



**Ashford**  
UNIVERSITY

**2018-2019**  
**ACADEMIC CATALOG**



**Ashford**  
UNIVERSITY®

**2018-2019**  
**Academic Catalog**

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# SECTION ONE: INTRODUCTION

## Mission Statement of the University

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

## Purpose Statements

- To offer online and campus-based educational programs that meet the needs of diverse learners and support student success and completion.
- To integrate current technology that cultivates student-centered learning experiences led by dedicated and qualified faculty wherein students gain knowledge and build skills that support personal and professional development.
- To provide learning opportunities that help students synthesize theory and practice, enabling them to respond ethically to contemporary issues and complex problems.
- To foster a rich student learning environment focused on diverse social, ethnic, economic, and educational experiences and thereby prepare and empower graduates to be collaborative and inclusive within their communities.
- To work closely with employers and workforce development experts to identify the workplace skills and competencies that will enhance our graduates' abilities to contribute to their organizations, achieve greater professional and personal success, and strengthen their organizations.
- To place priority on innovation, continuous assessment, and improvement of student learning, curriculum development, access to learning resources, and responsive student services.
- To maintain operational, financial, and strategic strength that ensures the future of Ashford University.

## History

The University, originally named Mount St. Clare College, was founded in 1918 by the Sisters of St. Francis in 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 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 2002, coinciding with the name change to The Franciscan University.

In 2005, the University was acquired by Bridgepoint Education, Inc., and renamed Ashford University. That year HLC extended Ashford's accreditation to offer adult degree-completion programs both on-site and online. Over the next five years, the University launched more than 50 new online programs at both the undergraduate and graduate levels.

With the growth of the online student population, the University's leadership decided to move Ashford's main campus from Clinton, Iowa, to San Diego, California, and to apply for accreditation with the WASC Senior College and University Commission (WSCUC). 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.

In March 2018 Ashford University announced its plans to merge with University of the Rockies, Ashford's sister institution, which was acquired by Bridgepoint Education, Inc., in 2007. University of the Rockies was founded on June 18, 1998, as the Colorado School of Professional Psychology. Once purchased by Bridgepoint Education, Inc., the private graduate school introduced online delivery of some of its Master's and Doctoral programs and eventually broadened its focus to include both social and behavioral science programs. The merge of the institutions in October, 2018 created a new doctoral college, maintaining the legacy of University of the Rockies and allowing Ashford University to offer its first doctoral programs.

## 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.wscuc.org](http://www.wscuc.org). WSCUC is a regional accrediting body recognized by the U.S. Department of Education and the Council on Higher Education Accreditation (CHEA).

## International Accreditation Council for Business Education

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

- Master of Accountancy
- Master of Business Administration

- Master of Information Systems Management
- Master of Arts in Organizational Management
- Master of Public Administration
- 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 Business Leadership
- Bachelor of Arts in Consumer and Family Financial Services
- Bachelor of Arts in eMarketing
- Bachelor of Arts in Entrepreneurship
- Bachelor of Arts in Finance
- 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 Project Management
- Bachelor of Arts in Public Administration
- Bachelor of Arts in Public Relations and Marketing
- Bachelor of Arts in Real Estate Studies
- Bachelor of Arts in Service Management
- Bachelor of Arts in Sports and Recreation Management
- Bachelor of Arts in Supply Chain Management

In addition, the University has received specialized accreditation for its accounting programs through the IACBE. The accounting programs in the following degrees are accredited by the IACBE:

- Master of Accountancy
- Bachelor of Arts in Accounting

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>.

### Commission on Accreditation for Health Informatics and Information Management Education

The Bachelor of Science in Health Information Management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), 233 N. Michigan Ave. 21st Floor Chicago, IL 60601-5800.

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 Senior Vice President of Academic Affairs, Chief Academic Officer & Accreditation Liaison Officer, Dr. Laura Palmer Noone, 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 Red Cross
- Association for Talent Development (ATD)
- Association for General and Liberal Studies (AGLS)
- Association of American Colleges and Universities (AAC&U)
- Association of Governing Boards (AGB)
- Association of International Educators
- Association for Institutional Research (AIR)
- Association on Higher Education and Disability (AHEAD)
- Association of Student Conduct Administrators (ASCA)
- Association of Title IX Administrators (ATIXA)
- B:CIVIC
- Boston College Center for Corporate Citizenship (BCCCC)
- California Association on Postsecondary Education and Disability (CAPED)
- Central Association of College and University Business Officers (CACUBO)
- The College Board
- Colorado Nonprofit Association
- Colorado Woman's Chamber of Commerce
- 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 for Standards in Human Services Education (CSHSE)
- Council of College and Military Educators (CCME)
- Denver Metro Chamber of Commerce
- Downtown Denver Partnership
- Golden Key International Honour Society
- Illinois Association for College Admission Counseling
- International Association of University Presidents
- International Board of Standards for Training, Performance and Instruction (IBSTPI)
- International Leadership Association (ILA)
- League for Innovation in the Community College
- Marine Corps Academic Explorer (MCAeX)
- Mountain Pacific Association of Colleges and Employers (MPACE)
- NAFSA: Association of International Educators
- National Academic Advising Association (NACADA)
- National Association of Colleges and Employers (NACE)
- National Association of College and University Business Officers
- 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 Career Development Association
- National Center for Higher Education Management Systems (NCHEMS)
- National Head Start Association
- National Institute for Staff & Organizational Development (NISOD)
- National Organization for Human Services (NOHS)
- National University Telecommunications Network
- The Observatory on Borderless Higher Education
- Online Learning Consortium (OLC)
- President's Alliance for Excellence in Student Learning and Accountability
- Quality Matters® Consortium
- Servicemembers Opportunity College Degree Network School (SOCDNS)
- The Sloan Consortium, Inc.
- Society for Applied Learning Technology (SALT)
- Society for College and University Planning (SCUP)
- Society for Human Resource Management (National, San Diego, and Denver)
- 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.  
8620 Spectrum Center Blvd.  
San Diego, CA 92123

## 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, financial and 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](http://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](#) that reauthorized the Higher Education Act of 1965, as amended (HEA), which requires colleges and universities to publicly disclose various aspects of their policies and procedures. As a prospective student, you are encouraged to review this *Catalog* prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. School Performance Fact Sheets can be found

on each program's information page on the University website at [www.ashford.edu/degrees.htm](http://www.ashford.edu/degrees.htm).

### Right to Change Requirements

The *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](http://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 current listing of the states in which Ashford University is licensed, registered, authorized, certified, or exempt, and states where such licensure is not required, please visit [www.ashford.edu/statedisclosure.htm](http://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.

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 Regulatory Affairs team for documentation by visiting [www.ashford.edu/statedisclosure.htm](http://www.ashford.edu/statedisclosure.htm) and clicking on the appropriate link.

The following disclosures are required by various state regulatory authorities:

**Alaska:** Ashford University's programs are exempt from authorization under AS 14.48 and 20 AAC Chapter 17 because the programs are online or distance delivered and

the University does not have a physical presence in the state.

**Arkansas:** Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or 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., Floor 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 300  
Indianapolis, IN 46204-1984  
(317) 232-1033

**Kansas:** Kansas Board of Regents (approved)  
1000 SW Jackson Street, Suite 520  
Topeka, KS 66612-1368  
(785) 430-4240

**Minnesota:** Ashford University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes 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 advertise, recruit and offer field placements for 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.

The transferability of credits earned at Ashford University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Ashford University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Ashford University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Ashford University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

**Wisconsin Residents:** In the event student complaints are not satisfactorily resolved with the school, students can contact the State of Wisconsin Educational Approval Program at (608) 266-1996 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 <http://www.ashford.edu/statedisclosure.htm>.

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

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818

West Sacramento, CA 95798-0818, [www.bppe.ca.gov](http://www.bppe.ca.gov), (888) 370-7589 or by fax (916) 263-1894.

If a student complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is: 1740 W. Adams, Phoenix, AZ 85007. Phone: (602) 542-5709. Website: [www.azppse.gov](http://www.azppse.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;
- Doctoral research such as dissertations and applied doctoral projects;
- Published works such as papers, dissertations, applied doctoral projects, articles, essays, editorials, book reviews, books, short stories, poetry, plays, or music;
- 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;
- Focusing on connecting scholarship to practice;
- 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 strive 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 The U.S. Department of Education's Family Educational Rights and Privacy Act (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. Additionally, Ashford University prohibits the sale of student work as a violation of the Academic Integrity Policy.

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.

### 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 undergraduate programs at Ashford University will be able to:

- Synthesize theories and approaches from the subject areas of the general education curriculum to address complex problems.
- Integrate skills from the general education competencies when interpreting ideas and arguments in order to respond to civic, societal, environmental, and economic challenges.

- Synthesize proficiencies appropriate to the degree level and discipline or major.
- Construct ethical responses to contemporary issues.

Graduates of graduate programs at Ashford University will be able to:

- Synthesize core proficiencies in the major area of study in a manner appropriate to the degree level to important issues within the field.
- Integrate skills from core competencies in order to respond to civic, societal, environmental, and economic challenges.
- Synthesize theories and approaches to the discipline in solving complex problems.
- Construct ethical responses to contemporary issues.
- Demonstrate lifelong learning skills and self-reflective capacity by engaging in continuous professional and scholarly development.

### Credit Hour Definition

A credit hour is defined as the amount of work represented in intended student learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates in traditional terms, not less than one hour of online and/or on-ground classroom and/or direct faculty instruction, and a minimum of two hours of out-of-class student equivalent work over a different amount of time; or at least an equivalent amount of work as required for other academic activities including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### Guidelines

Ashford University defines a credit hour as a reasonable approximation of the student learning outcome equivalency of, at a minimum, a Carnegie Unit.

Course developers and subject matter experts are to ensure that the quantity of student learning required to earn a semester credit is reasonably equivalent to 45 hours of coursework over the duration of the course through activities that address and demonstrate student competency in the defined learning outcomes; and draw upon recommended instructional practices.

Student learning outcome equivalencies are to be based on documented qualitative and quantitative expectations for the time required of students to complete assigned learning activities, taking into account expectations based on degree level, discipline, and weight in students' final course grade, time required of students to read and understand content developed by course faculty, and time required of course faculty and students to participate in online and/or on-



ground conference and engaged activities. The time required of students to complete assigned learning activities shall not include time required to read a course syllabus.

Student learning outcome equivalencies reflect differences in delivery methods, variety of instruction and interaction, degree of supervision, measurements of student work, academic disciplines, academic calendars, and degree levels.

### 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 and by the University's Board of Trustees. 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 strategic planning model. To enhance the University's planning and analytical capacity and to enrich research and data analyses that inform these processes, the Offices of Strategic Planning & Management and Institutional Effectiveness work closely together. The Office of Institutional Effectiveness reports directly to the President. The Office of Strategic Planning & Management 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 Ashford University leadership, Board of Trustees, faculty and staff to ensure institutional strategic planning, data collection and analysis is student focused, systematic and cross functional. Progress on strategic planning objectives, supporting analytical assessment and resource allocation are regularly reviewed and measured; objectives will be revised as they are accomplished.

### Ashford University Research

Ashford University is committed to providing students with innovative solutions to improve learning and their educational experiences. As such, Ashford University continually seeks and studies new approaches to instruction, curriculum and content presentation and, assessment. Ashford University students may utilize innovative learning tools, approaches to learning, or other support. Student consent is implied when they enroll in a course, take advantage of a learning tool, and/or are exposed to a strategy to enhance their experiences at the University. Informed consent will be sought in particular situations that may pose a risk or require additional protections. In those cases, students will be made aware of the pros and cons of participation, their participation options, and other information to inform decision-making prior to requesting informed consent. Students may contact the Chair of the Ashford University Institutional Review Board at [irb@ashford.edu](mailto:irb@ashford.edu) with any questions about this statement.

