraic exploration of mathematical topics. Student understanding is built up through learning the basics of real numbers and Algebra terminology, writing, solving, and graphing equations, and manipulating polynomials through various operations. Students will develop a familiarity and ease of working with the language and notation of Algebra while learning to think logically through algorithms and solving methods. Emphasis will be placed on developing an awareness of the use of mathematics as it exists in the world today. Offered online.

MAT 222 Intermediate Algebra 3 Credits
In this course students will explore a wider range of Algebra topics beyond the introductory level. Topics will include polynomials, functions, rational expressions, systems of equations and inequalities, operations with radicals, and quadratic equations. Emphasis will be placed on developing an awareness of the use of mathematics as it exists in the world today. Prerequisite: MAT 221 or equivalent with a grade of "C-" or better. Offered online.

MAT 223 Math for Educators 3 Credits
Topics for investigation include problem solving, elementary set theory, logic and mathematical patterns, numeration systems, basic number theory, properties of number systems, integers, rational and irrational numbers, graphs, probability and statistics, measurement, and motions in geometry. Designed for prospective elementary teachers. Prerequisite: EDU 200. Offered on-campus.

MAT 225 College Algebra 3 Credits
A more advanced exploration of algebraic concepts and problem-solving techniques. Topics include solving linear, quadratic, and higher equations and inequalities; linear and nonlinear systems of equations; radical and rational equations; advanced graphing concepts; and matrix operations. Prerequisite: MAT 117 or equivalent. F/S Offered on-campus.

MAT 227 Pre-Calculus 3 Credits
Topics include solving equations and inequalities; quadratic, trigonometric, exponential and logarithmic functions; systems of equations; vectors; and complex numbers. Prerequisite: MAT 225 or MAT 228. F/S Offered on-campus.

MAT 228 Mathematical Modeling 3 Credits
This course develops an understanding of the techniques involved in the construction of mathematical models using problem-solving strategies from mathematics. Given a situation to be modeled with mathematics, presented in the form of a real-life problem, students will be able to evaluate the situation and propose a model describing the problem. Students should also have the ability, by the end of the course, to analyze possible solutions and discuss restrictions on their accuracy and applicability. Prerequisite: MAT 117 or permission of the instructor. F/S Offered on-campus.

MAT 270 Linear Algebra 3 Credits
A study of linear algebra with extensions to n-space including lines, planes, space, and subspace. Topics can include matrices, linear transformations, row echelon form, eigenvalues and eigenvectors. Prerequisite: MAT 225 or MAT 228. F Offered on-campus.

MAT 300 History of Mathematics 3 Credits
This course discusses how mathematics, one of the oldest intellectual instruments, has developed over the preceding 5,000 years. The presentation will be primarily chronological in nature beginning with the origins of mathematical concepts in the great civilizations of antiquity and progressing toward the 21st century. Emphasis will be placed on how mathematics and its various branches (arithmetic, geometry, trigonometry, algebra, calculus, etc.) developed and became interwoven. Special attention will be placed on the famous contributors to mathematics including Pythagoras, Euclid, Fibonacci, Descartes, Newton, Leibniz, Pascal, Gauss, and others. A research paper investigating one of the covered regions, mathematical topics, or individuals will be completed by the student. Prerequisites: ENG 122 and either MAT 225 or MAT 228. S Offered on-campus.

MAT 311 Managerial Calculus 3 Credits
A study of calculus as applied to real-life problems in the managerial, social, and life sciences. In-depth examination of graphing, limits, differentiation, extrema, marginal analysis, integrals, partial derivatives, Lagrange multipliers, and applications. Prerequisite: MAT 225 or MAT 228. (Not offered every year.) S Offered on-campus.

MAT 320 Discrete Mathematics 3 Credits
This course discusses concepts related to combinatorial problem solving with a focus on discrete models. Topics may include sets and set theory, functions and relations, logic and proofs, Boolean algebra, counting principles, graph theory, and networks. Prerequisite: MAT 225 or MAT 228. F/S Offered on-campus.

MAT 332 Applied Statistics 3 Credits
Course covers graphing techniques for presenting data, measures of central tendency and dispersion, correlation, regression and

prediction, probability, distributions of random variables and statistics, large sample theory, central limit theorem, estimation and tests of significance, introduction to the analysis of variance, and an introduction to nonparametric statistics. Prerequisites: INF 103, ENG 122 and either MAT 225 or MAT 228. F/S Offered on-campus.

MAT 351 Calculus I with Analytic Geometry 4 Credits
Topics include the real number system, plane analytic geometry, limits, continuity, differentiation of algebraic and trigonometric functions, applications of derivatives, indefinite and definite integrals for polynomial, exponential, logarithmic trigonometric, inverse trigonometric, and hyperbolic functions. Prerequisite: MAT 227 or equivalent. F/S Offered on-campus.

MAT 352 Calculus II & Analytic Geometry 4 Credits
The course includes integration theory and techniques, transcendental functions, applications of integration and differentiation, inverse trigonometric functions, improper integrals, sequences, series, Taylor series, Maclaurin series, conics, parametric and polar coordinates. Prerequisite: MAT 351. F/S Offered on-campus.

MAT 353 Calculus III 4 Credits
The course covers multivariate calculus including partial derivatives and extrema, vector functions, gradient, and coordinate systems; multiple integrals; and Stokes' theorem. Prerequisite: MAT 352. (Not offered every year.) F/S Offered on-campus.

MAT 355 Differential Equations 3 Credits
This course explores the theory and methods for solving ordinary differential equations and systems of linear differential equations with constant coefficients, power series solutions, Laplace transforms, and applications. Prerequisite: MAT 352. (Not offered every year.) F Offered on-campus.

MAT 362 Modern Algebra 3 Credits
An introduction to the study of modern algebra. Topics may include groups, subgroups, isomorphisms, homomorphisms, rings, and fields. Prerequisite: MAT 351. S Offered on-campus.

MAT 364 Modern Geometries 3 Credits
An axiomatic approach to Euclidean and non-Euclidean geometry. Topics can include analytic Euclidean geometry, measure, congruence, similar shapes and transformations, and non-Euclidean geometries. Prerequisite: MAT 351. S Offered on-campus.

MAT 498 Senior Thesis/Project I 2 Credits
Students demonstrate their mastery of concepts and methodology in mathematics by producing a thesis statement, annotated bibliography, and completed outline of the thesis/project. Approval of the topic must be secured in advance from the faculty member serving as the thesis director. Guidelines for the thesis/project will be specified by the Liberal Arts Committee and the Mathematics Department. Prerequisites: MAT 352, MAT 320, INF 331, SPE 103, ENG 122 and senior standing and successful completion of the General Education Capstone course. F/S. Offered on-campus.

MAT 499 Senior Thesis/Project II 2 Credits
This course is a continuation of MAT 498. During the semester, the student will complete the senior thesis/project following the guidelines specified by the Liberal Arts Committee and the Mathematics Department. The complete thesis/project is defended orally before and evaluated by the Senior Thesis Committee. A minimum grade of "C-" is required to meet degree requirements.

Prerequisites: Completion of MAT 498 with a grade of "C-" or better. F/S. Offered on-campus.

MAT 540 Statistical Concepts for Research 3 Credits
This course demonstrates how to apply selected statistical techniques to a wide variety of problems and situations arising in the areas of business, economics, finance, management, social science, health, psychology, and education. Topics include graphical description of data; measures of location and dispersion; probability; discrete and continuous random variables; sampling distributions and estimation; confidence intervals and hypothesis tests; simple linear regression and correlation. Offered online.

MGT Management

MGT 321 Assessing Leadership Skills 3 Credits
This course introduces students to the concepts, skills, and strategies of personal/professional transformation that are the foundation of leading organizations in diverse communities. Topics include leadership assessment, developing personal vision, establishing a commitment to service, leading in complex communities, managing communication, and creating an environment of excellence. Offered online and on-campus.

MGT 322 Principles of Logistics Management 3 Credits
This course introduces logistics/physical distribution and supply, and the related costs. It provides a systematic overview and analysis of the elements of logistics functions in widely varying types of industries and agencies, including handling, warehousing, inventory control, and financial controls. Prerequisite: MGT 330. Offered online.

MGT 325 Introduction to Transportation Management 3 Credits
This course focuses on intermodal transportation as part of supply chain management. The course addresses the development of the global transportation system, transportation regulation, the modes of transportation and how they interface, shipper issues, intermodal transportation management, and the future in transportation. Prerequisite: MGT 330. Offered online.

MGT 330 Management for Organizations 3 Credits
This course presents an introduction to management theory and practice, including the inter-relatedness that the planning, organizing, leading, and controlling functions play in the multicultural, technology-driven, and global organizations of the 21st century. The emphasis is on the application of management theory to real-life situations in the workplace. (Equivalent to BUS 201.) Offered online and on-campus.

MGT 370 International Supply Chain Management 3 Credits
Topics covered in this course include the government's role in global logistics, the global logistics environment, ocean and air transportation, transportation to Canada, Mexico, and the European continent including intermediaries, documentation, insurance, exporting, and importing. Current trends in globalization will also be explored and evaluated. The role of logistics and transportation organizations in the global supply chain process will be discussed. Offered online.

MGT 380 Leadership for Organizations 3 Credits
Several leadership styles are examined in this course. Emphasis

COURSE DESCRIPTIONS

is placed on developing effective leadership in organizations and personal enterprises, and on developing ethical leadership perspectives in personal and professional decision-making. Offered online and on-campus.

MGT 401 Hazardous Materials Management 3 Credits
This course addresses the significant issues associated with handling hazardous materials in a logistical system. The course also provides a firm foundation on basic hazardous materials management principles. Topics include definitions of hazardous materials, regulatory overview, technology to treat different hazardous materials, and tracking and manifest rules. Prerequisite: MGT 330. Offered online.

MGT 415 Group Behavior in Organizations 3 Credits
Theory and research are applied to the study of group dynamics, processes encountered in the small-group setting, and how organizational effectiveness is impacted by small-group and team functioning. The course focuses on group productivity, decision-making, diversity, group communication, resolving group conflict and building effective teams. Offered online and on-campus.

MGT 425 Leadership & Motivation 3 Credits
This course examines various approaches to motivation and the design and implementation of motivational strategies for effective personal and organizational performance. Offered online.

MGT 435 Organizational Change 3 Credits
In this course, students will study and apply alternative theories, models and strategies for creating and managing organizational change. The effectiveness of management tools in initiating problem solving and decision making to bring about change within organizations is evaluated. Offered online and on-campus.

MGT 450 Strategic Planning for Organizations 3 Credits
Strategic Planning introduces students to various management planning models and techniques, and applies these to actual business cases. This course stresses the concepts of both strategic planning and strategic management. (Equivalent to MGT 451.) Prerequisite: MGT 330. Offered online.

MGT 451 Strategic Planning Capstone 3 Credits
Culminating the aggregate knowledge of a business program, the Strategic Planning Capstone introduces students to various management planning models and techniques. Application of strategic planning concepts is stressed throughout the curriculum. Prerequisite: Successful completion of the General Education Capstone course. (Equivalent to MGT 450.) Offered online.

MGT 460 Leadership Priorities & Practice 3 Credits
Leadership Priorities and Practice is a capstone course that requires students to reflect on and synthesize the major insights gained in their study of organizational management. A substantive paper is developed to illustrate how these insights can be applied effectively in the student's work environment. Students choosing the personal program of study must show how their chosen concentration relates to organizational management and include insights from each academic area in their synthesis and application. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

MGT 490 Strategic Human Resources Planning 3 Credits
This course provides a link between the traditional human resources functions (recruiting, staffing, training, performance appraisals, labor relations, and compensation and benefits), strategic planning, and meeting long-range organizational goals

and objectives. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

MGT 492 Strategic Management for the Multinational Enterprise Capstone 3 Credits
The final integrative course in the international business program integrates the basic business functions through strategic management principles. Comprehensive cases deal with global competition in complex changing environments within which the organization seeks to achieve a sustainable competitive advantage. Issues of strategy formulation and implementation are addressed. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

MGT 496 Strategic Warehouse Management 3 Credits
This course is an overview of the strategic role that the warehousing function plays in the modern logistics environment. Subjects include warehouse strategies, difference in government and non-government systems, layout and design, location, customer service, bar coding, material handling, and measuring warehouse productivity. Prerequisites: MGT 330 and successful completion of the General Education Capstone course. Offered online.

MGT 497 Strategic Technology Planning for Organizations 3 Credits
This course examines the role of information technology as a strategic component of modern business. While focusing on the implementation of computer-based information systems, it will also consider broader issues of communication and culture in organizations, as well as institutional change related to new technologies. It will use literature reviews, case studies, and an assessment exercise to address several issues related to new means and strategies in information and communication technologies. Prerequisites: MGT 330 and INF 340 and successful completion of the General Education Capstone course. Offered online and on-campus.

MGT 601 The Functions of Modern Management 3 Credits
This course serves to advance the knowledge of the functions of management, the underlying theories and literature associated with the management discipline, and build students' understanding of the relationships across organizational and business functions. Students grapple with current management problems and emerging solutions applied in the context of the organization. Offered online.

MHA Master Health Care Administration

MHA 601 Principles of Health Care Administration 3 Credits
The focus of this course is on the application of advanced organizational principles in complex health care environments. Organizational issues, administrative processes and applications are explored. The managerial perspectives of a mid-to senior healthcare administrator are emphasized. Offered online.

MHA 610 Introduction to BioStatistics 3 Credits
This course explores the application of fundamental statistical methods to the health care environment. Course content includes both descriptive and inferential methods including: data analysis, statistical estimation, regression analysis, analysis of variance, hypothesis testing and analysis of longitudinal data. NOTE: This

course uses software that is not Mac OS compatible. Access to a Windows PC or a Windows-based platform is required. Offered online.

MHA 612 Financial & Managerial Accounting 3 Credits
This course provides the foundation for integrating health care finance and managerial accounting. Opportunities for analyzing current and emerging health care financing trends are provided. Practical cost-benefit strategies used in planning, controlling and preparing internal and external reports are emphasized. Offered online.

MHA 614 Policy Formation & Leadership in Health Organizations 3 Credits
This course focuses on the administrator's perspective and leadership role in formation of health care personnel policy and program recruitment, compensation, performance evaluation and labor relations. Evaluation of policy compliance with accreditation, regulatory and legal requirements, professional standards and ethical considerations, and medical staff and board communication are stressed. Offered online.

MHA 616 Health Care Management Information Systems 3 Credits
This course applies health care data in real-world contexts. Factors such as service line identification, program planning, implementation models and outcome monitoring are covered. Offered online.