### 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 through cooperative participation in the assessment process that Ashford can better understand itself and better serve its students. Learning outcomes assessment is integrated into each student's educational experience. We believe in using assessment results as a means to provide students the necessary feedback as 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 throughout their academic career at Ashford. Assessment results help 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 via surveys, standardized exams and course-level assignments. General education, program and course-level assessment may include examples of student work, such as papers,

portfolios or presentations as well as standardized exam results. The results obtained from assessment activities are 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](http://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](http://www.bppe.ca.gov), (888) 370-7589 or by fax (916) 263-1894

## SECTION TWO: STUDENT RIGHTS AND RESPONSIBILITIES

Ashford University is committed to fostering an environment that respects and values diversity, self-advocacy and self-determination. This section communicates the meaning and importance of personal and academic integrity to all members of the University community. Students agree to stay informed and abide by Ashford University policies as they progress through the program.

### 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. Students who act in concert to violate University regulations, or students who advise or incite others 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.

### Family Educational Rights and Privacy Act of 1974 (FERPA)

The U.S. Department of Education's Family Educational Rights and Privacy Act (FERPA) regulations afford 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 to the University Registrar that identify the record(s) they wish to inspect. 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 corrected, and specifying why it should be corrected.
  - 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 will make a reasonable attempt to notify each student of these disclosures, except when such disclosure is initiated by the student.
- 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 to appropriate parties and officials 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
  - Address
  - Telephone listing
  - 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 conduct 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 U.S. 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 U.S. 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 U.S. Comptroller General, the U.S. Attorney General, the U.S. 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.

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

## Confidentiality and the Clery Act

The University will protect a Clery crime victim's confidentiality, even if the victim does not specifically request confidentiality, where possible and in the following ways:

The victim's personally identifying information will not be included in any publicly available record, including *Clery Act* reporting and disclosures such as the annual security report and the daily crime log. Personally identifying information is defined in

Section 40002(a) of the Violence Against Women Act of 1994 as individually identifying information for or about an individual, including information likely to disclose the location of a victim of domestic violence, dating violence, sexual assault or stalking, regardless of whether the information is encoded, encrypted, hashed or otherwise protected, including a first and last name; a home or other physical address; contact information (including a postal, e-mail or Internet protocol address, or telephone or facsimile number); a social security number, driver's license number, passport number or student identification number; and any other information, including date of birth, racial or ethnic background, or religious affiliation that would serve to identify any individual.

The *Clery Act* statistics that are included in the Annual Security Report will not include any personally identifiable information about the individuals involved in the crime reflected in the statistics.

In some cases, the University may need to disclose some information about a victim to a third party to provide necessary accommodations or protective measures. The University will inform victims before sharing personally identifying information that the institution believes is necessary to provide an accommodation or protective measure and will tell the victim what information will be shared, with whom it will be shared and why. University Title IX Coordinators and professional staff of the Office of Student Access and Wellness will determine what information about a victim should be disclosed, to whom this information will be disclosed, and will use only official University systems to transmit the information necessary to provide the accommodation or protective measure.

## Assessing Student Success

Ashford University has developed and maintains systems and instruments to assess student learning outcomes. Data gathered via these instruments are used to track and

monitor the progression of students. By tracking and monitoring student progression, evaluation of standards, practices, and resource decisions can be made. This data also provides the University with meaningful input that is used to review and improve institutional processes.

## 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, *Student 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. Students must maintain and provide the University with an email address other than their Ashford University-issued email address. In addition, students may choose to use their Ashford University-issued email address as their primary mechanism for University communications.

### Student 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 8620 Spectrum Center Blvd, Suite 100, San Diego, CA, 92123, 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.

## Personal Email for Ashford University Students

The University issues an email account to all students and they are responsible for any and all activity and communication that takes place using the account.

## 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 and alumni.

The following uses of University email 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.

**Online Communication:** Written communication in an online community is an 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 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 email or any other electronic transmission;
- Inclusion of the work of others into email 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, 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, the issue may be referred to Student Affairs for review and sanctioning, up to and including removal from the University.

### Online Netiquette

Effective written communication is an important factor in all online educational programs. The ability to communicate clearly and effectively is crucial to the success of all learners. Ashford University community members are expected to adhere to the following components of online etiquette (Netiquette).

**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.

**Be 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.

**Be 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.

**Be 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 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.

## Name Changes

### Official Name Change

If Ashford University becomes aware that a student's name recorded in the University system does not match their 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.

To update the University record as a result of a legal name change, the student 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.

### Preferred Name Change

Ashford University recognizes that there are scenarios where a student may wish to utilize a non-legal name. The University will attempt to respect the student's request to use a preferred name with the understanding that issues may arise with respect to financial aid processing, identity management authentication, and receipt and application of transcripts from other institutions. Students wishing to make a request to utilize a preferred name in University records should contact the Registrar's Office.

## 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, genetic information, 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.

Questions regarding Title IX may be referred to the Ashford University Title IX Coordinator, Poppy Fitch, at [titleix@ashford.edu](mailto:titleix@ashford.edu), or 8620 Spectrum Center Blvd., San Diego, CA 92123, 866.974.5700 Ext. 20702 or to the Office for Civil Rights at Office for Civil Rights (OCR), United States Department of Education, Washington DC

20201, and/or a criminal complaint with local law enforcement.

## 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 an environment in which incidents of sexual misconduct can be promptly, equitably, and effectively responded to without further victimization, retaliation, and with possible remediation of its effects. Complaints which arise from all allegations including, but not limited to, dating violence, domestic violence, sexual assault, or stalking, include a prompt, fair, and impartial process from the initial investigation to the final result.

### Sexual Misconduct/Harassment Policy

*The University prohibits the crimes of dating violence, domestic violence, sexual assault and stalking as those terms are defined for purposes of the Clery Act (see definition section immediately below). For educational and awareness purposes, local jurisdiction definitions are also provided; however, these definitions are not used for the purposes of reporting Clery Act statistics. Note that local jurisdiction definitions may be different than the definitions used for Clery Act purposes. The University reserves the right to determine the applicable definition based upon factors including but not limited to location of alleged offense, applicable laws or location of the University. Under University policy or Title IX or other federal law, conduct may constitute sexual misconduct/harassment even though that conduct does not meet a specific state or other definition of an offense.*

### Dissemination of the Sexual Misconduct/Harassment 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 annual training. Furthermore, annual training appropriate to roles and responsibilities will be provided to investigators and those responsible for implementation of Title IX.

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.

### Sexual Harassment

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

5. Hostile Environment includes any situation in which there is harassing conduct that is sufficiently severe, pervasive/persistent or patently offensive so that it alters the conditions of education or employment, 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; and

- 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 or student to faculty/staff relationships or third party to student/faculty/staff.

6. 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 or employment action.

Quid Pro Quo sexual harassment may occur in student to student, faculty/staff to student or student to faculty/staff relationships.

7. 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 Sexual Misconduct/Harassment. 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 or 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.

**Definitions and Examples of Sexual Misconduct/Harassment Sexual Misconduct Offenses include, but are not limited to:**

- Sexual Violence
- Sexual Assault
- Domestic and Dating Violence
- Stalking

**Jurisdictional and Required Definitions:**

- Sexual Assault
- Domestic and Dating Violence
- Stalking

- Consent
- Incapacitation

*The University prohibits the crimes of dating violence, domestic violence, sexual assault and stalking as those terms are defined for purposes of the Clery Act. For educational and awareness purposes, local jurisdiction definitions are also provided; however, these definitions are not used for the purposes of reporting for purposes of reporting crime statistics in its annual security report. Note that local jurisdiction definitions may be different than the definitions used for Clery Act purposes.*

*The University reserves the right to determine the applicable definition based upon factors including but not limited to location of alleged offense, applicable laws or location of the University. Under University policy or Title IX or other federal law, conduct may constitute sexual misconduct/harassment even though that conduct does not meet a specific state or other definition of an offense.*

### **Sexual Violence**

Sexual violence is defined as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion, domestic violence, dating violence, and/or stalking. Sexual violence can be carried out by University employees, other students, or third parties. All such acts of sexual violence are forms of sex discrimination prohibited by Title IX.

### **Stalking**

California law defines stalking as repeatedly following someone or engaging in a course of conduct that seriously alarms a person, and threatening to hurt them or a member of their immediate family or household.

The crime of cyberstalking involves annoying or harassing someone with repeated calls or electronic communications that are obscene or threatening.

It is also a crime to use an electronic device to distribute personal information about or digital images of someone with the intent to harass or harm that person.

Iowa law defines stalking as a pattern of conduct that causes the target to fear for the personal safety of the target or an immediate family member. Some common stalking behaviors are following the target, repeatedly making phone calls, leaving voice, text, or email messages, or delivering gifts. While each of these acts alone may seem noncriminal and nonthreatening, it's the pattern and context of the acts that turn them into a crime.

Harassment occurs when the actor intimidates, annoys, or alarms the target by actions such as:

- communications, threats, or other contact
- items or packages delivered to the target
- false police reports against the target

Iowa law additionally requires anyone convicted of sexually motivated stalking or harassment to register as a sex offender.

### **Consent**

Under California law defining sex offenses, consent means an informed, voluntary, and affirmative decision to engage in sexual activity, which cannot be given by someone who is:

- unconscious, asleep, or incapacitated by drugs or alcohol
- unable to understand the nature of the activity due to a mental, physical, or developmental disability
- forced, threatened, or coerced
- under age (generally, the age of consent is 18)

In addition, asking the perpetrator to use a condom or other birth control device does not imply consent.

Under Iowa law consent to sexual activity cannot be given by a person who is:

- forced or threatened
- unable to understand the nature of the conduct or its consequences, or to exercise self-control, due to drugs, alcohol, or a mental defect
- unconscious, asleep, or otherwise physically unable to object, resist, or flee
- underage (generally, the age of consent is 16 years old)

Consent cannot be implied because the person did not physically resist.

### **Incapacitation**

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 responsibilities 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.

### Sexual Assault

California law defines sexual assault as engaging in sexual intercourse, oral or anal sex, or even slight penetration (including with an object), without the other person's consent.

Iowa law does not define sexual assault, but defines sexual abuse to include sexual intercourse or oral or anal sex (including penetration with a finger, hand, or an object) with a person who:

- is forced, threatened, or coerced
- does not (or cannot) consent

Sexual abuse also includes sexual exploitation of an emotionally dependent patient by a therapist, or of a student by a school employee.

### Domestic & Dating Violence

California law defines domestic violence as abusive behavior between two people who:

- have dated, married, or lived together
- have a child in common
- are related by blood or marriage
- are parent and child

Domestic and dating abuse can be spoken, written, or physical, and includes:

- sexual assault
- actual or attempted physical injury
- causing fear of imminent serious bodily injury
- threatening, harassing, stalking, disturbing their peace, or destroying their personal property
- emotional abuse, financial or property control, or other coercive and controlling behaviors

Iowa law defines domestic and dating abuse as assault between two people who:

- have married, dated, or lived together
- have a child in common
- are related by blood or marriage

Assault is actual or threatened acts — including physical contact — intended to insult, offend, or injure the other person. Anyone who commits assault in a dating or domestic abuse situation can go to jail (or prison, if the conduct is a felony).