MHA 618 Health Economics 3 Credits
This course focuses upon the analysis of health care operations and planning decisions derived from the theoretical concepts of demand, cost production, profit and competition. External and internal forces challenging health care services are analyzed. Organizational effectiveness and efficiency within the complex health care environment are emphasized. Offered online.

MHA 620 Health Policy Analyses 3 Credits
This course focuses on the analysis and evaluation of health care policy. Policy implications in organizational decision making, strategic planning and market positions are examined. Offered online.

MHA 622 Health Care Ethics & Law 3 Credits
This course focuses upon the legal and ethical issues arising in the health care environment. Case study analysis is used to illustrate the ethical and legal implications commonly addressed in health care. Offered online.

MHA 624 Continuous Quality Improvements & Risk Management 3 Credits
This course examines a systemic approach to health care outcomes and risk management practices. Assurance of quality health services and organizational risk control is discussed using industry benchmark and accreditation standards and processes. Offered online.

MHA 626 Strategic Planning & Marketing in Health Care 3 Credits
This course focuses upon the visioning and modeling of services and programs, both anticipatory and responsive, utilizing market-driven information. Students integrate theories from economics, information management, finance and leadership, culminating in the generation of a comprehensive business plan. Offered online.

MHA 628 Managed Care & Contractual Services 3 Credits
This course examines the concepts of supply, demand, profits, cost and quality control in a managed care environment. Stakeholder dynamics are explored. Factors such as population, health status, market forces, contractual adjustments, third-party payers, cost allocation, government policies, and legal and ethical implications are explored. Offered online.

MHA 690 Health Care Capstone 3 Credits
This course offers an opportunity for the integration of knowledge and skills developed within a culminating student project. The focus is on strategic and organizational issues unique to the health care environment. The student will present a comprehensive report at the end of the Capstone experience. Offered online.

MIL Military Studies

MIL 204 Introduction to Sources of Conflict in the Middle East 3 Credits
This course will examine the political, religious, social, and economic complexities and ramifications of the conflict in the Middle East from Afghanistan to Northern Africa in the 19th and 20th centuries. Students will study the complex topics of religion, ethnicity, and nationalism as components of conflict in selected nation states. This course will evaluate the effects that conflict has on the region and the world as a whole and the impact of selected military interventions. Offered online.

MIL 208 Survey of the American Military since WWI 3 Credits
Since World War I, the American Military has expanded and transformed into a modern military machine. This course will focus on the reasons and ways in which the versatile American Military has been utilized throughout the world, at different times. This course will focus on a selection of significant battles fought by air, land and sea, during World War I, World War II, the Korean War, the Vietnam War and the Persian Gulf War. Offered online.

MIL 212 The Military as a Peace Keeping Force 3 Credits
This course will examine ways in which militaries are utilized during peace times and in times of conflict. It will focus on NATO, the United Nations, Humanitarian Relief and Disaster Recovery. It will investigate the role external factors such as, international and local politics, geography, media, terrorism, and economics have on a military's ability to be a peace keeping force. Offered online.

MIL 275 Military Ethics 3 Credits
Ethical issues faced in the modern world will be examined including the ethics of leadership, just war theory, and the moral status of the rules of war. Students will use critical thinking to determine the ethical implications and solutions for complex issues that are relevant to the current day military. The course will make use of case studies to illustrate moral and ethical dilemmas. Offered online.

MIL 310 American Military History I 3 Credits
United States military operations from colonial times through World War I. The course draws material from selected disciplines of the humanities, exploring how and why America has gone to war beginning with the American Revolution to the post-World War I period. This course examines how war has shaped national strategy and how conflict affected peacetime society. Offered online.

COURSE DESCRIPTIONS

MIL 311 American Military History II 3 Credits
United States military operations from the end of World War I to The Gulf Wars. The course draws material from selected disciplines of the humanities, exploring how and why America has gone to war beginning with World War II, through the Cold War period, and, finally, the Gulf Wars. This course examines how war has shaped national strategy and how conflict affected peacetime society. Offered online.

MIL 322 The Literature of War 3 Credits
The course will provide an overview of the literary content, social values and military significance found in selected works of military literature. Students will gain a contextual, cultural, and humanitarian understanding of the historical influences in military literature. Offered online.

MIL 350 Studies in Military Leadership 3 Credits
A close examination of how and what made specific American military leaders successful by studying their leadership techniques and military careers. The American Revolution to present day leaders will be examined. This course is designed to inspire an interest in the principles and practices of military leadership and to explore how these high-impact principles and practices may be professionally applied in the workplace. Offered online.

MIL 497 Military Studies Capstone 3 Credits
Students will demonstrate their mastery of the learning outcomes of the Military Studies major by demonstrating the ability to conduct historical research using primary and secondary sources and by creating a final research paper requiring comprehensive critical analysis of an approved topic in the areas of military leadership, conflicts, peace-making, peace-keeping, and humanitarian efforts. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

MKT Marketing

MKT 625 Consumer Behavior 3 Credits
This course presents and analyzes the most critical issues of buyer behavior both for individual consumers and within the organizational environment. Priority is placed on the economic, psychometric, and sociometric factors that influence buyer behavior and the buyer decision process. Through analyzing and understanding buyer behavior, marketing managers can ultimately understand this process and actively influence strategic business decisions. Offered online.

MKT 635 Market Research 3 Credits
This course is designed to integrate theory and practice and develop students' analytical skills in marketing research methodology. Students apply methods and techniques for the collection, analysis, interpretation, and presentation of primary and secondary data toward the solution of current marketing problems. Offered online.

MUS Music

MUS 101 Masterpieces of Music 3 Credits
This survey course exposes students to significant works, composers, and styles from the Renaissance to the present. Through required readings, lectures, and selective listening, students will cultivate not only a greater understanding of, but also the ability to listen to and appreciate a broad range of music. F/S Offered on-campus.

MUS 103 AU Concert Choir 1 Credit
The Concert Choir performs a broad and demanding array of music from the full range of historical and stylistic periods. Concerts are held both on and off C. Members attend three weekly rehearsals plus all scheduled performances and dress rehearsals. Incoming students wishing to join the group are expected to have some music background and are admitted to the group only with the instructor's consent. Active student leadership is strongly encouraged within the group. A maximum of 8 credit hours may be applied toward a bachelor's degree. F/S Offered on-campus.

MUS 105 Music Theory I 3 Credits
This course is designed for those students with significant interest in, and commitment to, the study of music. Course content focuses on a study of the theoretical and compositional practices of the Common Practice Period (c. 1700-1850). Attention is given to the basic elements of music: melody, rhythm, harmony, texture, timbre, and form. Regular assignments, readings, and compositions are expected of students. While there is no prerequisite, musical proficiency or some prior experience is an asset. Concurrent enrollment in MUS 107 is required. F Offered on-campus.

MUS 106 Music Theory II 3 Credits
An extension of MUS 105 with emphasis on part-writing, analysis, and the study of form. Students continue to write their own compositions, complete regular assignments, and make class presentations. Concurrent enrollment in MUS 108 is required. Prerequisite: Satisfactory completion of MUS 105. S Offered on-campus.

MUS 107-108 Ear Training & Sight Singing I and II 1 Credit
Development of skills in sight singing (performing notated music) and listening (notating performed music). Students practice intervallic, melodic, rhythmic, and harmonic dictation; basic keyboard harmony; and individual and part singing. While there is no course prerequisite, prior musical experience is an asset. F/S Offered on-campus.

MUS 125 AU Wind Ensemble 1 Credit
The Wind Ensemble performs music in a broad range of styles. Members attend weekly rehearsals plus scheduled performances. Student leadership is strongly encouraged within the ensemble. The course may be repeated up to a maximum of 8 credit hours toward a bachelor's degree. Prerequisite: Permission of the instructor. F/S Offered on-campus.

MUS 205 Music Theory III 3 Credits
Continuation of MUS 105 and MUS 106. Study of 19th-century chromatic materials such as diatonic sevenths, ninth-eleventh-thirteenth chords, embellishment, and Neapolitan and augmented sixth chords. Concurrent enrollment in MUS 207 is required. Prerequisite: MUS 106. F Offered on-campus.

MUS 206 Music Theory IV 3 Credits
Further study, writing, and analysis of the more contemporary forms of music structure including the introduction of melody, harmony, and rhythm in twentieth-century music. Concurrent enrollment in MUS 208 is required. Prerequisite: MUS 205. S Offered on-campus.

MUS 207 Ear Training & Sight Singing III 1 Credit
Development of advanced skills in keyboard, sight singing, and aural dictation including modal, tonal, modulating, chromatic, contemporary, and atonal melodies. Concurrent enrollment in MUS 205-206 is required. Prerequisite: MUS 107-108. Offered on-campus.

MUS 208 Ear Training & Sight Singing IV 1 Credit
See description for MUS 207. Concurrent enrollment in MUS 205-206 is required. Prerequisite: MUS 107-108. Offered on-campus.

MUS 225 Musical Skills for the Classroom Teacher 2 Credits
Early childhood and elementary pre-service teachers learn to design and implement musical experiences through developmental theories, practical skills, and teacher resources. Student will spend 8 clock hours in elementary music classrooms. No music background required. Prerequisites: EDU 200 and either PSY 104 or PSY 201.S Offered on-campus.

MUS 250 Conducting I 2 Credits
An introduction to the basic techniques of choral conducting. Topics covered include conducting, rehearsal, and audition techniques for the choral ensemble and an introduction to choral styles and repertoire. Prerequisite: Permission of the instructor. F Offered on-campus.

MUS 255 Music in the United States 3 Credits
A survey of the many and varied styles of music - popular, classical, folk, sacred and secular - of the United States from its beginnings to the present day. Music of the following groups and times are examined: Native American, Revolutionary War, imported folk song styles, Civil War, African American, Tin Pan Alley, musical theater, jazz, country-western, and rock-and-roll. F or S Offered on-campus.

MUS 257 The American Musical Theater 3 Credits
A study of the evolution of the American musical theater from the mid-nineteenth century (minstrel show, melodrama, pantomime, and ethnic shows) through the twentieth century (operetta, follies, musical comedy, and the "Golden Age") to the present day (rock musical and concept musical). Videos of selected musicals will be shown that enable students to trace the development of musical theater as a theatrical, musical, and visual art form. (Not offered every year) S or Summer Offered on-campus.

MUS 350 Music in Western Civilization I 3 Credits
A detailed chronologically organized study of the development of Western art music from the Medieval era to the eighteenth century. Students will be introduced to research materials, repertoire, composers, and styles representative of each genre. Attention will be given to concurrent philosophical, religious, historical, and artistic events. An emphasis will be placed upon listening and the development of listening skills. Prerequisite: Successful completion of MUS 101 or permission of the instructor. Course alternates with MUS 351. (Not offered every year) S Offered on-campus.

MUS 351 Music in Western Civilization II 3 Credits
A detailed chronologically organized study of the development of Western music from the eighteenth century to the present. Students will be introduced to the research materials, repertoire, composers, and styles representative of each genre. Attention will be given to concurrent philosophical, religious, historical, and artistic events. An emphasis will be placed upon listening to music and the development of listening skills. Prerequisite: Successful completion of MUS 101 or permission of the instructor. Course alternates with MUS 350. (Not offered every year) S Offered on-campus.

MUS 355 Music in the United States 3 Credits
Same course description as MUS 255. Extra requirements apply to students registering at the 300 level. F or S Offered on-campus.

MUS XXX Applied Music

Note: Applied instruction is available to all University students and may be studied with or without credit. No more than two credit hours of applied music lessons may be taken in one semester. A maximum of 8 credit hours of applied lessons in a particular instrument may be applied toward a Bachelor's degree. (For cost of lessons, please see *Tuition and Fees* in the *Financial Information* section of this *Catalog*.) Music concentrators who take a second applied lesson on an instrument other than their primary instrument do not have to pay for the second lesson. Applied music instruction at the 100-level is for students who are beginning University lessons. 200-level, 300-level, and 400-level instruction is for students who are in their second, third, or fourth years, respectively, of University instruction. See instructor for course numbers specific to each instrument. The applied courses listed are designed for those students with some background on their chosen instrument. Individualized instruction focuses on and accommodates each student's ability, experience, and needs. Offered on-campus.

MUS X17-X18 Applied Piano 1 Credit

MUS X21-X22 Applied Voice 1 Credit

MUS X27 Applied Strings 1 Credit

MUS X29 Applied Brass 1 Credit

MUS X33-X34 Applied Percussion 1 Credit

MUS XXX Applied Organ 1 Credit

MUS XXX Applied Woodwind 1 Credit

NAT Natural Science

NAT 301 Science Seminar 3 Credits
Students examine a topic from within sciences and develop a working knowledge of the methodologies, perspectives, and limitations of the sciences as well as an appreciation of the insights that may be derived from scientific inquiry. Student research and presentations are required. Prerequisite: Junior standing or permission of the instructor. (Cross-listed as BIO 301 and LIB 301.) Offered on-campus.

NAT 498 Senior Thesis I 2 Credits
Students demonstrate their mastery of the methodology of science by producing a thesis statement and bibliography, writing a proposal to include the design of an appropriate project/experiment, and starting the approved project, if warranted by the design. Approval of the topic must be secured in advance from the faculty member serving as thesis director and from the chairperson of the Biology Department. The choice of scientific format for the written thesis and the design of the experiment must be approved by the student's committee. Prerequisites: Successful completion of MAT 332, fulfillment of the General Education Communication I and II competency, senior standing, and successful completion of the General Education Capstone course. (Cross-listed as BIO 498.) Offered on-campus.

NAT 499 Senior Thesis II 2 Credits
A continuation of the senior thesis project started in BIO 498. Students demonstrate their mastery of the methodology of science by completing the research project using appropriate analytical skills and producing a written thesis document in an appropriate scientific format. The completed thesis project is defended orally before and evaluated by a faculty committee. A minimum grade of "C-" is required to meet degree requirements. Prerequisite: BIO 498

COURSE DESCRIPTIONS

with a minimum grade of "C-". (Cross-listed as BIO 499.) Offered on-campus.

OMM Organizational Management

OMM 612 Managing in Social Change 3 Credits

This course considers key aspects of social change in today's complex and interdependent business world, analyzes their effect on how managers position their business enterprises, and identifies decision-making strategies that allow mission-driven organizations to contribute to social transformation. Offered online.

OMM 614 Innovation & Entrepreneurship 3 Credits

This course explores innovation as it relates to organizational leadership and purposeful entrepreneurship. It analyzes the perspective and values of an entrepreneurial mind and the developmental cycle of an entrepreneurial organization or organizational unit, including the stages of resource development, launching, managing growth and evaluating progress. Approaches to problem-solving are developed with applications made to organizational responsibilities and personal growth. Offered online.

OMM 615 Strategies:

Marketing/Advertising/Public Relations 3 Credits

This course explores practical ways to develop organizational communication plans that integrate marketing, advertising and public relations strategies. Emphasis is given to the dynamic process of managerial decision-making required to implement an integrated communication plan effectively in order to achieve organizational goals. Offered online.

OMM 618 Human Resources Management 3 Credits

This course is a study on managing people in the workplace, focusing on the important policies and processes associated with recruiting, hiring, training and evaluating personnel in order to achieve strategic organizational goals. Offered online.

OMM 622 Financial Decision-making 3 Credits

The course is designed to allow individuals who do not prepare accounting and financial documents to understand and use these documents as tools in effective managerial decision-making, control and planning. Topics include purposes of financial statements, analysis of financial statements using basic accounting concepts, budgeting, and financial accountability in an organization. Offered online.

OMM 625 Learning Organizations

& Effectiveness 3 Credits

This course presents the principles and elements of the learning organization and uses key principles as a framework for defining the organization's management practices and measuring its effectiveness. Offered online.

OMM 640 Business Ethics &

Social Responsibility 3 Credits

This course analyzes organizational, professional and personal ethics and creates a framework for exploring the social responsibilities of managers and organizational leaders. Various methodologies will be used to explore ways to encourage ethical development and moral behavior within organizational culture and to resolve business ethical issues and dilemmas. Offered online.

OMM 692 Organizational

Management Strategy 3 Credits

This capstone course explores the formulation, implementation and maintenance of organizational strategic management. In the context of a globally competitive market, students will explore methods of directing an entire organization. Topics include: analysis of competitive position, value creation, developing systems-wide goals and objectives, and the creation of a strategic plan. This course is cumulative in nature, integrating knowledge and information attained while completing the entire program curriculum. Offered online.

PED Physical Education and Health

Note: Student athletes who meet the Ashford University and NAIA eligibility requirements for the designated intercollegiate athletic team may earn one credit for participation. A maximum of 4 PED credit hours may be earned. Grades are Pass/Fail.

PED 100 Intercollegiate Athletics 1 Credit

Members of the University intercollegiate programs may earn one credit hour per semester, up to a maximum of 4 credit hours toward a degree. Successful completion of the season and satisfaction of intercollegiate rules and regulations is required. This course is offered Pass/Fail. F/S Offered on-campus.

PED 100-01 Men's Intercollegiate Basketball 1 Credit

Offered F, S Offered on-campus.

PED 100-02 Women's Intercollegiate Basketball 1 Credit

Offered F, S Offered on-campus.

PED 100-03 Men's Cross Country 1 Credit

Offered F, S Offered on-campus.

PED 100-04 Women's Cross Country 1 Credit

Offered F, S Offered on-campus.

PED 100-05 Men's Intercollegiate Golf 1 Credit

Offered F, S Offered on-campus.

PED 100-06 Women's Intercollegiate Golf 1 Credit

Offered F Offered on-campus.

PED 100-07 Men's Intercollegiate Soccer 1 Credit

Offered F Offered on-campus.

PED 100-08 Women's Intercollegiate Soccer 1 Credit

Offered F Offered on-campus.

PED 100-09 Men's Intercollegiate Baseball 1 Credit

Offered S Offered on-campus.

PED 100-10 Women's Intercollegiate Softball 1 Credit

Offered S Offered on-campus.

PED 100-11 Men's Track & Field 1 Credit

Offered F, S Offered on-campus.

PED 100-12 Women's Track & Field 1 Credit

Offered F, S Offered on-campus.

PED 100-13 Women's Intercollegiate Volleyball 1 Credit

Offered F Offered on-campus.

PED 100-14 Men's Intercollegiate Tennis 1 Credit

Offered F, S Offered on-campus.

PED 100-15 Women's Intercollegiate Tennis 1 Credit

Offered F, S Offered on-campus.

<p>PED 100-16 Men's Intercollegiate Bowling 1 Credit Offered F, S Offered on-campus.</p>	<p>PED 177 Teaching Softball Strategies 1 Credit The focus of the course is teaching motor skills, knowledge of rules and playing strategies. Offered on-campus.</p>
<p>PED 100-17 Women's Intercollegiate Bowling 1 Credit Offered F, S Offered on-campus.</p>	<p>PED 178 Teaching Volleyball Strategies 1 Credit The focus of the course is teaching motor skills, knowledge of rules and playing strategies. Offered on-campus.</p>
<p>PED 103 First Aid/Emergency Healthcare 2 Credits Designed to give students knowledge and skill in implementing immediate, temporary treatment in case of injury or sudden illness before the services of a physician. Upon successful completion of the course, a student will receive a standard first aid and cardiopulmonary resuscitation certificate. Offered on-campus.</p>	<p>PED 179 Teaching Track & Field Strategies 1 Credit The focus of the course is teaching motor skills, knowledge of rules and playing strategies. Offered on-campus.</p>
<p>PED 104 Personal Health & Wellness 2 Credits This interactive course provides information, strategies, and guidance in developing a lifestyle that will enhance overall well being and prevent health problems. Students develop a personal health plan based on the research-based content of current health topics. F Offered on-campus.</p>	<p>PED 180 Teaching Swimming Strategies 1 Credit The focus of the course is teaching motor skills, knowledge of rules and playing strategies. Offered on-campus.</p>
<p>PED 125 Pilates 1 Credit This PED activity course in Pilates enhances flexibility and develops core strength to enhance overall physical health and well being. There are no prerequisites for this class. Offered on-campus.</p>	<p>PED 181 Teaching Tennis Strategies 1 Credit The focus of the course is teaching motor skills, knowledge of rules and playing strategies. Offered on-campus.</p>
<p>PED 128 Strength Training for Women 1 Credit This PED activity course in strength training is designed to increase upper and lower body strength while improving overall health and well being. There are no prerequisites for this class. Offered on-campus.</p>	<p>PED 203 Exercise Physiology 1 Credit A study of the major physiological systems of the human body and their acute and chronic responses to exercise. Includes application of physiological concepts to physical training and conditioning. Students will develop an understanding of how the body moves and how the laws of force affect that movement. S Offered on-campus.</p>
<p>PED 129 Strength Training for Men 1 Credit This PED activity course in strength training is designed to increase upper and lower body strength while improving overall health and well being. There are no prerequisites for this class. Offered on-campus.</p>	<p>PED 205 Physical Education for the Elementary Teacher 2 Credits This course prepares elementary teachers to design and implement elementary physical education instruction into grades K-8. Emphasis is placed on the important impact physical education has on the academic success and total development of the child. Students develop strategies to incorporate physical education into the classroom curriculum. Students log 8 clock hours of observation of elementary physical education classes. Prerequisites: EDU 200 and PSY 104, or permission of the instructor. F Offered on-campus.</p>
<p>PED 170 Teaching Baseball Strategies 1 Credit The focus of the course is teaching motor skills, knowledge of rules and playing strategies. Offered on-campus.</p>	<p>PED 211 Theories & Techniques of Coaching 1 Credit This course addresses the principles of coaching, behavior, teaching, physical training, and management. Includes the ethical considerations and legal responsibilities at all levels. S Offered on-campus.</p>
<p>PED 171 Teaching Basketball Strategies 1 Credit The focus of the course is teaching motor skills, knowledge of rules and playing strategies. Offered on-campus.</p>	<p>PED 212 Foundation of Movement & Motor Activities 3 Credits Students will examine integrated movement curriculum and the relationship between knowledge, motor skills, and movement activities. Activities will lead to understanding of how the body is used during fundamental motor skills and the progression to more advanced movement. Emphasis is on the study of human movement and the development of motor skills which enhance health related physical fitness. Movement concepts of body awareness, space, and quality of movement are defined. Fundamental movement skills are analyzed and used as a basis for planning physical education coursework. Offered online and on-campus.</p>
<p>PED 172 Teaching Football Strategies 1 Credit The focus of the course is teaching motor skills, knowledge of rules and playing strategies. Offered on-campus.</p>	<p>PED 217 Individual & Team Sports Skills 3 Credits Students will develop understanding of the difference between team and individual sports and gain practical knowledge of most sports incorporated into a high school or physical education setting. History, rules, court dimensions, fundamentals, strategies, equipment, and safety will be included in the content. Offered on-campus.</p>
<p>PED 173 Teaching Golf Strategies 1 Credit The focus of the course is teaching motor skills, knowledge of rules and playing strategies. Offered on-campus.</p>	
<p>PED 174 Teaching Wrestling Strategies 1 Credit The focus of the course is teaching motor skills, knowledge of rules and playing strategies. Offered on-campus.</p>	
<p>PED 175 Teaching Soccer Strategies 1 Credit The focus of the course is teaching motor skills, knowledge of rules and playing strategies. Offered on-campus.</p>	
<p>PED 176 Teaching Cheerleading Strategies 1 Credit The focus of the course is teaching motor skills, knowledge of rules and playing strategies. Offered on-campus.</p>	

PED 230 Health Education for the Elementary Teacher 2 Credits
 This course prepares elementary teachers to design and implement health education instruction into grades K-8. Emphasis is placed on the important impact health education has on the academic success and total development of the child. Students develop strategies to incorporate health instruction into the classroom curriculum based on the National Health Education Standards. Prerequisites: EDU 200 and PSY 104 or permission of the instructor. S Offered on-campus.

PED 240 Applied Kinesiology & Biomechanics 3 Credits
 A study of muscle function, biomechanics, and analysis of human movement without complex calculations requiring mathematics and laws of physics. The purpose of this course is to examine the physical and physiological principles upon which it depends; students are shown practical applications of mechanics and applied quantitative analysis to improve understanding of technique, training, and injury development. F Offered on-campus.

PED 242 Prevention & Care of Athletic Injuries 2 Credits
 Students will acquire knowledge and develop skill in implementing immediate, temporary treatment in case of injury or sudden illness. Upon successful completion of the first-aid component, a student will receive a standard first aid and cardiopulmonary resuscitation certificate. Emphasis will be on sports first aid including fundamental taping, wrapping, and treatment modalities. S Offered on-campus.

PED 325 Pilates 1 Credit
 This PED activity course in Pilates enhances flexibility and develops core strength to enhance overall physical health and well being. There are no prerequisites for this class. Offered on-campus.

PED 335 Curriculum & Administration of Physical Education 3 Credits
 The course will be a study for a teacher and coach in organizing the physical education and athletic departments to include: budgeting, purchasing equipment, curriculum improvement, supervision of personnel, legal aspects and intramural programs. Offered on-campus.

PED 340 Adapted Physical Education 3 Credits
 This course provides understanding of the various physical and emotional needs of the special education student and how to adapt curriculum. Students will have a required amount of hours of field experience. (Cross-listed as ESE 340.) Offered on-campus.

PED 431 K-12 Health Education Methods 3 credits
 This course prepares elementary or secondary students/teachers to design and implement health education instruction in grades K-12. Students develop and teach strategies to incorporate health instruction into classroom curriculum based on the National Health Education Standards. Topics include nutrition, substance abuse, alcohol, tobacco, HIV and AIDS, injury, sexuality, and emotional health. A 20-hour clinical experience in a health classroom is required. Prerequisites: EDU 200 and PSY 104 or permission of the instructor Offered on-campus.

PED 472 Student Teaching K-12 in Health 4 Credits
 Students observe and teach full days under the guidance of a University supervisor and a cooperating practitioner. They will spend 4 weeks in a health education classroom. 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. F/S Offered on-campus.

PHI Philosophy

PHI 100 Human Person & Values 3 Credits
 This course deals with the nature of human beings, their values, and the world they live in as theory and as exemplified by the lives of St. Francis and St. Clare. Units focus on values of life and human origin, knowledge and language, emotions and choice, and death and immortality, among others. Course satisfies General Education requirement to complete a three-credit course with significant Franciscan content. F Offered on-campus.

PHI 101 Introduction to Philosophy 3 Credits
 A general introduction to acquaint the student with the meaning and goals of philosophy and to introduce some major personalities, problems, and methods in philosophy. S Offered on-campus.

PHI 103 Informal Logic 3 Credits
 This course is a study of correct and incorrect reasoning involved in everyday activities. The fundamentals of language and argument, deductive and inductive reasoning and other aspects of practical reasoning are examined. Offered online and on-campus.

PHI 104 Fundamentals of Critical Reasoning 3 Credits
 This course offers a comprehensive guide to critical reasoning. It will focus on thought and language, patterns of argumentation including fallacies and deductive and inductive reasoning, argument analysis, and modes of proof including arguments in the disciplines. This course satisfies the Critical Thinking competency. F/S Offered on-campus.

PHI 107 Philosophy of Human Conduct 3 Credits
 This course focuses on clarifying and illuminating the great social and personal issues confronting people today. Topics include standards of moral judgment, the meaning and justification of moral judgments, and questions of moral responsibility and justice. This course satisfies the Applied Ethics competency. Offered online and on-campus.

PHI 200 Mind & Machine 3 Credits
 This course explores fundamental issues of the mind, thought, and reality. Exploration of trends and future developments in artificial intelligence and the possible effects these developments will have on human life are investigated. The following questions are analyzed: What is the material nature of the human mind/brain? How does the human mind construct and understand reality? What is the relationship of the human mind to the world it perceives and the world it creates? What are the differences/similarities between human and artificial intelligence? Offered on-campus.

PHI 205 Philosophy & Children 3 Credits
 This course incorporates theoretical and practical challenges concerning growing up with philosophy, the child as thinker and natural philosopher, philosophy in the early years, philosophy confronting psychological theories of development, and philosophical activities that are in line with the child's intellectual readiness. (Not offered every year) Offered on-campus.

PHI 208 Ethics & Moral Reasoning 3 Credits
 This course explores key philosophical concepts from an ethical perspective. Students will analyze selected assertions of knowledge and the methods of reasoning humans use to justify these claims.

Through research into theories of science and religion, as well as the theoretical and empirical challenges these institutions of thought face, students will also investigate how the mind constructs and understands reality. This will provide a foundation for an exploration into questions of morality, in which students will look at traditional and contemporary ethical theories, and apply these theories to contemporary moral issues. Offered online.

PHI 210 Franciscanism Yesterday & Today 3 Credits
This course focuses on the life, spirit, and ideals of St. Francis and St. Clare. Students will evaluate the importance of the Franciscan tradition of our University and articulate how it influences their present lives. S Offered on-campus.

PHI 302 Formal Logic 3 Credits
This course focuses on formulating and analyzing arguments critically. This survey includes methods of deduction and induction, uses of languages, categorical syllogisms, and propositional and predicate logic. (Not offered every year) Offered on-campus.

PHI 307 Philosophy of Human Conduct 3 Credits
Same course description as PHI 107. Students enrolled at the 300 level will be required to complete an approved independent research project. This course satisfies the Applied Ethics competency. F/S Offered on-campus.