### Confidentiality

Students or parents of minor students, reporting incidents of Sexual Misconduct/Harassment may ask that the students' names not be disclosed to the accused or that no investigation or disciplinary action be pursued to address

the alleged Sexual Misconduct/Harassment. The University strongly supports a student's interest in confidentiality in cases involving Sexual Misconduct/Harassment. There are situations in which the University must override a student's request for confidentiality in order to meet its Title IX obligations; however, these instances will be limited and the information will only be shared with individuals who are responsible for handling the University's response to incidents of Sexual Misconduct/Harassment. Given the sensitive nature of reports of Sexual Misconduct/Harassment, the University will ensure that the information is maintained in a secure manner. The University is aware that disregarding requests for confidentiality can have a chilling effect and discourage other students from reporting Sexual Misconduct/Harassment. In the case of minors, state mandatory reporting laws may require disclosure, but will generally be followed without disclosing information to University personnel who are not responsible for handling the University's response to incidents of Sexual Misconduct/Harassment.

Even if a student does not specifically ask for confidentiality, to the extent possible, the University will only disclose information regarding alleged incidents of Sexual Misconduct/Harassment to individuals who are responsible for handling the University's response. To improve trust in the process for investigating Sexual Misconduct/Harassment complaints, the University will notify students of the information that will be disclosed, to whom it will be disclosed, and why. Regardless of whether the student complainant requests confidentiality, the University will take steps to protect the complainant as necessary, including taking interim measures before the final outcome of an investigation.

For Title IX purposes, if a student requests that his/her name not be revealed to the accused or asks that the University not investigate or seek action against the accused, the University will inform the student that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the accused. The University will also explain that Title IX includes protection against retaliation, and that University officials will not only take steps to prevent retaliation but also take strong, responsive action if it occurs. This includes retaliatory action taken by the University and University officials. When the University knows or reasonably should know of possible retaliation by other students or third parties, including threats, intimidation, coercion, or discrimination (including harassment), it will take immediate and appropriate steps to investigate or otherwise determine what occurred. The University will protect the complainant and insure his/her safety as necessary. If the student still requests that his/her

name not be disclosed to the accused, or that the University not investigate or seek action against the accused, the University will determine whether or not it can honor such a request while still providing a safe and non-discriminatory environment for all students, including the student who reported the Sexual Misconduct/Harassment. The Title IX Coordinator will evaluate confidentiality requests.

If the University determines that it can respect the student's request not to disclose his/her identity to the accused it will take all reasonable steps to respond to the complaint consistent with the request. Although a student's request to have his/her name withheld may limit the University's ability to respond fully to an individual allegation of Sexual Misconduct/Harassment, the University will investigate other means available to address the Sexual Misconduct/Harassment, without initiating formal action against the accused or revealing the identity of the student complainant. The University will also take immediate action as necessary to protect the student while keeping the identity of the student confidential.

## Resources

Students should contact the Office of Student Access and Wellness Student Advocate HELpline at (866) 974-5700 ext. 24357 in order to access support services.

For additional resources, please refer to the *Counseling, Treatment, and Rehabilitation Programs* section in the *Student Support, Health, and Safety* section of this *Catalog*.

## Retaliation

This policy also prohibits retaliation against a person who reports Sexual Misconduct/Harassment, assists someone with a report of Sexual Misconduct/Harassment, or participates in any manner in an investigation or resolution of a Sexual Misconduct/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 the Legal & Compliance Department.

## Reporting/Filing a Complaint for Title IX – Sexual Misconduct/Harassment

Sexual Misconduct/Harassment 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 should be reported to:

**Title IX/SaVE Coordinator for Ashford University:**

**Poppy Fitch, Associate Vice President, Student Affairs,  
Title IX/ADA Compliance Coordinator**

Poppy Fitch can be contacted at:

Phone: (866) 974-5700, ext. 20702

Email: [titleix@ashford.edu](mailto:titleix@ashford.edu)

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

**Christina Jaquez, Student Conduct Specialist, Deputy  
Title IX Coordinator**

Christina Jaquez can be contacted at:

Phone: (866) 974-5700, ext. 20793

Email: [titleix@ashford.edu](mailto: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 Nondiscrimination 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.

Upon receiving notice of a possible violation of the *Sexual Misconduct/Harassment* 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.

The investigator(s) will conduct investigation(s) in a manner appropriate in light of the circumstances of the case, which will typically include interviews with the complainant, the respondent, and any witnesses. As part of the investigation, the University will provide an

opportunity for the parties to present statements, witnesses, and other evidence. The interviews will be supplemented by the gathering of any physical, documentary, or other evidence, as appropriate and available including but not limited to law enforcement investigation documents and student or employee personnel files. The investigation is to be prompt, equitable, effective, fair and impartial, and all individuals will be treated with appropriate sensitivity and respect throughout the investigation.

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, University 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; and
- Resources including counseling, health, and mental health services.

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

In addition, the complainant or the accused has the right to a representative of his/her choosing at any point during the process.

### Reporting/Filing a Complaint for Discrimination (Not Sexual Misconduct/Harassment)

All other complaints, including non-harassment, other forms of sex/gender based 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 in the Dispute Resolution Procedure for Student Complaints (see below)* and/or contact:

Shandell Ruiz at (866) 475-0317, ext. 11322,  
Amy Hill, ext. 11394,  
or any member of the Student Dispute  
Resolution Center  
at [Dispute.Resolution@ashford.edu](mailto:Dispute.Resolution@ashford.edu).

Students may also contact the Title IX/SaVE Coordinator for Ashford University:

### Poppy Fitch, Associate Vice President, Student Affairs, Title IX/ADA Compliance Coordinator

Poppy Fitch can be contacted at:  
Phone: (866) 974-5700, ext. 20702  
Email: [titleix@ashford.edu](mailto:titleix@ashford.edu)  
Mailing Address: 8620 Spectrum Center Blvd,  
San Diego, CA 92123

### Christina Jaquez, Student Conduct Specialist, Deputy Title IX Coordinator

Christina Jaquez can be contacted at:  
Phone: (866) 974-5700, ext. 20793  
Email: [titleix@ashford.edu](mailto: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 Nondiscrimination 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.

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).

## Referral to Student Dispute Resolution Center

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

- Generally, the investigation will be completed and findings and sanctions issued within sixty (60) calendar days from the receipt of the complaint. There may be extensions of this or any timeframe within this

procedure for good cause with written notice to the parties of the delay and the reason for the delay.

- In all complaints, the Title IX/SaVE Coordinator and, if necessary, Human Resources, will provide interim measures upon the request of a reporting party if such measures are reasonably necessary and available..
- In order to protect the complainant at any time during the investigation, the University may also recommend interim measure.
- These interim measures may include, but are not limited to, resources and support services, issuance of No Contact orders to separate or limit contact between the parties, modification of extracurricular, transportation, dining, working or course schedules, assignments or tests, increased monitoring, supervising, or security at applicable locations or activities, and/or interim suspension(s) pending investigation. These measures may apply in ground or online contexts.
- Efforts will be made to minimize the burden on the complainant. Failure to comply with these interim measures may be considered a separate violation of this policy.

## Student Dispute Resolution Center Initial Investigation into Complaint

NOTE: As discussed under “Confidentiality,” students reporting incidents of Sexual Misconduct/Harassment may ask that the students’ names not be disclosed to the accused or that no investigation or disciplinary action be pursued to address the alleged Sexual Misconduct/Harassment. While the University strongly supports a student’s interest in confidentiality in cases involving Sexual Misconduct/Harassment when the University can honor such a request, the formal investigation described here cannot take place when confidentiality is honored. Only informal measures with no potential discipline for the responding party can result in circumstances where confidentiality does not allow the respondent to know the identity of the complainant and the allegations against her or him.

The Initial Investigation will be completed within ten (10) calendar days from the receipt of the complaint. There may be extensions of this or any timeframe within this procedure for good cause with written notice to the parties of the delay and the reason for the delay.

- Upon receipt of a complaint from the Title IX/SaVE Coordinator, the Student Dispute Resolution Center (SDRC), and if necessary, Human Resources staff, will mutually investigate the complaint.
- Only trained investigators will analyze and document the available evidence to support reliable decisions,

objectively evaluate the credibility of parties and witnesses, synthesize all available evidence – including both inculpatory and exculpatory evidence – and take into account the unique and complex circumstances of each case.

- SDRC and, if necessary, Human Resources staff, will mutually determine the identity and contact information of the complainant, whether that will be the initiator, the alleged victim, or a University proxy or representative.
- SDRC and, if necessary, Human Resources staff, will mutually collaborate with the complainant to identify the correct policies allegedly violated.
- SDRC and, if necessary, Human Resources staff, will mutually 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.
- Once SDRC and, if necessary, Human Resources staff, determines the need to open an investigation, SDRC and/or HR will provide written notice to the responding party of the allegations constituting a potential violation of the sexual misconduct policy, including sufficient details and with sufficient time to prepare a response before any initial interview.
- Sufficient details include the identities of the parties involved, the specific section of the code of conduct allegedly violated, the precise conduct allegedly constituting the potential violation, and the date and location of the alleged incident.
- The investigation should result in a written report summarizing the relevant exculpatory and inculpatory evidence.
- The reporting and responding parties and appropriate officials must have timely and equal access to any information that will be used during informal and formal meetings in this and all subsequent steps of the process, and be given the opportunity to present evidence, including written witness statements.
- If a reasonable cause exists, SDRC and, if necessary, Human Resources staff, will mutually prepare the Initial Investigation Report and if applicable, a proposed Notice of Charges on the basis of the initial investigation and submit it to the Title IX/SaVE Coordinator for further action.
- Once the Title IX/SaVE Coordinator receives a copy of the report of initial findings, the Title IX/SaVE Coordinator will review the findings and make a determination within three (3) calendar days of receipt of the initial investigation report and if applicable, the proposed Notice of Charges as to whether reasonable cause exists to bring charges against the accused

individual. There may be extensions of this or any timeframe within this procedure for good cause with written notice to the parties of the delay and the reason for the delay. If reasonable cause exists, the matter shall proceed to a formal investigation.

- If the Title IX/SaVE Coordinator determines there is insufficient evidence to support reasonable cause, the Title IX/SaVE Coordinator or designee or, if necessary, Human Resources, will simultaneously and in writing inform the complainant and the accused that the investigation is discontinued and include the rationale for the result. Any interim measures taken will be reversed.

### Notice of Charges and Continued Investigation of Complaint

- The decision whether to continue the Investigation will be made and communicated to the parties within fifteen (15) calendar days of the receipt of the complaint. There may be extensions of this or any timeframe within this procedure for good cause with written notice to the parties of the delay and the reason for the delay.
- The Title IX/SaVE Coordinator or his/her designee, will simultaneously communicate in writing to the parties the continuation of the investigation and intent to present the accused with a Notice of Charges. This notification must include any initial or interim decision and the rationale.
- If the Title IX/SaVE Coordinator determines there is sufficient evidence to support reasonable cause and approve the charges, the Title IX/SaVE Coordinator and, if necessary, Human Resources staff, will mutually determine the need for additional interim measure for any parties involved in the complaint.
  - In all complaints, the Title IX/SaVE Coordinator and, if necessary, Human Resources, will provide interim measures upon the request of a reporting party if such measures are reasonably necessary and available.
  - In order to protect the complainant at any time during the investigation, the University may also recommend interim measure.
  - These interim measures may include, but are not limited to, resources and support services, issuance of No Contact orders to separate or limit contact between the parties, modification of extracurricular, transportation, dining, working or living arrangements or course schedules, assignments or tests, increased monitoring, supervising, or security at applicable locations or activities, and/or interim

suspension(s) pending investigation. These measures may apply in ground or online contexts.

- Efforts will be made to minimize the burden on the complainant. Failure to comply with these interim measures may be considered a separate violation of this policy.
- Any requests for updates on the status of the investigation prior to its completion should be directed to the Title IX/SaVE Coordinator.
- The investigator will make a finding and present the findings to the Title IX/SaVE Coordinator within forty-five (45) calendar days of the receipt of the complaint. There may be extensions of this or any timeframe within this procedure for good cause with written notice to the parties of the delay and the reason for the delay.
- The Title IX/SaVE Coordinator will communicate the results, if applicable, to Human Resources staff.
- At any time during this process, the individual maintains the right to simultaneously file a formal complaint with the Office of Civil Rights (OCR), United States Department of Education, Washington DC 20201, and/or a criminal complaint with local law enforcement.

### Presentation of Investigation Findings to the Parties

- The Title IX/SaVE Coordinator or designee, or, if necessary, Human Resources staff, will simultaneously and in writing communicate the findings to the accused and the complainant within fifty (50) calendar days of the receipt of the complaint. There may be extensions of this or any timeframe within this procedure for good cause with written notice to the parties of the delay and the reason for the delay.
- This communication will inform the parties whether the preponderance of the evidence supports a finding against the accused for the alleged violation(s).
- The communicated findings will inform the parties as to 1) whether there is a finding of sexual harassment; 2) whether the interim measures will continue; 3) what actions will be taken, including any disciplinary procedures that will be initiated; and 4) whether any assistance will be provided to the victim.
- Where the accused is found not responsible for a violation, the Title IX/SaVE Coordinator and Human Resources staff where applicable, will consider the reversal of any remedial actions taken.
- The accused or the complainant may appeal the findings in part or in whole; the Title IX/SaVE Coordinator or his/her designee will advise the parties



of the procedures to appeal of the result 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) business days following communication of the investigation findings.
- The Title IX SaVE/Coordinator 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, the Title IX/SaVE Coordinator in coordination with the Human Resources staff will determine appropriate sanctions.
- The Title IX/SaVE Coordinator, or Human Resources staff (if applicable) shall, within two (2) business days, 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 by the accused party.

### Investigation Findings: Appeal

If the complainant and/or the accused individual (s) disagree with the findings, in part or in totality, either the complainant or the accused may appeal the finding in part or in totality 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 alleges bias by the investigator, or the Title IX/SaVE Coordinator which

deprived the process of impartiality in a way that was outcome determinative.

The accused and/or complainant have five (5) business days, barring documented unforeseen circumstances from the date of communication of findings, to present the formal appeal, in writing, to the Senior Vice President for Academic Affairs and CAO of Ashford University, Dr. Laura Palmer Noone.

The Senior Vice President for Academic Affairs and CAO may be contacted as follows:  
Email: [Laura.PalmerNoone@ashford.edu](mailto:Laura.PalmerNoone@ashford.edu)

Mailing Address:  
Dr. Laura Palmer Noone  
Senior Vice President for Academic Affairs and  
CAO, Ashford University  
8620 Spectrum Center Blvd, San Diego, CA 92123

### Investigation Finding: Appeal Process

- Upon receipt of either party's appeal of the findings, the Vice President for Academic Affairs 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 Vice President for Academic Affairs or his/her designee will review all cases presented for appeal within five (5) business days of the 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 appeal, the appeal will be rejected. The Vice President for Academic Affairs, shall, within two (2) business days of the determination, barring documented unforeseen circumstances, simultaneously and in writing, inform the complainant and the accused of the appeal decision.
- If the Vice President for Academic Affairs determines there is sufficient evidence to support an appeal, the matter will return to the Student Dispute Resolution Center for further investigation unless the appeal alleges bias of the investigator which deprived the process of impartiality in a way that was outcome determinative or an assertion that the evidence was insufficient to meet the preponderance of the evidence standard. In those cases, the appeal will remain with the Vice President for Academic Affairs or his/her designee for review and final decision.
- Whether the investigation goes to the Student Dispute Resolution Center or remains with the Vice President for Academic Affairs or his/her designee, the appeal

investigation will be completed within fourteen (14) calendar days of submission to the Vice President for Academic Affairs, barring documented unforeseen circumstances that may extend the appeal review.

- The Vice President for Academic Affairs, and if applicable in coordination with Human Resources, will communicate the appeal findings simultaneously and in writing to the complainant and the accused.
- Additionally, the Vice President for Academic Affairs will consult with the Title IX/SaVE Coordinator and Human Resources (when necessary) to consider the reversal of any remedial actions taken.

### Additional Information for Sexual Misconduct/Harassment Investigations

**Amnesty Policy:** Ashford University encourages the reporting of crimes by victims and/or witnesses.

Sometimes, victims and/or witnesses are hesitant to report to University officials because they 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 an accused individual, he or she would not be immune from policy violations.

**Attempted Violations:** In most circumstances, Ashford University will treat attempts to commit Sexual Misconduct/Harassment as if those attempts had been completed.

**False Reporting:** Ashford University will not tolerate intentional false reporting of incidents.

**Group Actions:** 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 may proceed against the group of jointly accused students, or individually, at the discretion of the University.

**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.

**Sexual History:** Questioning or presenting of evidence about the complainant's prior sexual conduct with anyone other than the accused 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/Harassment.

**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 Sexual Misconduct/Harassment.

### Possible Sanctions and Protective Measures

Any student found responsible for violating the policy on Sexual Misconduct/Harassment 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 Title IX/SaVE Coordinator in consultation with Human Resources if applicable.

In order to protect the complainant, at any time during the investigation, the University may recommend short term, or interim, protections or remedies. These remedial actions may include, but are not limited to, making the complainant aware of their rights, resources and support services, issuance of No Contact orders to separate or limit contact between the parties, modification of extracurricular, transportation, dining, working or living arrangements or course schedules, assignments or tests, increased monitoring, supervising, or security at applicable locations or activities, and/or interim suspension(s) pending investigation. These remedies or protections may apply to ground or online contexts.

Efforts will be made to minimize the burden on the complainant. Failure to comply with these interim protections may be considered a separate violation of this policy.

### Sanction Process

The Title IX/SaVE Coordinator will review all case information and determine appropriate sanctions within five (5) business days of notification of acceptance or determination on appeal barring documented unforeseen circumstances.

### Sanction Appeal Process

Where the accused party disagrees with the sanction(s), they have 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 Vice President for Academic Affairs. The written request for appeal of the sanctions must state one or more of the five (5) basis for appeal (see the following), 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 Vice President for Academic Affairs 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 regarding the sanctions.
- The potential of bias by the Title IX/SaVE Coordinator which may have deprived the process of impartiality in a way that was outcome determinative.
- A belief that a sanction(s) is substantially disproportionate to the severity of the offense.
- The sanction(s) appeal will be reviewed by the Vice President for Academic Affairs 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 of the sanctions does not state a ground for appeal or sufficiently meet the grounds for appeal, the appeal will be rejected by the Vice President for Academic Affairs or designee and the decision to reject the appeal communicated to the Title IX/SaVE Coordinator and, if applicable, Human Resources.
- The Title IX/SaVE Coordinator and, if applicable, Human Resources, will in writing inform the accused of the rejection of the appeal within seven (7) calendar days of the determination, barring documented unforeseen circumstances.
- The Title IX/SaVE Coordinator will impose all sanctions on the accused student for the violation. Human Resources in consultation with the Title IX/SaVE Coordinator will impose all sanctions on the accused employee. Once the sanctions are carried out, the case will be closed.
- If the Vice President for Academic Affairs determines there are grounds for the sanction appeal, the Vice President for Academic Affairs will review all information presented with the sanction appeal and make a final sanction determination within fourteen (14) calendar days of acceptance of the appeal of sanctions, barring documented circumstances that may extend the determination. The Vice President for Academic Affairs will forward the determination to the Title IX/SaVE Coordinator.
- The Title IX/SaVE Coordinator and, if applicable, Human Resources, will in writing inform the accused of the appeal decision within seven (7) calendar days of the decision, barring documented unforeseen circumstances.
- The Title IX/SaVE Coordinator or designee, and if applicable, Human Resources, will impose all sanctions for the violation. Once the sanctions are carried out, the case will be closed.
- 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.

## Accessibility Support Services: Office of Student Access and Wellness

The University is committed to providing an equal opportunity to access a full educational experience. In accordance with Section 504 of 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. The Office of Student Access and Wellness promotes student success and access to education through health and wellness, and disability related advocacy, training and awareness.

Complaints regarding allegations of disability discrimination shall be filed in accordance with the *Dispute Resolution Procedures for Student Complaints* section referenced in this *Catalog*.

## 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 review their requirements well in advance.

## 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.

*\*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 [http://www.ahead.org/resources/documentation\\_guidance](http://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](mailto:access@ashford.edu) or may review general information regarding disability services and accommodations at [www.ashford.edu/accessandwellness](http://www.ashford.edu/accessandwellness).

Students who have a concern about their disability accommodations may contact:

**Rachel Orlansky, Director, Student Access and Wellness** at [rachel.oralnsky@ashford.edu](mailto:rachel.oralnsky@ashford.edu).

Formal complaints will be handled in accordance with the grievance procedures outlined in this section of this *Catalog*.

**ADA Coordinator of Ashford University,  
Poppy Fitch, Associate Vice President, Student Affairs,  
ADA Compliance Officer**

Poppy Fitch can be contacted at:  
Phone: (866) 974-5700, ext. 20702  
Email: [poppy.fitch@ashford.edu](mailto:poppy.fitch@ashford.edu)  
Mailing Address:  
8620 Spectrum Center Blvd, San Diego, CA 92123

**Deputy ADA Coordinator of Ashford University,  
Carmel Hernandez, Operations and Quality Assurance  
Manager, ADA Coordinator**

Carmel Hernandez can be contacted at:  
Phone: (866) 974-5700, ext.20789  
Email: [carmel.hernandez@ashford.edu](mailto:carmel.hernandez@ashford.edu)  
Mailing Address:  
8620 Spectrum Center Blvd, San Diego, CA 92123

## Dispute Resolution Procedure for Student Complaints

The Ashford University community benefits from informal processes and formal procedures that encourage prompt and equitable 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 (SDRC) 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 II 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 SDRC include, but are not limited to, issues concerning billing and/or refund policy, transcripts, technology, financial aid and other finance options (excluding Employee Tuition Benefit), course drop or scheduling concerns, personal hardship matters resulting in an account balance, student account complaints, military benefits, disability-related matters, and advising issues. In addition, any discrimination complaints, based on race, color, creed, national or ethnic origin, religion, pregnancy, childbirth and related medical conditions, marital status, sex or 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 excluding behavior that falls under the *Sexual Misconduct/Harassment Policy*.

**Issues Not Eligible for Review:** Issues not eligible for review by the SDRC include grade appeal requests and challenges to grade appeal outcome, challenge of course content, instructor issues, transfer credit and transfer credit appeal, appeal of satisfactory academic progress, appeal of dismissal, and appeal of Student Community Standards

Committee findings. In addition, any discrimination that falls under the *Sexual Misconduct/Harassment Policy*.