PHI 310 Franciscanism Yesterday & Today 3 Credits
Same course description as PHI 210. Students enrolled at the 300 level will be required to complete an approved independent project in addition to scheduled class assignments. S Offered on-campus.

PHI 312 Philosophy of Being 3 Credits
Students learn the structure, dynamics, and implications of one's relationship with being. Discussion includes representation questions about idealism, material minds, substance, change, personal identity, responsibility, causal determinism, and some proposed resolutions of these questions. (Not offered every year) Offered on-campus.

PHI 402 Business Ethics 3 Credits
Students study Christian principles and their practical implications for contemporary business interests. Topics including economic justice, basic issues of the work place, employee responsibilities, organizational influences in private lives, professional ethics, business, and the environment are emphasized. Prerequisite: Senior standing or permission of the instructor. Offered on-campus.

PHI 445 Personal & Organizational Ethics 3 Credits
This course studies the theories and paradigms underlying personal and organizational values and ethical principles; how personal values and ethical principles relate to the organizations in which people function; and the effects of the organization's ethics on its reputation, functioning and performance. Offered online and on-campus.

PHY Physical Science

PHY 101 Astronomy 4 Credits
An overview of astronomy including structure and motion of the planets, the solar system, the Milky Way and other galaxies, and the Universe. (Not offered every year.) S Offered on-campus.

PHY 103 Weather & Climate 4 Credits
This course explores the fundamental causes for weather and climate. Topics examined will include energy, clouds, wind, storms, climate classification, and change. Previous science and math backgrounds will be helpful but are not required. (Not offered every year.) S Offered on-campus.

PHY 105 Introduction to Physical Science 4 Credits
A survey of selected topics in physical science offered from a non-mathematical approach. This course is designed to help the student understand fields such as physics, chemistry, astronomy, and geology. Prerequisite: One year of high school algebra or permission of the instructor. (Not offered every year.) F Offered on-campus.

PHY 201 College Physics I 4 Credits
An introduction to college physics designed to develop the student's understanding and appreciation of the physical world. The course examines, through lecture and lab, the physical characteristics of mechanics, wave motion, and heat. In addition, the course also introduces the scientific method and some of the skills necessary for the investigation of physical phenomena. These skills include the taking and analyzing of data, the identification and reduction of human error, and the merging of theory and practical experience. PHY 201 is suitable for science and non-science majors alike and is presented without calculus topics. Prerequisite: MAT 227 or equivalent. F Offered on-campus.

PHY 202 College Physics II 4 Credits
An introduction to college physics designed to develop the student's understanding and appreciation of the physical world. Through lecture and lab, the course examines the physical characteristics of light, electricity, and quantum physics. In addition, the course also introduces the scientific method and some of the skills necessary for the investigation of physical phenomena. These skills include the taking and analyzing of data, the identification and reduction of human error, and the merging of theory and practical experience. PHY 202 is suitable for science and non-science majors alike and is presented without calculus topics. Prerequisite: MAT 227 or equivalent. S Offered on-campus.

POL Political Science

POL 201 American National Government 3 Credits
A survey of government at the national level. Emphasis is placed on the constitutional basis of American government, federalism, the sources and forms of political behavior, the operation of the three branches of government, and the making of national policy. Offered online and on-campus.

POL 211 Introduction to Politics 3 Credits
This course is an introduction to selected institutions, processes, and political behaviors associated with the study of politics in the United States and globally. Offered online and on-campus.

POL 303 The American Constitution 3 Credits
This course is a study of the Constitution of the United States and its role in American history and government. The study covers the drafting and ratification of the Constitution, its subsequent amendment and interpretation, and its contemporary role in American politics and government. (Cross-listed as HIS 303.) Offered online and on-campus.

COURSE DESCRIPTIONS

POL 310 Environmental Policies 3 Credits
Examines political, social, and economic policies and their impact on the global environment. Also explores ways in which policy decisions can serve to protect the environment. (Cross-listed as ENV 310.) Offered online and on-campus.

POL 312 The American West 3 Credits
The American West is a subfield of United States history that was framed by Frederick Jackson Turner's frontier thesis in 1893, which saw encounters among land, people, and history forming the basis for a "sectional" identity. This course examines these entities and further explores the complexities of U.S. western history, incorporating the different landscapes shaped by multiple geopolitical histories; the encounters between political and cultural struggles over meaning; and/or the contests between diverse groups of people over shared places, status, and/or meanings. Historians, journalists, politicians, filmmakers, and writers have all told stories about the American West. For this reason, this course examines a variety of stories from across the curriculum that present the twentieth-century-American West. (Cross-listed as HIS 312.) Offered on-campus.

POL 319 State & Local Government 3 Credits
This course examines the structure and processes of state and local governments and their related current problems and issues. There is a focus on the effect of Federalism and its effect on States. Offered online and on-campus.

POL 321 History & Politics of the Vietnam War 3 Credits
This readings course examines selected perspectives by scholars and writers on the Vietnam War. The course focuses primarily on the political and historical context shaped by the years of U.S. involvement with Vietnam. The course attempts to come to grips with the different contexts of the wars by drawing on books that consider the actions of both the Vietnamese and American armies and consequences of the war on the people and environment of each. The course places emphasis on understanding the war from both the Vietnamese and American perspectives and on the historical and cultural context of both nations. (Cross-listed as HIS 321.) Offered on-campus.

POL 325 Congress & the Presidency 3 Credits
This course examines the notion of shared governance as it applies to two central institutions of the American national government, Congress and the Presidency. Students have an opportunity to learn more about the history, structure, and functions of each institution but there is much emphasis placed on the relationship between Congress and the Presidency. Topics include leadership, policymaking, tensions within each institution and between the different institutions, and a focus on a variety of public policy areas. Offered online and on-campus.

POL 353 Comparative Politics 3 Credits
This course introduces the basic concepts and theories of comparative politics through an analysis of selected political systems and governments from various regions and societies across the world. Topical analysis in the course includes an emphasis on key political institutions, political culture, ideology, globalization, conflict and stability, various state and non-state actors, and on issues associated with economic development and underdevelopment. Offered online and on-campus.

POL 355 International Relations 3 Credits
The course in international relations is the study of relations between different nations of the world with an emphasis on

understanding the political implications of international security matters and the international political economy. The topical emphasis on nationalism, diplomacy, conflict, international organizations and actors, human rights, political economy, and key global issues offers insights into the principles of identity, cooperation, and the use of power in an international context. Offered online and on-campus.

POL 357 Political Communication 3 Credits
This course guides students through an academic exploration of the role of communication in politics. Areas of study may include examinations of political rhetoric, public speech, legislation, media, ideologies, lobbying, policy decision-making, campaigns, and social movement. Theories about political communication are balanced with historical cases and contemporary communicative practices. (Equivalent to COM 357.) Prerequisite: SPE 103 or equivalent. Offered on-campus.

POL 411 Political Behavior 3 Credits
Students will study political behavior as it relates to campaigns and elections in the United States. Selected course themes include political communication, participation, voting, and elections. Offered online and on-campus.

POL 497 Political Science Capstone 3 Credits
In this final course students will demonstrate their mastery of program outcomes in Political Science and Government by creating an original research report on a current, relevant, and specifically defined subject area. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

PPA Public Administration

PPA 301 Principles of Public Administration 3 Credits
An introductory examination of the characteristics of the public organization and its impact on society including analysis of the principles of public administration, personnel issues, budgetary activities, legal dynamics, as well as historical development of the field are included. Offered online.

PPA 303 Finance for Public Administrators 3 Credits
This course addresses the principles of state and local financing of government, sources of public revenue, objects of public expenditures, problems of fiscal administration, emerging policy issues involving land use and taxation, spending and budgeting, intergovernmental cooperation, debt financing, financing for economic development, and privatization. Prerequisite: ECO 203. Offered online.

PPA 305 Budgeting for Public Administrators 3 Credits
This is an introductory course in government budgeting dealing with public revenue, expenditure policies, and politics of the budgetary process while addressing current issues and challenges in this field. Offered online.

PPA 307 Intergovernmental Relations & Issues 3 Credits
The theory and practice of intergovernmental relations and the various issues that accompany the daily operations and affect the overall efficiency of our system. This course will address both the legal and political perspectives of the interactions, relationships and public policy considerations throughout the various components and levels of government. Prerequisite: PPA 301. Offered online.

PPA 401 Urban Management 3 Credits

This course is an introduction to formal and informal elements of urban management systems addressing the exploration of alternative approaches to dealing with problems arising from rapid urban growth. Prerequisite: PPA 301. Offered online.

PPA 403 Administrative Law 3 Credits

A study of the nature and the law of the administrative procedure, of separation and delegation of powers, and of the scope of judicial review and other remedies against administrative actions. Offered online.

PPA 405 Personnel Management 3 Credits

An examination of the essential processes, policies, and laws pertaining to public personnel including an analysis of issues concerning public personnel administrators, employee protection, motivation, and effectiveness. Offered online.

PPA 497 Public Policy Formation 3 Credits

A study of how the dynamics of governmental decision making influence the content of public policy; course focuses upon how legislators, interest groups, chief executives, and the bureaucracy function to define alternatives and to shape policy agenda and content. Prerequisites: PPA 301 and successful completion of the General Education Capstone course. Offered online.

PPA 601 Foundations of Public Administration 3 Credits

This course examines the theory and practice of public administration, its legal and constitutional foundation and the role of the public administrator in public policy. The context of the course discussions are based on the current issues facing public agency administrators. Offered online.

PPA 602 Public Financial Management 3 Credits

This course is an exploration of current governmental fiscal management techniques and issues. Other course topics include various types of financial and technical assistance as well as quasi-governmental and non-profit management organizations. Offered online.

PPA 603 Government Budgeting 3 Credits

This is a comprehensive, straightforward examination of government budgeting. Topics deal with include the advantages and disadvantages of various approaches to revenue projection, the collection and review of departmental proposals, the development of capital budgeting policy and other budgeting tasks. Also addressed are budget implementation, accounting and financial reporting. A variety of methods for maintaining budgetary balance, preventing overspending and dealing with contingencies are presented and discussed. Offered online.

PPA 604 Urban Planning/Redevelopment 3 Credits

This course focuses upon the visioning and modeling of services and programs, both anticipatory and responsive, utilizing market-driven information. Students integrate theories from economics, information management, finance and leadership, culminating in the generation of a comprehensive business plan. Offered online.

PPA 605 Negotiation, Bargaining & Conflict Management 3 Credits

This course analyzes bargaining and negotiation principles and practices in the public sector. The course focuses on the financial issues of contract negotiations and labor relations and building negotiation skills of the administrator. Offered online.

PPA 699 Public Policy Development 3 Credits

This capstone course is an examination of influences affecting policy development and decision making in the urban political arena. It also covers policy management, policy execution, establishing and measuring criteria for policy success, and effective communication throughout the public policy process. This course is cumulative in nature, integrating knowledge and information attained while completing the entire MPA curriculum. In addition, this course requires the generation and presentation of an analysis of a community development project. Offered online.

PSY Psychology**PSY 101 Introduction to Psychology 3 Credits**

This course is a survey of selected topics in psychology, including research methods, physiological psychology, sensation, perception, consciousness, learning, memory, motivation, gender roles, abnormal behavior, psychotherapy, and social psychology. Offered online and on-campus.

PSY 104 Child & Adolescent Development 3 Credits

This course provides a basic introduction to the nature of human growth and development as it occurs from conception through adolescence. Students are provided the opportunity to explore the "what," "how," and "when" of physical motor, cognitive, socio-emotional, moral aesthetic, and language development. Exploration is emphasized through activities that allow students to understand and appreciate both typical and atypical development within the context of the family and society and to recognize the impact of individual, cultural and linguistic differences on development. Offered online and on-campus.

PSY 202 Adult Development & Life Assessment 3 Credits

This course presents adult development theory and links theoretical concepts of life and learning through a process of psychometric assessment and reflection. Both classical and contemporary adult development theories are examined. These theories then provide the paradigm for self-analysis and life learning, including a plan for personal, professional and academic learning. Successful completion with a "C-" or better or equivalent is required. Offered online.

PSY 301 Social Psychology 3 Credits

Students explore how the thoughts, feelings and behavior of individuals are influenced by other human beings in a variety of social situations. This course also entails a survey and critical analysis of the various methods used by researchers in social psychology. Topics include: social cognition, aggression, prejudice, interpersonal attraction, altruistic behavior, conformity, group influences, and conflict resolution. Prerequisite: PSY 101 or equivalent. Offered online and on-campus.

PSY 302 Industrial/Organizational Psychology 3 Credits

This course examines the influence of an organization upon the individual, as well as ways an individual can influence an organization. Topics include recruiting, personnel selection, organizational climate, group problem solving, and conflict resolution. Offered online and on-campus.

PSY 303 Abnormal Psychology 3 Credits

The course entails a study of the diagnosis, causes, treatment, and prevention of psychological disorders. Problems with the reliability and validity of the American Psychiatric Association system for

COURSE DESCRIPTIONS

diagnosing psychological disorders will be discussed, and various alternative systems will be introduced. Prerequisite: PSY 101 or equivalent. Offered online and on-campus.

PSY 304 Lifespan Development 3 Credits

This course consists of the application of the methods and principles of several fields of psychology to an extensive study of human growth development in the child, adolescent, and adult. Prerequisite: PSY 101. Offered online and on-campus.

PSY 305 Sports Psychology 3 Credits

This course provides an understanding of psychological dimensions of behavior of the participant in sport. It involves analyzing and observing the effect of internal and external stimuli on participants, individuals and group/team relationships, leadership, goal setting, anxiety, performance enhancement, and mental imagery. Psychological aspects of athletic injuries and healing and strategies for dealing with physical or emotional losses in sport are addressed. Prerequisites: PSY 101 and junior standing, or permission of the instructor. (Not offered every year.) Offered on-campus.

PSY 307 The Journey of Adulthood 3 Credits

This course presents process-oriented, multi-disciplinary views, principles, research findings, and perspectives across the adulthood continuum: early adulthood, middle adulthood, and late adulthood. Students gain an understanding of developmental changes occurring in the realms of biology, anatomy, and social and cultural contexts in which aging occurs. Offered online.

PSY 311 Counseling Psychology: Methods of Applied Psychology 3 Credits

An introduction to methods of applied psychology with an emphasis upon theories and skills in counseling. Topics include effective listening skills, ethics of applied psychology, crisis intervention techniques, a survey of psychotherapy systems, drug therapy, residential treatment, a review of research on the effectiveness of counseling and psychotherapy, and the interpretation of psychological tests that are frequently used to facilitate counseling and psychotherapy. Prerequisites: PSY 101, and, if a lower-division student, completion of at least 24 hours of course credit with a 2.50 GPA or higher. F or S Offered on-campus.

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.

PSY 317 Cognitive Functioning in the Elderly 3 Credits

This course explores cognitive functioning in later life including biological, socioeconomic, environmental, cognitive adaptation, and life history factors influencing cognitive function as an individual progresses along a developmental continuum. The major psychological constructs of self concept, socialization, and thinking processes are presented. Etiology, interventions, education, and support systems are discussed. Prerequisite: PSY 101 or equivalent. F Offered online and on-campus.

PSY 323 Perception, Learning, & Cognition 3 Credits

Students will study research and theory about mental processes that go between experience and the human mind. Students will

gather and interpret data for several simple experiments that demonstrate classic research findings in perception, learning, and cognition. Perception entails the mental processes involved in the organization and interpretation of sensory experience. Learning entails relatively permanent changes in behavior that result from experience. Cognition explains how the mind processes information, how we encode, store, and retrieve memories, and how we use information to form beliefs, make decisions, and solve problems. Prerequisite: PSY 101 or equivalent. Offered online and on-campus.

PSY 325 Statistics for the Behavioral & Social Sciences 3 Credits

Descriptive and inferential statistics are investigated and multiple techniques for statistical analysis are introduced in this course. Formulas for presenting and evaluating data are explored in accordance with generally accepted protocol for statistical analysis. Prerequisite: Fulfillment of the General Education Mathematical competency (online) or MAT 117 (on-campus). Offered online and on-campus.

PSY 326 Research Methods 3 Credits

Research Methods is an introduction to the foundations of research methodology, design and analysis. Basic principles of qualitative and quantitative research are explored and evaluated. Understanding the results of statistical analysis as it applies to research is a focus of this curriculum. On-campus prerequisite: PSY 325. Offered online and on-campus.

PSY 330 Theories of Personality 3 Credits

This course reviews the basic concepts and principles of the major theories of personality. It also assesses the scientific worth and validity of these theories and includes case studies that show how these theories are applied to the treatment of psychological disorders. Detailed descriptions of healthy and unhealthy personality types will be stressed. Students will be challenged to evaluate their personality, as it relates to the theory being presented. Prerequisite: PSY 101 or equivalent. Offered online and on-campus.

PSY 331 Psychology of Learning 3 Credits

Learning is the relatively permanent change in behavior and mental processes resulting from experience. This course consists of the application of learning theory and research in a wide range of settings where learning takes place. Prerequisite: PSY 101 or equivalent. Offered online and on-campus.

PSY 332 Sensation & Perception 3 Credits

Sensation and Perception uses the sensory and perceptual systems to explore the basics of neural physiology and anatomy. The course covers all of the sensory systems, as well as how the brain perceives objects, motion, color, and depth, and also addresses visual and other attention systems. Prerequisite: PSY 101. Offered on-campus.

PSY 333 Psychology of Diversity 3 Credits

Psychology of Diversity examines the roles of language, culture, social psychology, personality, and cognitive processes to determine how these work together to create the magnification and maintenance of stereotypic differences between and among groups. The course will give students an opportunity to explore human diversity from a wide range of theoretical and methodological perspectives that are causative and reflective of culture. Students should emerge from the course with a more profound understanding of groups other than their own. Misconceptions, and even prejudice where it exists, should be replaced by knowledge. Offered on-campus.

- PSY 335 Tests & Measurements** 3 Credits
This course will survey instruments of psychometric assessment that are frequently used in education and human services. Fundamental theory and research pertaining to the quantitative measurement of human traits will be reviewed. Psychometric instruments will include standardized intelligence, standardized tests of educational achievement and aptitude, objective personality tests, self-report inventories frequently used by mental health professionals, and standardized measures using behavioral observations of children by teachers and parents. Strengths and limitations of these instruments will be carefully examined to enable students to use critical thinking and good judgment as consumers of these projects and services. Prerequisites: PSY 101, PSY 325, and junior standing. Offered on-campus.
- PSY 340 Research & Presentation** 3 Credits
The student designs and conducts a research project with supervision from a faculty sponsor. The student then accompanies his or her sponsor to one of several regional conferences that invite undergraduates to present their research in a poster or oral presentation format. The principal course requirement is the poster or presentation at the conference. Prerequisites: MAT 332, PSY 101, minimum "C-" in PSY 325 and PSY 326 and permission of faculty sponsor. Offered on-campus.
- PSY 344 Issues & Trends in Adult Development** 3 Credits
This course provides an interdisciplinary exploration of contemporary issues and trends in adult development as well as emerging research areas. Topics include intergenerational conflicts, changing role dynamics, volunteerism, self-esteem in adulthood, resilience and vulnerability, maintaining and enhancing cognitive vitality in adulthood, adult employment trends including multiple career changes, coping with "boomerang children," grandparents raising grandchildren, and the growth of lifelong learning. Offered online.
- PSY 350 Physiological Psychology** 3 Credits
Students study the anatomy and physiology of the brain, spinal cord, peripheral nervous system, and endocrine system. Study of the biological systems promotes better understanding of mind-body relationships important to hunger, thirst, sex, sleep, emotion, learning, and memory. Students also examine medical theories, assessment, and treatments of psychological disorders including new imaging technologies and drug therapy. Prerequisite: PSY 101 or equivalent. Offered online and on-campus.
- PSY 352 Cognitive Psychology** 3 Credits
Cognitive psychology takes a scientific approach to understanding the fundamental mental processes involved in everyday cognition. This course covers the topics of perception, attention, memory, and language by examining both classic and contemporary cognitive psychology methods and experimental results. Prerequisites: PSY 101 and PSY 326 (may be taken concurrently with PSY 326). Offered online and on-campus.
- PSY 357 Brain & Behavior** 3 Credits
Brain and Behavior is an in depth examination of the nervous system foundations of normal behavior. Students are expected to have a working knowledge of the human nervous system, neural functioning, and physiological research methods prior to entering this course. Prerequisites: PSY 350 or BIO 205. Offered on-campus.
- PSY 358 Psychopharmacology** 3 Credits
Psychopharmacology examines the mental and physical effects of drugs and behavioral addictions such as compulsive eating and gambling. This class identifies the difference between
- problem usage, dependence, dysfunction, and finally addiction. Pharmacological, biological, physiological, and psychological aspects of these obsessional problems are explored. Prerequisites: PSY 101, PSY 350 or BIO 205. Offered on-campus.
- PSY 360 Survey of Mental Health** 3 Credits
This course examines various mental health services including assessment, counseling, psychotherapy, drug therapy, residential treatment, prevention, and community support. This survey course introduces major perspectives in the delivery of counseling and psychotherapy. Students evaluate the effectiveness of these various treatments based upon results of current outcome research. Prerequisites: PSY 325 and PSY 326. Offered on-campus.
- PSY 361 Health Psychology** 3 Credits
Students explore the mind/body relationship as it pertains to health, stress, and the person's response to medical treatment. This course includes a review of anatomy and physiology of the nervous system, the endocrine system, the immune system, and other organ systems. Students explore new strategies of applied psychology for sustaining health, managing stress, and recovering successfully from disease, injury, and medical treatment. Offered on-campus.
- PSY 386 Issues & Ethics in Counseling** 3 Credits
This course covers the professional issues and ethical standards in the practice of counselor. Subjects include licensure, multiple relationships, client rights, counselor responsibilities, multicultural perspectives and diversity, decision making, confidentiality and informed consent, legal perspectives, assessment and testing, research, and professional training and competence. Prerequisites: PSY 101 and PSY 322 (may be taken concurrently). Offered on-campus.
- PSY 399 Selected Readings** 3 Credits
Each student collaborates with the professor to select three readings in an interest area of the student's choosing. Selected readings must be relevant to the Applied Project (PSY 496) course. This course is designed to provide an opportunity to use the critical thinking skills developed through the discussion of selected readings in psychology. Prerequisites: PSY 101, PSY 325, and PSY 326 Offered on-campus.
- PSY 421 Human Services Practicum** 3 Credits
Prospective students in the allied health areas, such as Nuclear Medicine Technology and Physical Therapy, gain experience in patient care under the supervision of appropriately licensed professionals. Students complete 50 contact hours for each credit hour given and must provide evidence of learning through a written journal and keep an up-to-date time sheet. May be taken more than once to gain experience at different locations for a maximum of 4 credit hours. Prerequisites: Sophomore standing or higher and minimum cumulative GPA of 3.0. Offered on-campus.
- PSY 433 Basic Counseling Skills** 3 Credits
This course provides the opportunity for students to develop foundational communication skills necessary for promoting therapeutic relationships with clients. Topics include: (1) basic counseling (communication) skills; (2) historical and theoretical perspectives of counseling; and (3) the influence of personal values, culture, and gender on the practice of counseling. Prerequisite: PSY 311. Offered on-campus.
- PSY 495 Adult Development Capstone** 3 Credits
This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of adult development A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout

COURSE DESCRIPTIONS

the program. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

PSY 496 Applied Project 3 Credits

This course provides a synthesis of the major ideas, perspectives, theories, and concepts gained from the study of psychology. A substantive simulated research project is created, providing students the opportunity to integrate key learning and knowledge gained from throughout the degree program. Prerequisites: Successful completion of the General Education Capstone course and the majority of the major coursework. Offered online and on-campus.

PSY 497 Psychology Capstone 3 Credits

This course assists psychology majors with the transition into psychology-related jobs or graduate study. Students will explore graduate study and psychology job opportunities, and prepare portfolios of typical job and graduate school application materials. The course also serves as a summative experience to the psychology degree by reviewing major theories and classic research in psychology. Prerequisite: PSY 326 (may be taken concurrently with PSY 326). F Offered on-campus.

PSY 498 Senior Thesis I 2 Credits

Students demonstrate their mastery of research methods by writing a proposal that includes their research design and a list of references, submitting this proposal to the Vice President of Academic Affairs' Council for Internal Review of research with Human Participants, and gathering data for the approved project. Approval of the topic must be secured in advance from the psychology faculty member serving as thesis director. The research proposal must be approved by the student's thesis committee and the Vice President of Academic Affairs' Council before data gathering begins. Prerequisites: Fulfillment of the General Education Communication I and II competency, MAT 332, PSY 325, PSY 326, minimum cumulative GPA of 2.75, senior standing, and successful completion of the General Education Capstone course. F/S Offered on-campus.

PSY 499 Senior Thesis II 2 Credits

Students complete the senior thesis research as proposed in PSY 498. The completed senior thesis takes the form of a written research report in American Psychological Association publication format. The student then gives an oral defense of the thesis before his or her thesis committee. A minimum grade of "C-" is required to meet psychology major requirements. Prerequisite: PSY 498 with a minimum grade of "C-". F/S Offered on-campus.

REL Religious Studies

REL 100 Introduction to Theology 3 Credits

This course is divided into two parts. The first part explores the fundamental issues in Christian theology: tradition, story/myth, revelation and faith, and the role of Sacred Scripture in the formation of community and doctrine. The second part explores how Christians ought to respond in the moral-spiritual life because of their faith in Jesus Christ. F Offered on-campus.

REL 101/301 Person & Faith 3 Credits

This course explores the individual and social aspects of the religious experience. Various approaches to individual and social life and cultural analysis, including the concept of worldview, will be discussed. Important aspects of distinct approaches, religious and non-religious, will be considered. Students will also investigate how religious viewpoints and experiences may be expressed in contemporary society. F/S Offered on-campus

REL 107 Introduction to Sacred Scripture 3 Credits

This course introduces Hebrew and Christian Scripture and explores their historical, literary, and theological aspects. Incorporated into the course is some modern critical analysis, surfacing biblical themes and tracing the faith development of the Israelites and the followers of Christ. F or S Offered on-campus.

REL 113 Comparative Religions 3 Credits

Comparative Religions is an introduction to five of the world's major religious movements. This course deals substantially with the cultural, social, religious, and spiritual foundations of each religion as well as contemporary ritual celebration. The focus of study is Judaism, Islam, Hinduism, Early Christianity, Orthodoxy and Roman Catholicism, and Buddhism. Offered on-campus.

REL 114 Comparative Religions II 3 Credits

This course will survey a number of religious traditions of the world beyond those covered in REL 113 Comparative Religions. These would include indigenous religions, Jainism and Sikhism from India, Taoism and Confucianism from China, Shinto, Zoroastrianism, Baha'i, and newer religious movements. Course discussion will also include the effects of globalization on these religious groups. Offered on-campus.

REL 125/325 Christianity 3 Credits

This course is intended to provide the student with an overview of Christianity. Students will discuss the importance of the beliefs and ethics common to most Christians and also the distinctive beliefs and history of some of the major Christian groups. The place of Christianity in the development and life of contemporary society will be analyzed. Offered on-campus.

REL 130 Quest for Judaic-Christian Values 3 Credits

This course investigates values offered to the world from the writings, history, major ideas, and practices of Judaism and Christianity. Although there are no absolute answers to moral problems, there are absolute values. A value is not an answer, but it is that which can lead to an answer. Examples of absolute values are life, intelligence, dignity, freedom, courage, sociality, love, hope, justice, and peace. Satisfies General Education requirement to complete a three-credit course with significant Franciscan content. F or S Offered on-campus.

REL 203/303 Contemporary Human Problems 3 Credits

The course is an exploration and comparison of the ethical approaches of religions. It aims at expanding awareness of the causes of current problems and conflicts that challenge individuals and society today, and the response of different religions to these issues. Students will have the opportunity to develop their ability to make creative and responsible moral decisions. Consideration of solutions is based on choices that will promote greater life, fuller growth of persons, and deeper personal relationships and show concern for the future human community. F/S Offered on-campus.

REL 250 Judeo-Christian Thought 3 Credits

This course provides an overview of the literary, historical, and religious dimensions of the Old and New Testaments and their dominant themes, including redemption, justice, righteousness, reconciliation, and hope. An examination of Judeo-Christian thought in relation to contemporary life issues and individual purpose identified in related readings. Offered on-campus.

RES Real Estate Studies

RES 301 Principles of Real Estate 3 Credits

This course introduces students to the general principles of real estate, to include industry terminology, ethics, deeds, listing and purchase agreements, agency, contracts, and property valuation decisions. Emphasis will also be on factors impacting local and national real estate markets. Offered online.

RES 325 Real Estate Practice 3 Credits

This course examines the basic job functions of real estate salespersons and brokers. Property listing, advertising, escrow, sales, and establishing a client base will be covered with practical applications for completing successful transactions. Offered online.

RES 327 Real Estate Economics 3 Credits

This course is a study of the foundational economic principles of real estate with an overview of the U.S. capitalist system. Focus will be on land use, markets, cycles and growth patterns, as well as property and income taxation. Offered online.