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

## Dispute Resolution Procedure

### Step I: Departmental Resolution

Students should address the complaint or concern at the departmental level with the individual involved in the complaint (e.g., Advisor, Collections Specialist, Faculty Support and Development Associate, 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 SDRC.

### How to File a Complaint

An individual student, alumnus, former student, prospective applicant, or applicant ("student" or "complainant") may file a complaint with the SDRC by completing the *Student Dispute Resolution Center Submission* form found at [www.ashfordprograms.com/complaints](http://www.ashfordprograms.com/complaints).

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 SDRC 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. Complaints alleging discrimination or bias may at any time proceed directly to *Step II: Grievance Resolution*.

If the complaint is eligible for review by the SDRC and all required information has been submitted, the complaint will be assigned to a case handler within three (3) business days of receipt of the complaint. If the complaint is not eligible for review by the SDRC (see above for "Issues Eligible for Review"), the complainant will be notified by the SDRC within three (3) business days of receipt of the complaint. The SDRC will attempt to direct the complainant to the appropriate resource(s) for addressing his or her concern(s).

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

### Step II: Grievance Resolution

During Step II, the dispute resolution specialist will investigate the dispute, evaluate the findings and issue a written response. The dispute resolution specialist will adequately, reliably and impartially investigate the complaint.

### Investigation

During the investigation phase, the dispute resolution specialist will contact the student and others, including all witnesses\* identified by either complainant or respondent who are likely to have knowledge relevant to the allegation, to discuss the student's concerns. The student's participation in the process is essential, and the dispute resolution specialist may speak with the student several times during the investigation stage. Students should be prepared to speak with the dispute resolution specialist and provide any additional relevant information the dispute resolution specialist might request. Failure to provide the requested information may delay or preclude a thorough investigation.

\*The dispute resolution specialist will document all efforts to contact relevant witness(es). If the dispute resolution specialist is unable to contact a relevant witness, the attempts to contact the witness and the reasons such attempts were unsuccessful must be documented by the dispute resolution specialist.

### Evaluation and Response

Following the completion of the investigation, Step II grievances are evaluated through a collaborative process that may involve the following representatives, or their designee: an Executive Dean of the College in which the student is enrolled, University Vice President for Academic Affairs, Vice President of Student Services, Director of Student Affairs and Vice President of Financial Aid and Services. These representatives have decision-making authority in regards to formal grievances. The dispute resolution specialist will present the investigation findings and the student's requested resolution to those designated with decision-making authority.

For complaints alleging discrimination or bias, the dispute resolution specialist will present the investigation findings, along with all evidence submitted or identified by the complainant or respondent to the University's deliberating body. A deliberating body will be comprised of representatives from various University departments, or their designee(s) who have decision-making authority and are not the subject of the discrimination or bias charge. Complaints alleging discrimination or bias must be concluded within fifteen (15) days following the completion of the investigation.

The Step II 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 and/or his/her representative via email or U.S. Mail.

Per Step III below, a student may appeal the outcome of the Step II Grievance. Unless a student articulates a permissible ground for appeal, the response at Step II is final.

### Step III: Presidential Appeal of Step II

#### Timeline for Filing an Appeal

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

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

- To consider new evidence that was unavailable during the original investigation that could be outcome determinative;
- To assess whether a material deviation from written procedures impacted the fairness of the process in a way that could be outcome determinative;
- To challenge if the findings of the investigation do not accord with the preponderance of the evidence; or,
- 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](mailto:GrievanceAppeal@ashford.edu).

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.georgia.gov](http://www.gnpec.georgia.gov),

### 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:

- It states one or more of the four (4) grounds for appeal; and
- It is accompanied by any relevant newly available information or evidence that was not available during Step II.

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](mailto: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 date the appeal was accepted for processing. The President or designee will use the preponderance of the evidence standard (more likely than not) of review to make a determination on the appeal of the Step II 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](http://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.wscuc.org](http://www.wscuc.org).

Students may file a complaint with the International Accreditation Council for Business Education (IACBE) via email ([iacbe@iacbe.org](mailto: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 the Student Complaint State Contact Information section in the Introduction section of this *Catalog* and <http://www.ashford.edu/statedisclosure.htm> for state-specific grievance information.

## Academic Integrity

The Ashford University community will engage in educational pursuits with rigorous academic integrity.

Academic integrity is the ethical use of information, thoughts, and ideas from which we build original thought to contribute to the academic conversation. All students, staff, faculty, and administration are held to the highest standard of ethical, integral behavior at Ashford University at all times. Academic integrity includes several specific behaviors, including:

**Original Thought:** Developing your own perspectives from careful analysis and synthesis of existing information;

**Academic Voice:** Utilizing your own voice, spoken or written, while presenting ideas, facts, arguments, and conclusions that are supported by research;

**Careful Attribution:** Following the rules of grammar and proper citation methods to accurately attribute words and information to the original source;

**Personal Responsibility:** Taking ownership for one's own educational activities and responsibility for choices and their consequences;

**Continual Improvement:** Accepting the reality that mistakes are learning opportunities and that errors can be fixed and behaviors can be changed.

## Academic Dishonesty

All Ashford students and alumni are expected to adhere to the standards of academic integrity. 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. Students deemed responsible for multiple violations of academic integrity will have a hold placed on their account which limits their access to transcripts, financial aid, and will be unscheduled from future courses until the issue is resolved through the completion of the student conduct process.

## Academic Integrity Violations

Academic dishonesty can take a number of forms. It includes, but is not limited to, cheating on a test or examination, claiming the work of another as one's own, plagiarizing any paper, research project, or assignment, or falsely submitting material to fulfill course requirements. All forms of academic integrity violations may be grounds for expulsion from the University.

## Falsifying Data

Falsifying data to show either the process or the product of scholarly examination to be different from what actually occurred is also considered dishonest. This includes falsely reporting attendance or participation in any field work experience.

## Unapproved Research

Unapproved research is any research that is undertaken without approval by the University or the Institutional Review Board (IRB), including any solicitation of or interaction with human subjects or accessing any data. In the case of doctoral research, unapproved doctoral research is any research that is started before officially enrolling in doctoral course work, any research for which the Research Review Board (RRB) has not approved the doctoral proposal, and for which the Institutional Review Board has not approved the IRB request. Conducting doctoral research without RRB/IRB approval is an Academic Integrity violation and could result in sanctions.

## Deceitful Statements of Academic Achievements/Attainments

Cheating or furnishing fabricated or false information to university staff and/or faculty (such as lying to effect a grade change) or to the general public (such as falsifying information on a resume) are also acts of academic dishonesty prohibited by the *Student Community Standards*.

## Forged or Altered Documents

Forged or altered documents may not be presented for any purpose. This includes transcripts, withdrawal forms, petitions, or any academic form that has been falsified or on which the signature of a member of the faculty or



administration, or anyone else's signature, has been forged or altered.

## Plagiarism

Students agree to produce all the work assigned in every course as their individual work, unless collaboration is required or expressly permitted by the instructor.

Plagiarism includes the use of the student's own previously published work (in whole or in part) or work previously submitted (in whole or in part) in any course, including within the same course, without proper citation in accordance with University guidelines.

Students will avoid all forms of plagiarism and will not submit as their own work material obtained from persons (with or without that person's knowledge), or from other sources such as term paper companies or the Internet. Students will give credit (proper citations) for all the sources of their ideas, whether written or oral, formal or informal, published or unpublished.

Academic dishonesty may take several forms including:

**Cheating:** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., tests, essays, etc.).

**Fabrication:** 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:** Plagiarizing denies the student the powerful opportunity to develop as an ethical and conscientious human being. **Ashford University defines plagiarism** as 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 someone uses the ideas, language, or other material (that is not common knowledge) without acknowledging the original 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.

Acts of plagiarism include, but are not limited to:

- Copying text from printed materials, which include books, magazines, encyclopedias, newspapers, online sources, etc., without proper citation;
- The modification of text with the intent of changing phrases, 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 of another student's work, 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 elsewhere;
- Paraphrasing or summarizing another's work without giving appropriate credit; or
- Recycling a previously submitted assignment for a current course, but representing the assignment as original work.

## Recycling of Academic Work

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 to resubmit the exact same copy of work previously submitted without enhancing or refining the concepts contained in the assignment. Submitting an exact copy of work, or any portion of work, previously submitted in another course may adversely affect one's grade and/or be considered a violation of the Student Community Standards.

The following exceptions to variations on recycling are allowed by Ashford.

- If a student wishes to repurpose work from a past course for a current course (for example, using work from PSY 202 in PSY 301), that student may do so only if all of the following criteria are satisfied:
  - Instructor permission is granted. Not all instructors grant this permission.
  - The student emails the current instructor a copy of the originally submitted work that they wish to repurpose prior to submitting an assignment that contains the recycled material. This submission includes the start date of the course where the material was originally used. The instructor may then provide written approval of the re-submission.
  - The reused material is properly attributed in terms of "self-citing" in the submitted document.
  - The student substantially enhances and refines what was submitted previously.
- A student may resubmit, without penalty, classwork from a previously unsuccessful attempt at a course in a second or subsequent attempt at the same course if University credit has not previously been earned in the course. An unsuccessful attempt is defined as failing

the course, earning a grade of W or N/A, failing to meet the grade necessary to satisfy a general education competency, or failing to meet the grade for the course required by your degree program. However:

- The student must inform the current course instructor of this reuse of content prior to submission of the reused material.

**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).

Plagiarism is a violation of Student Community Standards whether it is identified through Turnitin or found through other means. Turnitin is one tool available to students and instructors in the pursuit of honest, original writing.

**Originality:** Originality of student work is expected in an academic setting. Original writing should include:

- The writer's individual perspective
- Unique insights and ideas on topics
- A personal academic voice
- Clear synthesis of information
- A specific alignment with the particular assignment

**Avoiding Plagiarism:** Academic and professional writing is formal, ethical, honest, and clear. All academic and professional writers depend upon a proven writing process that contains revision and review. Ashford University provides several tools to help students in their revision and review. Students who use the tools may discover ways to improve their writing, ensure academic honesty, develop a formal voice, and adhere to the required style guide.

Address questions regarding plagiarism to the course instructor. Ashford University instructors utilize the Turnitin tool to check submitted work for originality.

Turnitin highlights unoriginal passages in a student's paper. Files submitted to Turnitin are compared against a repository, including internet sites, online text, archived

internet data, student papers, books, journals, and other publications. Students and faculty have access to Turnitin in each class through the Waypoint grading system.

Similarities and matches between assignments and items in the Turnitin repository will be highlighted in an originality report. Although Turnitin is not the *only* tool for identifying unoriginal work, it is an excellent resource for both students and faculty who wish to check documents for originality and avoid plagiarism.

Turnitin can be used to check work for unoriginal writing before submitting it in class. Often, issues can be attributed to one of these easy-to-correct mistakes:

- Colloquial Language (use of clichés and other over-used casual phrases)
- Over-reliance on Direct Quotes
- Plagiarism (see definition in this section of the *Catalog*).

### 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 assignment, course failure, rewrite of an assignment, reflective essays, coaching sessions, suspension, and/or expulsion from the University.

Students who commit academic dishonesty violations will be referred by faculty and staff to the Office of Academic Integrity to review for the possibility of sanctioning. Formal notice will be provided to the student of the allegations of the offense, as well as any resulting consequences deemed appropriate by the University outside of the classroom environment. The student conduct hearing process is outlined under *Standards Committee Procedures*. Violation(s) committed by a student will remain on the student's conduct record throughout the student's academic career at Ashford University, and may be considered in the disciplinary process for other violations.

### Academic Integrity Violations and Alumni

Ashford University retains its jurisdiction for misconduct that occurs prior to, but is not reported until after, the graduation of the offending student. There is no time limit for reporting violations to the Academic Integrity Policy. Alumni who commit Academic Integrity violations, including plagiarism, will be referred to the Office of Student Conduct and Community Standards to review for the possibility of sanctioning. 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.

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.

## Plagiarism: Dissertation & Applied Doctoral Project

The University requires that all Dissertations and Applied Doctoral Projects be submitted for similarity review through Turnitin® for the purpose of detecting plagiarism prior to the defense of the Dissertation or Applied Doctoral Project. The University further requires that the student's Dissertation or Applied Doctoral Project Chair certify that the Dissertation or Applied Doctoral Project has been submitted through Turnitin®.

If plagiarism is discovered after a doctoral student's dissertation has been submitted for final examination, or after the student's program has been completed, the alleged plagiarism must be immediately reported to the Provost. The Provost (or designated Chair) will collaborate with the Office of Academic Integrity to determine an appropriate course of action.

Turnitin® is available to students as a Learning Resource in the online classroom.

## Student Community Standards

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. University policies are necessary to safeguard the mission of Ashford University, thus protecting the students' ability to learn without undue interference by others. If misconduct occurs, the University community must respond in ways that protect all members of the community.

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.

The following 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. Please note that prospective students are also required to uphold the Standards. A prospective student who is found to have violated these Standards could be precluded from enrolling.

The University reserves the right to create, modify, or make changes to the Standards. The Standards may also be extended or amended to apply to new and unanticipated situations that may arise.

## Authority over Student Conduct

Students are charged with the responsibility of having read, and agreeing to abide by, the provisions of the Student Community Standards (Standards) and the authority of the student conduct process. The Standards and the student conduct process apply to the conduct of individual students and University-affiliated student organizations. Because the 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 Standards will apply to behaviors that take place 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 situation that is detrimental to the educational interests of the University.

Ashford University may also extend its authority over misconduct that occurs prior to, but is not reported until after, the graduation of the offending student. Those who are aware of misconduct are encouraged to report it as quickly as possible to appropriate University officials at [scs@ashford.edu](mailto:scs@ashford.edu).

## The Standards

Ashford University is committed to fostering an environment that is conducive to academic inquiry, student development, student engagement, thoughtful study, and discourse. A community exists on the basis of shared values and principles that form our Standards. Members of the student community are expected to uphold these Standards.

## 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:

- Acts of academic dishonesty (as defined in this *Catalog*);

- 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;
- 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.

### Community

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

- Sharing or taking passwords from others, including University issued email accounts, student portal, online learning platform, etc.;
- Misuse or unauthorized use of University or organizational names and images;
- Violation of state or local 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;
- 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.

### 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;

- All forms of discrimination, intimidation, discriminatory harassment, or violence (as defined in this *Catalog*).

### 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:

- Allegations of violations of federal, state, or local laws which affect the interests of the University community;
- Assisting in the violation of University policies or public laws.

### 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, 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, emotional stress, or 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.

## Standards Process Overview

The conduct process exists to protect the interests of the community, and to intervene when student behavior is not in accordance with the Standards. Whenever a complaint is made for alleged misconduct or violation of the Standards, the Conduct Administrator or designee will conduct a timely investigation of the allegations.

Students should be aware that the student conduct process is different from criminal and civil court proceedings. Procedures and rights in student conduct processes are conducted with fairness to all, but do not include the same protections afforded by the courts.

### Standards Committee Procedures

#### Informal Hearing Procedures

Students are brought to conduct proceedings when a report of an alleged violation is received by the Office of Student Conduct and Community Standards. An informal hearing is designed to be a non-adversarial discussion of the misconduct with an impartial Conduct Officer. A Conduct Officer is a non-voting member who will organize the documentation and facilitate the hearing to ensure a fair process. All informal hearings are recorded and are conducted over the phone. Outcomes of informal hearings are designed to address certain behaviors from reoccurring and are developmental and/or educational in nature.

#### Participants: Conduct Officer and Charged Student

**Student Responsibilities:** To provide a written response in regards to the allegation(s); to provide a verbal response about the allegation(s) to a Conduct Officer; to choose to participate or not in an Informal Hearing.

**Student Rights:** Receive written notice of the specific alleged Standards violation(s); notification of a specific hearing date and time at least two (2) days in advance; a minimum of two (2) days to prepare for the informal hearing; receipt of a written statement of the hearing's outcome within two (2) business days; to petition to appeal the outcome of the informal hearing based on the criteria outlined in this *Catalog*.

#### Formal Hearing Procedures

The Standards Committee, via formal teleconference, meets with students demonstrating behavior to be in violation of the University's Standards. These cases are severe enough that suspension or expulsion is a possible consequence. If the student's actions and/or behavior is more likely than not to have violated the Standards, the Committee will make a determination (by majority vote) and decide on any appropriate sanctions which should be applied as a result of such behavior.

#### Participants: Charge Student, Conduct Officer, Standards Committee

**Student Responsibilities:** Respond to all requests made from the University throughout the Student Conduct and Community Standards process; submit the written statement/form to [scs@ashford.edu](mailto:scs@ashford.edu) in order for the hearing to be scheduled; confirm the date and contact information two (2) days prior to the hearing and provide additional documentation to the Conduct Officer at least 48 hours prior to the hearing date and time.

**Student Rights:** Receive written notice of the specific allegation(s) and Standards violation(s) in question at least seven (7) business days prior to the formal hearing; be notified of the outcome within seven (7) business days of the hearing; to petition to appeal the outcome of the hearing base on the criteria outline in the *Catalog*.

#### Sanctions

Sanctions are intended to benefit the specific developmental needs of each individual student while protecting the integrity of the Institution. They can include, but are not limited to: Conduct probation; formal written warning; educational projects (e.g. written assignments, community service, coaching sessions); restricted or loss of privileges; suspension or expulsion.

#### Administrative Holds

If the student does not engage with the Student Conduct and Community Standards process, a hold will be placed on their account preventing registration for future courses, access to their transcripts, and/or receiving financial aid disbursements.

#### Appeal

Students have the right to petition to appeal the outcome of any hearing. To petition to appeal, students must complete the Petition to Appeal form and email the completed form to Standards at [scs@ashford.edu](mailto:scs@ashford.edu) within three (3) business days of receipt of their hearing outcome letter. In the petition to appeal, it is important that students substantiate one of the four basis for which an appeal should be granted.

On appeal by any party to the complaint, Conduct Administrator or designee or the Standards Committee (by majority vote) may support or change a decision, increase, decrease, or modify a sanction. 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.

## Special Provisions

### Attempted Violations

In most circumstances, Ashford University will treat attempts to commit any of the violations listed in the 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 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. 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.

### Notification of Outcomes

The outcome of a 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 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).

### 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 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 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.

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.

## 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 Provost or designee and shall be received within ten (10) business days of the determination of the Involuntary Leave. Upon receipt of the appeal, the Provost 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 Provost 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.

## 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.

## Academic or Title IV Fraud

Ashford University students are expected to exemplify honesty, integrity and a respect for truth in all 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;
- Extreme cases of academic dishonesty at the discretion of the University, 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 Office of the Registrar may permanently deny an applicant's admission to the University, or Student Affairs may, in lieu of 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. The University reserves the right to refuse admission to any applicant whose behavior is deemed inappropriate.

Students suspected of academic or Title IV fraud will be placed on a finance and transcript hold. If the student is unresponsive, they will be 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 Standards formal hearing. Students may be referred to the Office of the Inspector General (OIG) of the U.S. Department of Education for attempted fraud as deemed necessary by the University.

## University Student Alcohol Use Policy

All individuals must observe state and federal laws regarding the use, consumption, possession, and distribution of alcohol. The University strictly prohibits the unauthorized use, consumption, possession, and distribution of alcohol by any student, regardless of legal drinking age, at the University or at University sponsored events and activities. The University Sanctions section set forth below provide additional explanation of the institution's disciplinary procedures for students who are found to be in violation of this policy.

Alcohol may be served at certain University events or functions and only to those persons of legal drinking age who can verify their age with identification as required by the state in which the event or function occurs. Written permission must be obtained from the Vice President of Student Affairs or Clergy designee to serve alcohol and any legally required alcohol permits obtained prior to the function.

## University Student Drug Use Policy

The unlawful possession, use, sale, or distribution of illegal drugs or controlled substances is prohibited at the University or at University-sponsored events and activities. Controlled substances include those drugs listed in the federal Controlled Substances Act. The Student Community Standards section in this *Catalog* provides additional explanation of the institution's disciplinary procedures for students who are found to be in violation of this policy.

## Identity

Identity theft can include 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. Theft of another person's identity, whether living or deceased, is not only a violation of Ashford University policy, but may also constitute a criminal offense under federal and state law.

The 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 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.

Students authorize their wireless operator to disclose their mobile number, name, address, email, network status, customer type, customer role, billing type, mobile device identifiers (IMSI and IMEI) and other subscriber details, if available, to Ashford University and service providers for the duration of the business relationship, solely for identity verification and fraud avoidance. See our Privacy Policy for how the University treats student's data.

## Violations of Law

Violations of federal, state, and local laws are incorporated as offenses under the 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 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 crime, the University may elect to take action against that student for violation of 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 hearing for violation of 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 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.

## 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 U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov), especially their FAQs at [www.copyright.gov/help/faq](http://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 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 <http://www.whymusicmatters.com>/or <http://www.mpa.org>/ for more information.

## Student Concerns with Instructors

If a student has a concern with the instructor of his or her course, the student should first attempt to discuss their concerns with the instructor. If the student and instructor are not able to resolve the matter, the student may file an Instructor Issues form. An Instructor Issues form may be submitted based on the student's perception that any of the following conditions exist:

- Extended instructor absence from the classroom;
- Failure to respond to repeated attempts at communication\*; or
- Detrimental behavior to a student's performance.

\*If an instructor fails to respond to an email within 48 hours, then a student should submit a post in the "Ask Your Instructor" forum to verify that the email was received by the instructor, and allow the instructor an opportunity to respond (24 to 48 hours).

If a student wishes to appeal a final grade, the student must first discuss their concerns with the instructor who issued the grade. If a resolution cannot be found, then the student can proceed with filing a Grade Appeal form. Refer to the *Grade Appeal Procedure* in this section of this *Catalog*.

## Instructor Issues Review Process

The Instructor Issues Review Process is an informal complaint procedure within the University intended to investigate situations in the classroom that may impact student success. The student must complete an Instructor Issues form to initiate this process and attach documentation supporting the concern.

The student's concerns will be thoroughly reviewed and the student will receive a confirmation/summary email from the Academic Issues Liaison. Then, within seven (7) business days, the Academic Issues Liaison will complete an investigation and begin corrective actions, if applicable.

Lastly, the student will receive follow-up communication from the Academic Issues Liaison concerning the submitted Instructor Issues form. The communication will include a summary of findings and support for moving forward in the student's future courses at Ashford University.

*Note: The University does not disclose confidential information about possible corrective action that may or may not occur in relation to a particular faculty member.*

## 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.

### 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 will be reviewed by an Administrator in the Academic Integrity Department.
  - Students must submit the *Grade Appeal* form and documentation of communication with the instructor electronically to [gradeappeals@ashford.edu](mailto:gradeappeals@ashford.edu).
  - Students must be able to clearly identify and document either that:
    - An error was made in the calculation of the final course grade, or
    - 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 Integrity Administrator will facilitate the communication between the student and instructor and attempt to find resolution.
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:

- The Academic Integrity 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.