RES 334 Real Estate Finance 3 Credits

This course primarily examines the residential real estate finance markets and their impacts on consumers, but will also cover facets of commercial real estate. Mortgage options and purchase costs will be highlighted with attention to theories of real estate investment. Offered online.

RES 345 Legal Aspects of Real Estate 3 Credits

This course is a study of the legal system and its impact on purchase, ownership, sale, and leasing of real estate. Topics to be covered include contracts, wills, zoning, and environmental law, as well as Constitutional issues in real estate. Offered online.

RES 429 Property Management 3 Credits

This course provides the framework for the management and development of inventory of private and commercial real estate properties on a large scale. Included emphases are the roles of the property manager, landlord duties and policies, leases, maintenance, reports, and insurance. Offered online.

RES 431 Commercial Real Estate Investment 3 Credits

This course examines investment transactions, asset management, and enterprise management as the core components of commercial real estate investment. Methods for determining the value of commercial properties and the sources of real estate capital are also discussed. Offered online.

RES 450 Real Estate Appraisal 3 Credits

A study of the functions and approaches to appraisal, which include cost, income, and the direct sale comparison approach. The social and economic factors that impact determination of value will be discussed with emphasis on analyzing market data. Offered online.

RES 497 Strategic Management of the Real Estate Enterprise 3 Credits

This capstone course discusses the managerial decision-making and problem-solving processes that determine the failure or success of a real estate enterprise. Strategy formulation, implementation, and evaluation and control are key points of comprehensive focus. The course also incorporates program comprehensive demonstrations of knowledge. Prerequisite:

Successful completion of the General Education Capstone course. Offered online.

SCI Science

SCI 201 Physical Geology 4 Credits

Current scientific understanding of how the earth functions is the focus of SCI 201. Various patterns from the earth's history are analyzed in order to develop an understanding of geological terms, concepts and processes. Offered on-campus.

SCI 207 Dependence of Man on the Environment 4 Credits

In this course, learners deepen their understanding of the importance of natural resources to mankind. Students explore physical, biological, and ecological principles, examine how human alterations affect the environment, and reflect on the controversies surrounding various approaches to addressing environmental problems and the steps some communities have taken to address these challenges. Offered online.

SCI 208 Humans and the Environment 4 credits

In this course, learners deepen their understanding of the importance of natural resources to humans. Students explore physical, biological, and ecological principles, through traditional and laboratory investigation to examine how human alterations affect the environment, and reflect on the controversies surrounding various approaches to addressing environmental problems and the steps some communities have taken to address these challenges. (Equivalent to SCI 207). Offered online.

SOC Sociology

SOC 101 Introduction to Sociology 3 Credits

This introductory course presents basic concepts, theories, and research in sociology. Group organization, sex and gender, marriage and the family, sports as a social institution, and collective behavior are among the topics considered. Offered online and on-campus.

SOC 120 Introduction to Ethics & Social Responsibility 3 Credits

This course introduces the basic ethical concepts and explores philosophic perspectives for understanding the meaning of social responsibility. Topics include ethical theories, the role of government, the role of corporations, environmental issues, and ethical integrity. Offered online.

SOC 203 Social Problems 3 Credits

Drugs, poverty, illiteracy, homelessness, AIDS, undocumented aliens, single-parent families, urban and farm crises, and racial and environmental issues are examined. Possible causes and remedies are scrutinized. Offered online and on-campus.

SOC 304 Social Gerontology 3 Credits

The course focuses on social stereotypes and prejudice against the aged, discrimination, friends and family, care giving, living environments, demography, senior political power, legislation, elder abuse, and death and dying. Offered online and on-campus.

SOC 305 Crime & Society 3 Credits

The course considers the basic sociological theories and research

COURSE DESCRIPTIONS

findings concerning crime. The punishment and corrections process, organized crime, corporate crime, the police, the courts and the impact of crime on the victim are examined. Offered online and on-campus.

SOC 308 Racial & Ethnic Groups 3 Credits

The course considers major racial and ethnic groups, especially African Americans, Asian Americans, ethnic Whites, Hispanics, and Native Americans. The focus is on the traits of each group and its pattern of adaptation to the larger society. Offered online and on-campus.

SOC 312 Child, Family & Society 3 Credits

This course provides an overview of the child (infant through elementary) and the reciprocal relationships children develop with their family, their school, and the world in which they live. Theories pertaining to the roles and relationships within and between families, schools, and communities are introduced with an emphasis on enabling students to identify family needs and concerns and to use a variety of collaborative communication and problem-solving skills to assist families in finding the best available community resources to meet these needs. Students themselves explore various community resources that further the development of the child's potential. Offered online and on-campus.

SOC 313 Social Implications of Medical Issues 3 Credits

An introductory course that provides learners with a basic foundation of human biology applicable to human service and health and human services providers. The course explores basic human biology and its relationship to selected socio-cultural domains that are grounded in Bronfenbrenner's Ecological Model of Human Development. Offered online and on-campus.

SOC 315 Cross-Cultural Perspectives 3 Credits

Culture and politics in Europe, Latin America, the Arab world, India, East Asia, and other areas are examined. Emphasis is on viewing the world from the diverse perspectives of other cultures and political systems. Topics and regions vary. Offered online and on-campus.

SOC 318 Sociology of Sport 3 Credits

The social institution of sport is examined as a microcosm of society. Consideration is given to the different levels of sport and sports in relation to social stratification and mobility, big business, mass media, religion, race, gender, and social discrimination. Prerequisite: Junior standing or permission of the instructor. F or S Offered online and on-campus.

SOC 320 Public Policy & Social Services 3 Credits

An examination of public policies and the social services they mandate. The major focus is on American government policy at all levels and the detailed content of social services. Some consideration of other nations and international agencies is offered. Policies and services pertaining to a variety of areas including urban life, poverty, health care, substance abuse, children, the aged, unemployment, and mental health are studied. Offered online and on-campus.

SOC 322 Sociological Aspects of Adulthood 3 Credits

Utilizing a multi-disciplinary approach, this course provides an introduction to the field of gerontology and its social implications. Social, psychological, and physical aspects of aging are overviewed as well as an exploration of the demographic shift taking place and the meaning and impact of the shift in terms of issues and policies arising from the graying of America. Other course topics include common aging changes/conditions, myths and stereotypes, the

effects of health and illness on the individual, family, and society, and the impact of media, culture, and gender influences on aging. Offered online.

SOC 326 Diversity & Aging 3 Credits

This course explores the diversity perspectives of culture, ethnicity, economic status, national origin, disability, gender, and sexual identity as related to aging. Emphasis is placed on the ethnic perspectives of aging across cultures. Offered online.

SOC 330 Social Justice & Society 3 Credits

An interdisciplinary investigation of the concept of social justice. The course will incorporate major themes of social teachings such as life and dignity of the human person, call to family, community and participation, rights and responsibilities, options for the poor and vulnerable, the dignity and right of workers, solidarity, and care for the environment. Offered on-campus.

SOC 331 Social Justice & Ethics 3 Credits

This course examines the foundations of social justice theory and their application to criminal justice theories and practice. Issues such as poverty, social policy, diversity, welfare, and alternative social programs provide students with a working understanding of the interrelation and copasetic relationship between social and criminal justice issues. Students will also understand ethical applications for both social justice initiatives as well as the ethics of criminal justice policies and initiatives. Offered online and on-campus.

SOC 340 Managing in Health & Human Services:

An Interdisciplinary Approach 3 Credits

An upper-level management course providing basic management theory for the beginning manager. Management challenges, human service environments, management theories, organizational design, program planning and implementing, supervisory relationships, managing finances, program evaluation, leadership theories, and team organization are discussed. Assessment of course objectives will be conducted through paper/pencil tests, small-group activities, class participation, and a comprehensive management project. Prerequisite: SOC 101. (Cross-listed as HCA 340.) F or S Offered on-campus.

SOC 402 Contemporary Social

Problems & the Workplace 3 Credits

This course presents an analysis of major contemporary social problems, especially in the United States. Attention is given to the problems of poverty, racism, sexism, drug and alcohol abuse, and illiteracy, and their impact on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the causes, consequences, and solutions to these problems. Offered online.

SOC 421 Human Services Practicum 3 Credits

Students apply the skills and knowledge developed from their study of human services in a work environment. Course requires 150 hours of supervised, unremunerated work in an approved institution or agency. Prerequisites: Approval of a faculty supervisor; cumulative grade point average of 2.75 in courses required for the Human Services concentration, and senior standing. F/S Offered on-campus.

SOC 490 Social Science Capstone 3 Credits

This course requires students to reflect upon and synthesize the major insights gained in their study of the Social Sciences. A substantive paper is developed which requires students to critically analyze their experiences and knowledge in order to build leaders

in the interdisciplinary field of Social Science. Prerequisite: Successful completion of the General Education Capstone course. Offered online and on-campus.

SPA Spanish

SPA 103 Beginning Spanish I 3 Credits

This course is designed for beginning Spanish speakers with no previous college course work in Spanish. The goal of this course is to enable students to acquire a basic mastery of the following four language skills: listening, speaking, reading, and writing. The course will emphasize practice of grammar and communication skills. Offered online and on-campus.

SPA 104 Beginning Spanish II 3 Credits

Continued study of grammar and vocabulary of the Spanish language and study of the Spanish-speaking cultures. Emphasis on speaking, reading, and writing skills. Prerequisite: SPA 103 or departmental approval. Offered online and on-campus.

SPE Speech

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 on-campus.

SPE 107 Introduction to Speech & Hearing Disorders 3 Credits

This course is designed to acquaint the student with the nature, symptoms, causes, effects, and treatment of speech and hearing problems. Students observe speech and hearing pathologists in a clinical setting. (Not offered every year.) S Offered on-campus.

SPE 301 Oral Interpretation 3 Credits

A study of the theory and performance of the art of oral interpretation as well as a unique approach to analyzing literature of all types (prose, poetry, and drama). After securing an understanding of the basic elements of theory, the student applies this knowledge to communicate effectively a writer's thoughts, emotions, and manner of expression to an audience. Experiences range from the presentation of children's literature to drama and include solo, duet, and group performances. Prerequisite: SPE 103 or permission of the instructor. S Offered on-campus.

SPE 315 Business & Professional Speaking 3 Credits

An analysis of communication theory applied to the organizational setting with practical experience in several forms of oral communication found in the business and professional worlds: interviewing, group discussions, conflict resolution, informative and persuasive speaking, impromptu speaking, and special occasion speeches. Prerequisite: SPE 103 or permission of the instructor. S Offered on-campus.

SPE 328 Speech & Civic Leadership 3 Credits

This course introduces students to advanced study of speech in the public sphere. Students will read about, examine, discuss and use rhetorical theories and practices that address civic life in history and from the present. During the class, students will compose

rhetorical criticism of public speech, as well as prepare and present speeches designed for different publics. Prerequisite: SPE 103 or permission of the instructor. Offered on-campus.

SRM Sports and Recreation Management

SRM 210 Introduction to History of Recreation & Sport 3 Credits

This course examines the history, philosophy, and principles of recreation and sport. Themes will include the relationship of recreation and sport to society, orientation of the student to the profession, and trends within the field. Students will examine specific problems in recreation and sport as related to professional improvement and growth. Prerequisite: Sophomore standing. S Offered on-campus.

SRM 244 Sport & Recreation Management Practicum 1 Credit

Prospective Sports and Recreation Management majors function under the tutelage of professionals in sports and recreation management and other related entities. Students complete 50 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: Sophomore or Junior standing with cumulative GPA of 2.7 and permission of the supervising faculty member. Offered on-campus.

SRM 320 Organization and Administration of Sports & Recreation Management 3 Credits

Reviews the principles of organizational structure and behavior within sport organizations. Topics include organizational policies and procedures, organizational effectiveness, communication networks, and leadership values. Prerequisite: Junior standing or permission of instructor. Offered online and on-campus.

SRM 325 Case Research in Sports & Recreation Management 3 Credits

Sports as a subject matter is very ancient and its marketing can be traced to even its earliest days. However, as an integral portion of contemporary society, successful sporting events or seasons generally require professional marketing efforts. Utilizing the principles of management, marketing and other relevant disciplines this course will use case studies, class discussions, and projects to enhance the student's collective expertise in this area of Sports and Recreation Management. Prerequisite: Successful completion of the General Education Capstone course. Offered online and on-campus.

SRM 344 Sport & Recreation Management Practicum 2 Credits

Prospective Sports and Recreation Management majors function under the tutelage of professionals in sports and recreation management and other related entities. Students complete 100 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: Sophomore or junior standing with cumulative GPA of 2.7 and permission of the supervising faculty member. Offered on-campus.

SRM 350 Organization & Administration of Sport and Athletics 3 Credits
 A study of administrative duties, leadership responsibilities, and issues facing sport and athletic administrators. Students will take an in-depth look at organizing and planning in sport organizations. An emphasis will be placed on understanding the various agencies that govern sport. The qualifications of staff positions will be addressed; other issues include policy development, budgeting, finance, liability, ethics, and office management. Prerequisite: Junior standing. F Offered on-campus.

SRM 352 Administration of Athletic & Recreation Facilities 3 Credits
 A look at various methods of administration of athletic and recreational facilities. The legal issues will be addressed, and students will examine the concepts of marketing, public relations, communication, and the economics of sport. A practical look at the purchase, care, and maintenance of equipment is included. Prerequisite: Junior standing. S Offered on-campus.

SRM 410 Contemporary Issues in Sports Marketing & Management 3 Credits
 Sport has become a major business enterprise in the United States and in much of the world. This course helps students understand the scope of the sport industry, to include identifying career opportunities in various segments of the sport industry. The course also examines the managerial process to include the functions of management, as well as the roles, skills, and attributes required of sport managers. Special attention is given to examining the unique characteristics of sport and the resulting social and ethical responsibilities of sport managers. Offered online and on-campus.

SRM 420 Internship in Sport & Recreation Management 3 Credits
 Students complete a minimum of 150 hours of internship activity; responsibilities will include the development of a portfolio reflective of management and administrative skills in a professional setting. In addition to the portfolio, students complete an approved project that benefits the internship site. Prerequisites: Senior standing, PED 350 or PED352, approval of the University Supervisor, 2.7 Cumulative GPA. Offered on-campus.

SRM 450 Sport & Recreation Management Seminar 15 Credits
 Students will complete 450 hours during the internship semester. A portfolio with artifacts depicting knowledge and application of skills in: Management, Organizational Behavior, Marketing, Media Presentation, Fiscal Operation, and Facility Administration will be the primary assessment of outcome for students. Prerequisites: Senior standing, PED 350 or 352, approval of University Supervisor, and 2.7 Cumulative GPA. Offered on-campus.