## Tuition Credit Request

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

- 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

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

*\*Students who experienced military duty 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 Withdrawal Course Drop 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.*

*\*\* Family is defined as 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,*

## 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, 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 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 Enrollment Services Advisor or Academic 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.

## Graduation/Completion Rates

In accordance with the Student Right-to-Know and Campus Security Act of 1990, Ashford University is pleased to share with you the following information on the graduation rates of our 2011-12 full-year cohort of full-time, first-time, degree or certificate seeking undergraduates.

As reported in the IPEDS graduation rates survey (GRS), 10,440 first-time, full-time, degree-seeking undergraduate students entered Ashford University between September 1, 2011 and August 31, 2012. This population of students includes both bachelor’s degree seeking students and associate degree seeking students. As of August 31, 2017, 8% of these students graduated from Ashford University

within 150% of the normal time to complete their degree. Please contact the Registrar’s Office with any questions.

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

- All graduation rates are based upon 3 years of attendance for Associate programs and 6 years of attendance for Bachelor’s programs, which equates to 150% of the normal completion time.
- We have elected not to report transfer-out rates because our University’s mission does not include providing substantial preparation for students to enroll in another eligible institution without completing or graduating.
- These charts do not identify the reasons why our students withdrew; therefore, students who withdrew for personal or medical reasons are included.
- Graduation rates do not include students who left school to serve in the U.S. Armed Forces, on official church missions, or with a foreign aid service of the federal government, or students who died or were totally and permanently disabled.
- Please note that the graduation/completion rate does not include any student who attended a college or university after high school and then enrolled in Ashford University.

### Graduation/Completion Rate by Gender

|        |    |
|--------|----|
| Male   | 4% |
| Female | 9% |

### Graduation/Completion Rate by Race or Ethnic Group

|   |                   |
|---|-------------------|
| American Indian or Alaska Native          | ( <sup>1</sup> )% |
| Asian                                     | ( <sup>1</sup> )  |
| Black or African-American                 | 4%                |
| Hispanic/Latino                           | 9%                |
| Native Hawaiian or Other Pacific Islander | ( <sup>1</sup> )  |
| White, non-Hispanic                       | 10%               |
| Two or More Races                         | 6%                |
| Nonresident alien                         | 50%               |
| Race/ethnicity unknown                    | 11%               |

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

### Graduation/Completion Rate by Financial Aid Category

|  |     |
|--|-----|
| Pell Grant Recipients  | 8%  |
| Subsidized FFEL or Direct Loan Recipients (excludes Pell Grant Recipients) | 10% |

|  |    |
|--|----|
| Neither Pell Grant nor Subsidized FFEL or Direct Loan Recipients | 4% |
|--|----|

Source: Institutional Research Services, 2018.

## Graduation Rates

The three-year graduation rate for online associate degree seeking students is 14% based on all students in the 2013-14 entering cohort. The six-year graduation rate for online bachelor's degree seeking students is 24% based on the 2010-11 entering cohort. The three-year graduation rate for online master's degree seeking students is 53% based on the 2013-14 entering cohort.

For prior year enrollment and graduation rates, please refer to <http://assessment.ashford.edu> on the Ashford University website.

## Median Loan Debt

For information about the median loan debt of students who completed academic programs, please refer to <http://www.ashford.edu/pd> on the Ashford University website.

## Student Body Diversity

Ashford University provides the following information regarding its student body. This information is based on data reporting in the 2017-18 IPEDS Fall Enrollment Survey.

| Gender                                    | Percentage |
|---|------------|
| Male                                      | 29%        |
| Female                                    | 71%        |
| Race                                      | Percentage |
| American Indian or Alaska Native          | 1%         |
| Asian                                     | 2%         |
| Black or African American                 | 37%        |
| Hispanic/Latino                           | 12%        |
| Native Hawaiian or Other Pacific Islander | 1%         |
| White, non-Hispanic                       | 41%        |
| Two or more races                         | 4%         |
| Nonresident alien                         | 0%         |
| Race and ethnicity unknown                | 2%         |
| Pell Grants                               | Percentage |
| Students who received Pell grants         | 62%        |

(Source: Institutional Research Services, 2018)

## Retention Rate

The retention rate for First-time/Full-time bachelor's degree-seeking students at Ashford University beginning in Fall 2016 was 26%.

(Source: IPEDS Fall Enrollment Survey 2017-2018)

## SECTION THREE: STUDENT SERVICES, HEALTH, AND SAFETY

The University cares about the well-being of students and the community. For students, the University provides high quality services which support the University mission and academic programs. Our faculty and staff are committed to the institution's educational programs, personalized services, and reliable support to meet the needs of our students in an exceptional manner. In this section, you will find information about many of the resources, tools, and supports in place to demonstrate our commitment to student success. Information on relevant health, wellness, and safety issues is also included in this section.

### Student Services

Ashford University is committed to providing the most straightforward information so students can put their effort into what matters most – their academic success. Our goal is to provide students the support they need so that they can focus on putting their effort toward their education. As one of the first fully online Universities, Ashford knows online support and student resources.

#### Academic Advisement

The Student Advising team works to help support student success at the University. Advisement is based on academic policies set by faculty, and operational procedures that uphold consistency and service to students.

A dedicated Advisor is assigned to each degree-seeking student upon enrollment. This approach provides students with a point of contact for academic and administrative support and direction. The Advisor assists the student in course scheduling/registration, developing a degree-completion plan, clarifying University policies and procedures, and providing awareness of the resources available to help students be successful in their educational journey.

#### Student Affairs

Student Affairs promotes student success through programs and services to meet the individualized needs of our learners. We empower self-determination and embrace the values of equity, inclusion, and mutual respect.

Supporting student and alumni success is accomplished by matching students with co-curricular programs and support services that are responsive to their unique needs and talents. 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.

Student Affairs includes student health and wellness resources, disability support services, student community standards, honor societies, peer mentoring, clubs and organizations, community service, and specialized support to our military and veteran students and their families. Please see *Section Twelve* for more information.

#### Student Organizations

Online student organizations are available. For a full list of online student organizations, please see [http://www.ashford.edu/student\\_services/online-organizations.htm](http://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 [Studentaffairs@ashford.edu](mailto:Studentaffairs@ashford.edu).

#### Career Services

Ashford Career Services empower students to discover, develop, and apply their unique talents to achieve their greatest potential. Career Services provides individual and group coaching services and self-directed resources for active, degree-seeking students and alumni. Some of the services offered include career exploration tools, resume and cover letter guidance, interview preparation, job search support, access to job postings, internship postings, and career self-assessments.

Through the aforementioned skills and personality assessments, individuals may explore their interests, abilities, values, and career options and goals. More information can be found on Ashford University's website at <https://www.ashford.edu/online-learning-experience/alumni/benefits#CareerServices>

#### Alumni Services

As a graduate of Ashford University, alumni will receive a complimentary membership in the Ashford University Alumni Association. Membership entitles alumni to valuable benefits including: career and professional development events, continued access to career services, discounts on select products and services, access to online social communities such as LinkedIn and AU Connect, Ashford's online alumni community for continued support and networking with your peers across the nation.

#### 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, completion of any course, 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 at [CareerServices@ashford.edu](mailto: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 courses, 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 during their enrollment in the program at the University, or after its completion. 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 result of his or her application, acceptance, attendance, completion of any course, or graduation in any program. Ashford University does not generally 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.

### Registrar's Office

The Ashford University Registrar's Office works closely with members of the enrollment, 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 in accordance with FERPA guidelines, e.g., grades, attendance, registration information, transcripts, and student academic progress. The Registrar's Office determines student admissibility by reviewing student's admission application as well as 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 access their final grade information in the 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.

### Website

Ashford University's website, [www.ashford.edu](http://www.ashford.edu), provides students, prospective students, and the general public with up-to-date information about academic offerings, tuition, student experience, and admissions.

### Bookstore

Students can order books, memorabilia, and supplies through the Student Store accessed through the Student Portal or the Ashford University website at

<https://www.ashford.edu/student-store>.

## General Information

Ashford University's main campus is located at 8620 Spectrum Center Blvd., San Diego, CA 92123. Ashford University does not provide dormitory facilities and is not responsible for assisting students in finding housing in their respective locations. For reference, the median rental housing cost in California is \$2,509 per month.

The main campus is housed in an 11-story, 273,764-square-foot building that is leased through February 2020. Master planning for the site, which also includes 1,472 parking spaces, is incorporated into the University's annual capital planning cycle.

For staff and faculty comfort and well-being, on-site facilities include four wellness rooms, a fully staffed health clinic, a cafeteria, and a gymnasium. Each floor has business hub/breakrooms with multifunction printer/scanners as well as refrigerators, microwaves, coffeemakers, and watercoolers.

## Clinton, Iowa Campus

The Clinton, Iowa Campus of Ashford University is located at 1310 19<sup>th</sup> Ave. NW, Clinton IA, 52732.

### Academic Programs

The Bachelor of Arts in Business Administration and the Master of Business Administration programs are offered in a combined format (online and in-residence requirements) through the Forbes School of Business & Technology at the Clinton Campus of Ashford University. See *Clinton Campus Undergraduate Programs* and *Hybrid Graduate Programs* for more information.

### Veterans' Center

Ashford University's Veterans' Center is located on the Clinton Campus and is home to teams of Matriculation Coordinators, Academic Advisors, Veteran's Affairs Coordinators (SCOs), and Tuition Assistance Specialists dedicated to serving veteran students. Through the Veteran's Center, students and prospective students have the ability to schedule in-person meetings or phone sessions with their specialized advisors. These meetings can cover a range of topics including but not limited to career counseling, academic advising, accommodations, and review of military-specific programming that the University offers.

The Veteran's Center boasts a comfortable, quiet, and welcoming environment with computer terminals and laptop connectivity stations where military and veteran students can focus on coursework and their studies. The center also provides additional lounge space with a myriad of printed informational materials intended to connect veterans to helpful community resources.

In addition to the physical location, Ashford University has an online Veteran's Center that is located on the University's external website. The online Veteran's Center is accessible

to all University students 24/7. It contains informational materials that connect veterans to helpful community resources. Additionally, the online Veteran's Center houses information for the University's military-specific programming including but not limited to the military and veteran peer mentoring program, the Student Veteran's Organization, and SALUTE honor society.

### VA Benefits

Veteran benefits for Ashford University students are managed by a team of Veteran Affairs Coordinators, who are also School Certifying Officials (SCOs), located at the Clinton Campus. Students utilizing Title 38 benefits may view their records at the Clinton Campus or direct questions to this office at [VACertification@ashford.edu](mailto:VACertification@ashford.edu)

## Online Administrative and Student Service Center

Ashford University has an online administrative and student service center located at 7360 S. Kyrene Rd., Suite 105, Tempe, AZ 85283. The Center has 38,688 square feet of office space and includes a reception area, 14 administrative office, 5 conference rooms, 6 student testing stations, working and training space with 261 work stations, breakroom/copy area, and an employee lounge. Ashford will allocate a portion of the Center to create an Ashford University Veterans' Center where nearby students will be able to meet virtually or face-to-face with an advisor and can be connected on-the-spot with other staff-members across online student services locations who are available to provide a variety of administrative services to our Veteran students. These services include:

### Enrollment Services

- Program availability, admission, and orientation advisement.