SRV Service Management

SRV 201-208 Service Learning 1 Credit
 This course allows the student to develop and organize a service-learning project with a community service agency, providing an opportunity during the collegiate experience to learn about and address community needs. This course helps the student develop critical thinking, problem-solving, and reflective skills, and strives to increase the student's understanding of community and societal needs. The student completes 50 hours of volunteer service during the semester and participates in meetings with instructor

for reflection of experiences. Prerequisite: 12 semester hours on Ashford Campus unless otherwise approved by Office of Service and Leadership. Offered on-campus.

SRV 220 Service Learning: Values & Actions 3 Credits
 This is a course that, by building on learning through service to an area of community need, will offer an opportunity to explore our own assumptions, values, questions, and beliefs. As the service component we will each find community projects where we can serve-and learn-within our local community (40 hours). At class meetings we will share our experiences and any questions or insights they are raising for us. These discussions will be enhanced by course readings, films, and class projects. Prerequisite: 12 semester hours on Ashford Campus unless otherwise approved by Office of Service and Leadership. Offered on-campus.

SRV 301 Introduction to Service Management 3 Credits
 This course introduces management in the 'intangible industries' organization and addresses the central challenges presented by services organizations. The course also addresses the need for value creation through customers, the role of organizational leadership, and the role of services in modern society. Offered online.

SRV 312 Service Operations Management 3 Credits
 This course is an introduction to service-related operations in a variety of business sectors and is studied through the shared aspect of their service elements, drawing upon service management theory to provide the academic framework. Students are introduced to operations management principles, and study the role of the operations manager within service organizations. Prerequisite: SRV 301. Offered online.

SRV 332 Fundamentals of Hospitality 3 Credits
 This course is a survey of the interrelated industries that comprise the hospitality and tourism industry. The course also introduces the student to the major concepts and components that representing the hotel, food and beverage, restaurant, recreation, theme parks, gaming, club management, convention and event planning, cruises, and tourism services industries. Prerequisite: SRV 301. Offered online.

SRV 333 Resort Management 3 Credits
 This course provides an overview of resort management and operations in the context of ski, golf, gaming, and other types of resorts. The basic principles of marketing, management, and development of a resort will be covered. The course includes a review of the history of the growth of resorts in the United States, expansion of resorts worldwide, and their operations and characteristics. Prerequisite: SRV 301. Offered online.

SRV 340 Marketing in a Services Environment 3 Credits
 This course is designed to provide an introduction to the general principles of marketing and an in-depth study of services marketing theory. The concepts the student learns will enable students to develop the skills appropriate in an emerging service economy. The student will be exposed to the relationship between services marketing and the consumer experience. There will be opportunities for the student to apply services marketing theory in non-profit, mass-market retail, hospitality, and restaurant enterprise environments. Prerequisite: SRV 301. Offered online.

SRV 346 Introduction to Restaurant Management 3 Credits
 Identifies the crucial elements involved in the successful operation of a restaurant and how they interrelate. Students are taken through the process of creating a concept, developing a menu, budgeting

and controlling costs, staffing the restaurant, purchasing food and equipment, bar and beverage management, daily operations, and developing a restaurant marketing plan. Prerequisite: SRV 301. Offered online.

SRV 347 Sanitation & Safety **3 Credits**

This course introduces the student to public health problems that relate to the hospitality industry. Topics include disease transmission through improper food handling and cooking, major types of micro-organisms, environmental conditions which encourage bacterial growth, fire prevention methods and safety, and sanitation rules and practices. Prerequisite: SRV 301. Offered online.

SRV 423 Food & Beverage Control **3 Credits**

This course is a study of the systems and techniques appropriate to manage food, beverage, and labor costs in restaurant and catering operations. Topics addressed include management, marketing, menu development, costs and pricing, quality assurance, production, and operational analysis. Prerequisite: SRV 301. Offered online.

SRV 425 Event, Meeting, & Conference Management **3 Credits**

In this course, students learn strategies to develop meaningful, well-organized conferences, meetings, and special events. The course addresses event logistics, facilities management, event compliance with ADA and other laws/regulations, contract negotiation, labor planning, and issues with food and beverage management. Prerequisite: SRV 301. Offered online.

SRV 428 Non-Profit Agency Management **3 Credits**

This course serves as an introduction to the non-profit organization and management. Discussions will focus on mission, leadership, marketing, community relations, fund development, staff supervision and professional development. Prerequisite: SRV 301. Offered online.

SRV 429 Fiscal Management of Nonprofit Organizations **3 Credits**

This course examines the principles and practices of financial management in nonprofit organizations. It is designed to teach students how to use financial information in the management of nonprofit organizations. The use of case studies and applied examples intends to make the course especially practical to those working in the nonprofit environment. Prerequisite: SRV 301. Offered online.

SRV 438 Menu Planning & Design **3 Credits**

This course includes food service design concept including the menu, the location, and the type of clientele expected. Students will also demonstrate an understanding of menu layout, including selection, development, price structure, and restaurant style. Prerequisite: SRV 301. Offered online.

SVC Service

SVC 205 Leadership Practicum **2 Credits**

Leadership SVC 205 is an innovative service learning experience that incorporates Franciscan values and leadership skills in theory and practice. Course content includes topics such as accountability, character building, diversity and inclusivity, effective communication, empowerment, healthy choices, response-

ability, teamwork, and time management. Prerequisites: Must be/ becoming an active member in a club, organization, or recognized sport at the University and must be at least a sophomore. Offered on-campus.

SVC 305 Leadership Practicum **2 Credits**

Leadership SVC 305 is a two-part practicum that provides not only hands-on experience in chairing sub-committees, conducting meetings, planning and facilitating small- and large-group activities and coordinating service projects but also the practice of critiquing/ evaluating the experience. Course content includes topics such as conflict resolution, personal and professional integrity, positive role modeling, and team dynamics. Prerequisites: Must successfully complete SVC 205 level course and continue active participation in a club, organization, or recognized sport. Students must have a minimum of a 2.5 cumulative GPA. Offered on-campus.

TVL Travel Studies

TVL 311 Literary & Historical Developments in 19th Century England **3 Credits**

This Destination course explores 19th century British fiction and poetry and important historic developments that contributed to shaping these literary works. In addition to various historical readings and discussion of two novels, Brontë's *Jane Eyre* and Hardy's *The Return of the Native*, particular attention will be given to selected works of the Romantic poet William Wordsworth and the Victorian poet Robert Browning, as well as selected reading from Jane Austen and analysis of the movie based on her novel, *Pride and Prejudice*. An 11-day England Study Tour, which is part of the course, includes several days in London and visits to Grasmere, where Wordsworth wrote; Haworth, home of the Brontë sisters; Dorset, the setting of Hardy's novels and Bath, a city associated with Jane Austen and her works. (Equivalent to ENG 388 and HIS 388.) Offered online.

TVL 312 Mark Twain: Writer & Observer of American Culture **3 Credits**

An analysis of essential works of Mark Twain, the great humorist and observer of people and issues in his time, with emphasis on his biographic experiences, his literary techniques, and his predominant societal themes. Offered online.

TVL 313 Literary & Historical Explorations of Classical Greco-Roman Culture **3 Credits**

This Destination Course explores significant historical developments and selected literary works in the classical Greco-Roman era to identify essential thought that shaped these cultures, and to assess its influence on social, religious, economic, and aesthetic trends in contemporary culture. A seven-day Study Tour, visiting sites in Athens and Rome, is part of the course. Offered online.

TVL 314 Literary & Historical Developments in 19th Century America **3 Credits**

This Destination course explores works of 19th century American writers, primarily from the Northeast, and discusses major 19th century historic developments. It includes a five-day study tour of the greater Boston area, with visits to historic and memorial sites. Offered online.

TVL 315 Historical & Literary

Explorations of Post-Colonial South Africa 3 Credits

This Destination Course explores significant historical developments, social issues, and selected literary works which have been influential in initiating change and shaping the culture of post-colonial South Africa. An eleven-day study tour of two cities in South Africa is a required course component. This course is designed to meet general education requirements in History, Literature or Diversity Awareness. Various readings and assignments in the course are common for all students. The Summary Paper assignment is particularized, with separate requirements related to each of the above areas. Offered online.

XXX Special Topics

Subject code of course will vary based on department offering the special topic course.

XXX 209 Special Topics 1-3 Credits

A course built around a topic not covered by existing course offerings. The nature of the course will be determined in advance by the faculty member and student. Normally restricted to sophomores or higher. May be repeated to a maximum of six credit hours if the subject matter is not duplicated. Prerequisite: Written permission of the instructor. Offered on-campus.

XXX 309 Special Topics 1-3 Credits

Course description is the same as for 209. If the course is taken as 309, upper-division course guidelines will be followed. Prerequisites: Written permission of the instructor and the University Provost. Offered on-campus.

XXX 409 Special Topics 1-3 Credits

Course description is the same as for 209. If the course is taken as 409, upper-division course guidelines will be followed. Prerequisites: Written permission of the instructor and the University Provost. Offered on-campus.

XXX 509 Special Topics 1-3 Credits

A graduate level course on a topic selected by a Ashford University faculty member and approved by the University Provost. May be repeated with a change of subject matter. Prerequisite: Graduate standing (i.e., possession of a bachelor's degree). Offered on-campus.

SECTION TEN



UNIVERSITY PERSONNEL



Board of Trustees

Dr. Gregory Geoffroy, Chairperson

Dr. Gregory L. Geoffroy brings more than 30 years of experience in higher education to the Ashford University Board of Trustees. Currently, he is President Emeritus at Iowa State University in Ames, Iowa, where he spent the previous ten years as the institution's President. From 1997 to 2001, Dr. Geoffroy served as Senior Vice President for Academic Affairs and Provost at University of Maryland in College Park, Maryland. He was at Pennsylvania State University from 1974 to 1997, where he held a variety of leadership positions, including Dean of the Eberly College of Science and Head of the Chemistry department. Dr. Geoffroy currently sits on the Board of Directors of the Bankers Trust Corporation and is a Grand Council Member of Tau Kappa Epsilon fraternity. He earned a PhD in Chemistry from the California Institute of Technology and a BS in Chemistry from the University of Louisville.

Ms. Mary Jo Maydew, Vice Chairperson

For more than 30 years, Mary Jo Maydew has been providing financial guidance to colleges and universities. From 2000 to 2011, she was the Vice President for Finance and Administration at Mount Holyoke College in South Hadley, Massachusetts where she had previously been Treasurer since 1987. Prior to that, Ms. Maydew held the positions of Assistant Treasurer and Assistant to the University Controller at Cornell University. Currently, Ms. Maydew serves on the Board of Directors for the Center Redevelopment Corporation and the Investment Committee for The Loomis Communities. In addition, she recently completed a seven-year term as a Commissioner on the New England Association for Schools and Colleges Commission on Institutions of Higher Education. She has served on the Board of Directors for several educational organizations, including the Tuition Plan Consortium, the National Association of College and University Business Officers, and the Eastern Association of College and University Business Officers. Ms. Maydew earned her MBA from Cornell University and her BS in Accounting from the University of Denver.

Lt. Col. Paul Aguirre

Lt. Col. Paul Aguirre is the Logistics Readiness Squadron Commander for the 161st Air Refueling Wing (ARW) of the Arizona National Guard. In this role, he manages a professional support staff that includes legal, chaplain, public affairs and other support functions. He has served over 22 years in the military, deploying to Afghanistan in 2011 to 2012, where he worked in the Chief of Staff's office at the NATO Headquarters in Kandahar, Afghanistan. His diverse management experience includes serving as Public Affairs Officer for the Arizona National Guard, where he represented the over 8,000 members of the Arizona Department of Emergency and Military Affairs to media and community groups. He also has an extensive financial management background that includes 12 years as the Comptroller for the 161st ARW, managing an annual budget exceeding 40 million dollars, and Resource Manager for the Joint Counter Narcotics Task Force, a joint Army and Air Guard program supporting local, county, state and federal law enforcement agencies. He has served on the Board of Directors of the Arizona Hispanic Chamber of Commerce and the National Guard Association of Arizona. A strong advocate for adult education, Lt. Col Aguirre earned his BA from the University of Phoenix while on active duty with the Arizona National Guard.

Dr./Sister Ruth Cox

Sister Ruth Cox is a member of the Sisters of St. Francis in Clinton, Iowa. Sister Ruth is also currently a Fellow and an Adjunct Assistant Professor of Nursing for The Center of Nursing Classification and Clinical Effectiveness at the College of Nursing at the University of Iowa. Prior to her role at the University of Iowa, Sister Ruth was an Adjunct Faculty member at Kirkwood Community College, President and CEO of The Alverno Health Care Facility, and Assistant Professor of Nursing at Loyola University of Chicago and Barry University in Miami Shores, Florida. She has served professionally in many roles, including the Leadership Council of the Sisters of St. Francis, the research team for Nursing Outcomes, and the Iowa Advisory Board for the Iowa Foundation for Medical Care. Sister Ruth has delivered numerous papers and presentations on the topic of nursing. She holds a Ph.D. from the University of Iowa, and earned her MA, MSN, and BS from Loyola University of Chicago.

Dr. Merle W. Harris

Dr. Merle W. Harris brings 45 years of educational experience to the Ashford Board of Trustees. She has served in a variety of roles at institutions of higher education, high schools, grade schools and the Connecticut Department of Higher Education. Most recently, she served as Professor of Undergraduate and Graduate Programs in Public Policy and Higher Education Policy, Law and Foundations at Charter Oak State College and the University of Hartford in Connecticut. Dr. Harris also works as a consultant in planning, policy development and accreditation in education and higher education. From 1989 to 2008, Dr. Merle served as Executive Director of the Board for State Academic Awards and President of Charter Oak State College. She also served as Interim President of Central Connecticut State University and as Deputy Commissioner of the Division of Research Planning for the Connecticut Department of Higher Education. Dr. Merle currently sits on the Board of Regents for Higher Education and the Connecticut Allied Health Policy Board. She earned her EdD in Education Policy, Research and Administration from the University of Massachusetts, and her MS in Guidance and Counseling and BS in Education from Central Connecticut State College.

Dr. Albert K. Karnig

Dr. Albert Karnig was President of California State University, San Bernardino from 1997 to 2012.

During his tenure, he helped the University achieve major milestones in enrollment, diversity of faculty and students, grant and contract funding, fundraising, and international program development. Previously, Dr. Karnig served as Provost at the University of Wyoming and Associate Vice President for Academic Affairs at Arizona State University. He also directed Arizona State's School of Public Affairs, which at the time was ranked among the nation's ten leading public policy and administration programs. Dr. Karnig currently sits on the Board of Directors for the California University of Science and Medicine, the California Council on Economic Education, the San Bernardino County Alliance for Education, and the KVCR Public Radio and Television Education Foundation, Inc. Dr. Karnig earned his Bachelor's degree from Augustana College and his Master's and Doctorate degrees in Political Science from University of Illinois. While at the University of Illinois, Dr. Karnig became a Woodrow Wilson Fellow, an N.D.E.A. Fellow, and a Kendrick Babcock Fellow.

Dr. Carol Kasworm

Dr. Carol Kasworm has nearly four decades of experience studying adult learners and is considered a leading authority on adult undergraduate students in higher education. She is the W. Dallas Herring professor emerita of adult and community college, formerly of the Department of Leadership, Policy and Adult and Higher Education at North Carolina State University. Her research interests have focused upon the adult undergraduate experience, including the nature of learning engagement and participation patterns of adult students, the situated influences of varied higher education contexts on adult learners, and the role of adult higher education in a lifelong learning society. Dr. Kasworm has held faculty appointments at University of Texas – Austin, University of Tennessee – Knoxville, University of Houston – Clear Lake and University of South Florida. She has also served as Associate Dean of Research and Technology in the College of Education at University of Tennessee – Knoxville and Associate Vice Chancellor for Faculty and Program Development at University of Houston – Clear Lake. In 2002, Dr. Kasworm was inducted into the International Adult and Continuing Education Hall of Fame. She received her BA in Psychology and Sociology from Valparaiso University, her MA in Higher Education Administration from Michigan State University and her EdD in Adult Education from the University of Georgia.

Dr. Paula Kelly

Dr. Paula Kelly has more than 20 years' experience in higher education extended studies leadership and served as the Dean of the College of Extended Studies at San Diego State University. She was responsible for building strategic alliances with external partners including corporations, other universities, ministries, and governmental agencies. She has a background in entrepreneurial self-support education and international business, and traveled to more than 30 countries in Asia, Europe, South America, and the Middle East to market and develop College of Extended Studies international training and development programs for SDSU. Dr. Kelly has served on several Boards of Directors including the University Continuing Education Association (UCEA), World Trade Center, Asian Business Association, and St. Vincent de Paul Village. Dr. Kelly earned her doctorate in Education Leadership and Masters in Business Administration from the University of San Diego. She served as the Development Director for USD, Vice President of Development for Monarch School, and she is currently the Director of Development for International Relief Teams. Dr. Kelly has expertise in board development and corporate, foundation, major gift and capital campaign fundraising.

Dr. Meredyth A. Leahy

Dr. Meredyth A. Leahy has over 30 years experience working with adult educators and adult learners in basic literacy, secondary, continuing and higher education, in both public sector and military education venues, including Temple University and the Pennsylvania Department of Education, Cabrini College, Muhlenberg College, and Excelsior. From 1994 to 2008 she served as Dean, School of Liberal Arts, Excelsior College, Albany, New York. Since her retirement, she has served as distance education adjunct faculty for Excelsior College teaching an undergraduate course on the history and philosophy of American education, and North Carolina State University where she taught a graduate course on the adult learner. She recently joined the American Council on Education's Military Installation Voluntary Education Review (MIVER) as a program review team member. Dr. Leahy earned her Bachelor's degree from Edinboro State Teachers College and her Master's and Doctorate degrees in adult education from Temple University, Philadelphia, Pennsylvania.

Dr. Craig W. Linebaugh

Dr. Craig W. Linebaugh brings a wealth of experience in higher education to the Ashford Board of Trustees. He has spent more than 35 years at The George Washington University serving in a variety of leadership roles, including Senior Associate Provost of Academic Operations, Associate Vice President for Academic Planning, and Chief Academic Operating Officer of the Virginia Science and Technology Campus in Ashburn, Virginia. Currently, he is a Professor of Speech and Hearing Science and a Research Professor of Medicine at The George Washington University. Dr. Linebaugh sits on the Board of Trustees Committee on a Science and Engineering Complex. He earned his post-doctoral fellow in Speech-Language Pathology from the Mayo Clinic, his PhD in Speech and Hearing Science and MA in Speech-Language Pathology from Temple University, and a BA in English Literature from Lebanon Valley College.

Dr. Geri Hockfield Malandra

Dr. Geri H. Malandra is the founder and principal of Malandra Consulting LLC, a firm created to assist higher education leaders with the development and implementation of outcomes-focused management, accountability, and policy initiatives. From 2012-2013, she served as Senior Advisor to the President of Kaplan University, after serving the previous two years as Provost. Prior positions include her role as the Senior Vice President for Leadership, Membership, and Policy Research at the American Council on Education, and as Vice Chancellor for Strategic Management for the University of Texas System. Dr. Malandra also served as Associate Vice Provost at the University of Minnesota, where she spent more than 16 years working in various leadership capacities. Her public service includes an appointment by former U.S. Secretary of Education Margaret Spellings to serve as a member and Vice Chair of the National Advisory Committee on Institutional Quality and Integrity. Dr. Malandra holds her MA and PhD in Ancient Studies from the University of Minnesota, Minneapolis. She earned her BA from Carleton College in Northfield, Minnesota.

Dr. Peter J. Negroni

Dr. Peter J. Negroni is currently Senior Advisor and consultant to EMC Publishing and the College Board. A career educator with more than 50 years of experience in education. Dr. Negroni spent 30 years in the New York City Public Schools, starting as a teacher and ending with 10 years as a

school superintendent in the Borough of the Bronx. During his career, Dr. Negroni acted as the Executive Director of an educational foundation in Catawba County, North Carolina, where he led an effort to reform the school districts in that county. In 1989, he was appointed Superintendent in Springfield, Massachusetts, where he earned a national reputation as a transformational leader and was awarded the recognition of Superintendent of the Year. In 2000, Dr. Negroni returned to New York City to assume the position of Senior Vice President at the College Board, where he spent 13 years leading major efforts in the K-12 and International Divisions before retiring in August 2013. Dr. Negroni holds a doctorate from Fairleigh Dickenson University in Teaneck, N.J and a bachelor's degree from Iona College in New Rochelle, New York.

Ms. Cheryl Ann Oldham

Cheryl Ann Oldham is Vice President of Education Policy at the U.S. Chamber of Commerce. Her 20 years of experience in public policy, education, and government relations includes eight years of service in President George W. Bush's administration. Most recently, she served in a variety of roles with the U.S. Department of Education, including Acting Assistant Secretary for the Office of Postsecondary Education, Chief of Staff for the Office of the Under Secretary of Education, and Executive Director for the Secretary of Education's Commission on the Future of Higher Education. Oldham began her career serving as Health and Human Services Policy Director for the Texas Office of State-Federal relations in Washington, D.C. She also currently serves on the National Workforce Solutions Advisory Board. Oldham earned her JD from St. Mary University's School of Law and her BA in Political Science from Texas Christian University.

Dr. Richard Pattenaude

Dr. Richard L. Pattenaude is the President of Ashford University. His experience in higher education spans 40 years in various leadership roles. From 2007 to 2012, he served as Chancellor of the University of Maine System, after serving for 16 years as President of the University of Southern Maine. Dr. Pattenaude also served for five years as Vice President for Academic Affairs at Central Connecticut State University, for five years as Associate Vice President for Academic Affairs at the State University of New York at Binghamton, and for six years as a member of the Political Science Faculty and the Associate

Dean of Arts and Sciences at Drake University in Des Moines, Iowa. Dr. Pattenaude is actively involved in numerous community organizations. He currently serves on the Boards of Maine Health, the Alford College Scholarship Challenge, and Lee Auto Malls. Dr. Pattenaude was Chair of the Commission on Institutions of Higher Education for the New England Association of Schools and Colleges (NEASC), the regional accrediting entity. He earned his Bachelor's degree in economics at California's San Jose State University and his PhD in political science at the University of Colorado. His areas of expertise and publishing include American government, university leadership, public administration, and organizational theory. Dr. Pattenaude is a Vietnam veteran.

Dr. Karen Paulson

Dr. Karen Paulson is a Senior Associate at the National Center for Higher Education Management Systems (NCHEMS). Her areas of expertise include assessment, evaluation, accreditation, and the use of data in state policymaking; she has worked at over 40 postsecondary institutions and in 30 states. She conducts evaluations for institutions and consortia with externally funded projects including the State Scholars Initiative, Title III, Fund for the Improvement of Postsecondary Education (FIPSE) Comprehensive, and Learning Anytime Anyplace Partnership grants. She is the author of "Developing Public Agendas for Higher Education: Lessons for Comparative State Higher Education Policy," in *State Postsecondary Education Research: New Methods to Inform Policy and Practice*, edited by K. M. Shaw and D. E. Heller in 2007, "Adult Learners in the United States: A National Profile" (co-authored with Marianne Boeke for the American Council on Education, 2006), and "A Data Audit and Analysis Toolkit to Support Assessment of the First College Year" (2003). She holds engineering degrees in addition to her higher education study. Her Ph.D. is in Higher Education with a minor in Policy Analysis from The Pennsylvania State University.

Dr. Randy Ward

Dr. Randolph E. Ward was hired as San Diego County Superintendent of Schools on June 29, 2006, and began his official duties in the new position on August 14 of that year. Under his leadership the San Diego County Office of Education completed its first formal Strategic Plan, working with leaders throughout the county to craft the plan. Dr. Ward and his staff coordinated the

local education community's response to the San Diego County wildfires of 2007, and worked closely with County Health officials and local schools in response to the H1N1 pandemic in 2009. Dr. Ward serves on several local boards of directors, including the Commission on Gang Prevention and Intervention, the San Diego Regional Economic Development Council, the USS Midway Education Museum, the Workforce Investment Board, Junior Achievement, and the Financial Crisis Management Assistance Team.

Ashford University Administration

Jessyca Andrews, MA

Divisional Vice President of Admissions

Tracy Bormann, MBA

Associate University Registrar

Mike Burton, JD

Clinton Campus Dean,
Forbes School of Business

A. Lee Cartwright, PhD

Clinton Campus Dean, College of Health, Human Services, and Science

Paul Dawson, MA

Divisional Vice President of Student Services

Amber Eckert, MEd

Vice President,
Student & Alumni Affairs

Courtney (Tony) Farrell, PhD

Executive Dean,
College of Education

Jodi Jeffs, MBA

Divisional Vice President of Admissions

Tremier Johnson, MA

Associate Vice President,
Diversity and Inclusion

Sheri Jones, MS

Senior Vice President,
University Services and Planning

Joel Larson, EdD

Clinton Campus Dean,
College of Education

Joe Leonhardt, MS

Divisional Vice President of Admissions

William C. Lowe, PhD

Clinton Campus Dean,
College of Liberal Arts

Bridget McGuire, MS

Senior Vice President,
Financial Aid and Services

Charles R. Minnick, PhD

Vice President/Campus Director

Shelly Mohr, BA

Vice President,
Iowa Online Center

Kirk Morrison, MBA

University Registrar

Bill Ness, BS

Senior Vice President, Admissions

Stephen Nettles, PhD

Associate Vice President,
Assessment and Evaluation

Peter Nevins, MBA

Divisional Vice President,
Student Services

Richard Pattenaude, PhD

President/CEO

Suzanne Power, EdD

Executive Dean,
College of Liberal Arts

Stephen Quattrociocchi, MBA

Chief Operating Officer

Michael S. Reilly, PhD

Executive Dean,
Forbes School of Business

Michael Robinson, MA

Vice President,
Policy and Implementation

Miriam Safir, MBA

Associate Vice President,
Student Accounts

Andrew Shean, EdD

Vice Provost,
Curriculum and Innovation

Jim Smith, BS

Vice President of Finance

Mindy Sloan, PhD

Associate Vice President of Research & Student Success

Mihaela Tanasescu, MD, ScD

Executive Dean, College of Health,
Human Services, and Science

Thad Trapp, MS

Divisional Vice President of Admissions

Matthew Vallejo, MA, MAEd

Vice President of
Financial Aid and Services

Gina Warren, PhD

Associate Vice President,
Curriculum and Instructional Design

Lorraine Williams, PhD

Provost

Mark Young, MBA

Divisional Vice President,
Partner Development and Programs

Brian Zotti, BA

Senior Vice President of
Operations and Student Services

Faculty

Any updates to Ashford Faculty are presented on the Ashford University website. Please visit www.ashford.edu/community/faculty.htm for the most up-to-date faculty biographies.

Murad Abel

Management
B.S. Central Michigan University
M.B.A. Davenport University
D.B.A. University of Phoenix

Faisal Aboul-Enein

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M.S.N., M.P.H., Ph.D. University of Texas Health Science Center

John Ackerman

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M.A. Air Command and Staff College
M.A. Golden Gate University
Ph.D. University of Alabama

Julie Adkins

Education
B.A. College of William and Mary
M.T. Virginia Commonwealth University
Ph.D. Capella University

Efua Akoma

Psychology
B.A., B.S., M.S. Georgia State University

Efiong Akwaowo

International Business
B.A., M.A. Texas Southern University
Ph.D. Northcentral University

Trevor Albertson

Military Studies
B.A. Norwich University
M.A. Catholic University of America
Ph.D. University of California - Merced

Elaine Alden

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B.A. Point Loma Nazarene University
M.B.A. National University
Ph.D. University of Kent

Jessica Alvarado

Child Development and Early
Childhood Education
B.S. National University
B.S. San Diego Christian College
M.S. National University
Ed.D. Fielding Graduate University

Stephanie Anderson

Psychology
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M.A., Ph.D. University of Kansas

Lane Andrew

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M.S. University of Denver
Ph.D. University of Northern Colorado

Rick Ansoff

Psychology
B.S. U.S. International University
M.S., Ph.D. Georgetown University

Althea Artis

Liberal Arts
B.S. University of Laverne
M.A. Azusa Pacific University

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D.B.A. Mississippi State University

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B.A., M.A. California State University,
San Bernardino

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M.S. Medical College of Virginia/
Virginia Commonwealth University
Ph.D. University of Florida

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M.S. University of Washington
Ph.D. Cornell University

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M.A., Ph.D. Indiana University

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Ph.D. University of Florida

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Angeles

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State University
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Ph.D. Washington State University

Ronald Beach

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Forbes School of Business
B.L.S. University of Oklahoma
M.S., Ph.D. Capella University

Tami Beaty

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B.S., M.A. Colorado Christian
University
Ed.D. Nova Southeastern University

Roxanne Beharie

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M.A. Mercy College
DrPh. Morgan State University

Alan Belcher

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B.A., M.A. Marshall University
M.S. West Virginia College of Graduate
Studies
Ph.D. Capella University

Joseph Belcher

Psychology
B.S. Mid-America Christian Ministry
M.S., Ph.D. Capella University

Nina Bell

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B.A. Indiana University of Pennsylvania
M.A. University of London's Birkbeck
College
M.P.H., Ph.D. Walden University

Jeremy Bennett

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