### Financial Aid Services

- VA Certifying Officials who provide advising on military tuition assistance, VA benefits, and other financial aid options.

### Registrar Services

- Transfer-credit advisement regarding degree plan and transcript evaluations.

### Student Services

- Academic advising on scheduling and program completion, as well as support for students with disabilities, access and wellness, and career services.

The Veteran's Center will also provide onsite access to collateral materials, documents, and forms necessary for VA students. A component of the Veteran's Center is a fully funded DSST Testing Center that provides active duty military, some spouses and military civilian employees the opportunity to complete testing at no additional cost.

The Testing Center is open Monday through Friday from 8:00 am to 4:00 pm. Testers can choose from more than 30 exams offered by DSST. Successful completion of an exam can result in awarding of college credit.

### **Online Administrative Center in Denver**

Ashford University has an online administrative and student service center located at 1515 Arapahoe Street, Tower 3, Denver, Colorado, 80202. The Center has approximately 58,079 square feet of space includes a reception area, 32 administrative offices, 11 conference rooms, 2 training spaces with 310 workstations, 6 breakroom/copy area, and an employee lounge.

#### Enrollment Services

- Program availability, admission, and orientation advisement.

#### Financial Aid Services

- Student account advising on finance options, responsible borrowing and financial aid application and awards.

#### Registrar Services

- Transfer-credit advisement regarding degree plan and transcript evaluations.

#### Student Services

- Academic advising on scheduling and program completion, as well as support for students with disabilities, access and wellness, and career services.

## **Instructional Materials**

### **Virtual Classrooms**

Ashford's online students work in a virtual environment that provides asynchronous and synchronous learning opportunities in the process of taking classes and meeting course requirements. Students can access their virtual classrooms as well as support resources through the university's learning management system 24/7 within the parameters of a course, typically one week prior to the course start through to one week after the course end. All course learning activities, such as readings, assignments, lectures, and class discussions, are posted within the classroom as are eTextbooks and other resources. A technology helpdesk is available around the clock.

### **Student Portal**

Using the Student Portal, students can access the Ashford University Online Library and Ashford Writing Center for resources related to research and writing any time of the day. Additionally, through the portal, they can print versions of their academic schedules, degree progress reports, and ledger cards; receive important University information; and connect with their advisors.

### **Ashford Mobile**

Leveraging the latest technologies, the university provides Ashford Mobile, an innovative application for smartphones and tablets that connects students and faculty to key elements of the University experience. Students and faculty can complete assignments, contact support staff, review grades, access financial account information, and more from the convenience of their mobile devices.

### **Publicity and Photo Release**

All media releases of information originating from the University should be channeled through the Communications Office. Media inquiries concerning Ashford University directed toward students, faculty, and staff are to be directed to the Communications Office. Administrators, faculty, or staff 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 US-based 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 Advisors regarding newsworthy information.

## **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](http://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 community 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/Veteran Crisis Line | (800) 273-TALK (8255)<br>TTY Line: (800) 799-4889   |
| 24 Hour National Domestic Violence Hotline                       | (800) 799-SAFE (7233)/<br>TDD Line: (800) 787-3224  |
| American Sexual 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)  |
| Low Cost Clinic Locator  | <a href="http://www.needymeds.org/free_clinics.taf">http://www.needymeds.org/free_clinics.taf</a> |
| Emergency (police, fire, and rescue)                             | 9-1-1   |

## Health and Wellness Referrals

Pursuing a degree often results in navigating new challenges and situations that students may not have experienced previously. While many of these experiences are welcomed, they may also overwhelm and/or leave students feeling confused, discouraged, or anxious. Successful students are able to reach out for support before circumstances become unmanageable.

The Student Advocate HELpline is a service available through the Office of Student Access and Wellness. Student Advocates assist students who are experiencing extreme personal hardships and critical life impacts by providing short-term de-escalation, assistance locating support resources in the local area, and action planning to address educational impact of situational stressors. Impacts supported include: concern for individual or community safety, homelessness and extreme financial hardship, sexual assault, domestic violence, and/or significant impact resulting from the loss of a loved one.

Student Advocates are available Monday – Friday between 8am and 5pm PT. Students are invited to contact the Office of Student Access and Wellness at ext. 24357 in order to seek assistance from a Student Advocate.

If you or the individual you are attempting to refer is in immediate danger, please dial 9-1-1, prior to contacting the Office of Student Access and Wellness.

## 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. 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. Individuals who know or suspect they may have a communicable disease should contact their immediate supervisor or the Office of Student Access and Wellness so that reasonable care and protection can be assured to them and to others.

Individuals taking medication routinely administered by injection, such as insulin, must ensure proper disposal through a sharp disposal container for used needles and syringes, available in restrooms throughout the facilities. 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.

## Health and Wellness Requirements

The University does not require any proof of vaccination as a condition of enrollment. Students are encouraged to speak to a physician for information on recommended immunizations.

## Use of Tobacco/Marijuana Products

The facilities of Ashford University are smoke and tobacco free. No smoking, chewing, or dipping is allowed inside any University facility. Ashford University policy applies to all forms of tobacco and marijuana, including but not limited to

paraphernalia, cigarettes, cigars, shisha, pipes, water pipes (hookah), electronic cigarettes, and all forms of smokeless tobacco and marijuana including, but not limited to chew, edibles, snus, snuff, sticks, strips, and orbs.

## Safety Information

### Campus Security and Fire Safety Report

The Ashford University Campus Security and Fire Safety Report is compiled annually in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and is available for review. This report is required by federal law and contains policy statements and crime and fire statistics compiled by the University. The 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 misconduct 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 at [www.ashford.edu/campus\\_security\\_and\\_fire\\_safety\\_report](http://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](mailto:studentaffairs@ashford.edu).

### 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 the University President. 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.

# SECTION FOUR: 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, students should contact the Financial Services Department at (800)798-0584. For cost of attendance information, please visit [www.ashford.edu/admissions/online\\_financial\\_services.htm](http://www.ashford.edu/admissions/online_financial_services.htm).

## Tuition and Fees

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.

*Indirect costs which are not billed directly by the University may be found at [www.ashford.edu/tuition-financial-aid/indirect-costs](http://www.ashford.edu/tuition-financial-aid/indirect-costs).*

## Undergraduate Programs Tuition & Fees

*The following is a list of tuition and fees applicable to Associate and Bachelor's degree programs and/or undergraduate courses.*

### Tuition per credit:

|                           |          |
|---------------------------|----------|
| 100- to 400-level Courses | \$475.00 |
|---------------------------|----------|

### Fees:

|  |          |
|--|----------|
| Technology Fee (per course)*   | \$95.00  |
| Books, course digital materials** and instructional materials (average per course)     | \$115.00 |
| Prior learning assessment - sponsored professional training (per credit evaluated)***  | \$30.00  |
| Prior learning assessment - experiential learning essay assessment (per evaluation)*** | \$125.00 |
| Insufficient funds fee   | \$10.00  |
| Graduation fee   | \$150.00 |
| Replacement/Duplicate Diploma  | \$45.00  |
| Official transcript  | \$10.00  |
| Education records – Per page ^   | \$0.50   |
| California Student Tuition Recovery Fund^^   | \$0      |

\*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 Day 3 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 fully refundable if a student does not attend beyond Day 3 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. For courses where third-party course digital materials are provided, a variable Materials Fee (MATFEE) (based on market price for materials) is applied per course directly to the student's account concurrent with the charge for tuition. Students are not charged the MATFEE for repeated coursework if previously charged. Students can opt out of the third-party course digital materials and the MATFEE by contacting their advisor via email five (5) calendar days prior to the first day of their course.

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

^A fee of \$0.50 per page is charged for copies of education records. A maximum of \$25.00 will be charged. If the education record is digitally maintained and digitally delivered, no fee will be charged.

^^California law mandates the collection of a Student Tuition Recovery Fund (STRF) fee in the amount of \$0 per \$1,000 of tuition rounded to the nearest thousand to be paid to the state's tuition recovery fund in the event of school closure. The fee is charged to California residents only. [Currently in a period of non-collection.]

## Master's Programs Tuition & Fees

*The following is a list of tuition and fees applicable to Master's degree programs.*

### Tuition per credit:

|  |          |
|--|----------|
| Master of Accountancy                                  | \$690.00 |
| Master of Arts in Early Childhood Education Leadership | \$620.00 |
| Master of Arts in Education                            | \$620.00 |
| Master of Arts in Health Care Administration           | \$690.00 |
| Master of Arts in Human Services                       | \$620.00 |
| Master of Arts in Leadership                           | \$690.00 |
| Master of Arts in Organizational Management            | \$690.00 |

## FINANCIAL INFORMATION

|   |          |
|---|----------|
| Master of Arts in Psychology                            | \$620.00 |
| Master of Arts in Public Sociology                      | \$620.00 |
| Master of Arts in Special Education                     | \$620.00 |
| Master of Arts in Teaching and Learning with Technology | \$620.00 |
| Master of Business Administration                       | \$690.00 |
| Master of Information Systems Management                | \$690.00 |
| Master of Public Administration                         | \$690.00 |
| Master of Public Health                                 | \$620.00 |
| Master of Science in Criminal Justice                   | \$690.00 |
| Master of Science in Instructional Design & Technology  | \$620.00 |

### Fees:

|  |          |
|--|----------|
| Technology Fee (per course)*   | \$125.00 |
| Books, course digital materials** and instructional materials (average per course) | \$145.00 |
| Insufficient funds fee   | \$10.00  |
| Graduation fee   | \$150.00 |
| Replacement/Duplicate Diploma  | \$45.00  |
| Official transcript  | \$10.00  |
| Education records - Per page <sup>^</sup>  | \$0.50   |
| California Student Tuition Recovery Fund <sup>^^</sup>                             | \$0      |

\*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 Day 3 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. Students who paid a one-time Technology Services Fee upon initial enrollment are exempt from the Technology Fee.

\*\*The Course Digital Materials (CDM) fee is fully refundable if a student does not attend beyond Day 3 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. For courses where third-party course digital materials are provided, a variable Materials Fee (MATFEE) (based on market price for materials) is applied per course directly to the student's account concurrent with the charge for tuition. Students are not charged the MATFEE for repeated coursework if previously charged. Students can opt out of the third-party course digital materials and the MATFEE by contacting their advisor via email five (5) calendar days prior to the first day of their course.

<sup>^^^</sup>A fee of \$0.50 per page is charged for copies of education records. A maximum of \$25.00 will be charged. If the education record is digitally maintained and digitally delivered, no fee will be charged.

<sup>^^</sup>California law mandates the collection of a Student Tuition Recovery Fund (STRF) fee in the amount of \$0.00 per \$1,000 of tuition rounded to the nearest thousand to be paid to the state's tuition recovery fund in the event of school closure. The fee is charged to California residents only. [Currently in a period of non-collection.]

## Doctoral Programs Tuition & Fees

*The following is a list of tuition and fees applicable to Doctoral degree programs.*

### Tuition per credit:

|   |           |
|---|-----------|
| Doctor of Philosophy in Human Services                            | \$1082.00 |
| Doctor of Philosophy in Organizational Development and Leadership | \$1082.00 |
| Doctor in Philosophy in Education                                 | \$1082.00 |
| Doctor of Psychology  | \$1082.00 |

### Fees:

|  |          |
|--|----------|
| Technology Fee (per course)*   | \$125.00 |
| Books, course digital materials** and instructional materials (average per course) | \$145.00 |
| Insufficient funds fee   | \$10.00  |
| Graduation fee   | \$500.00 |
| Dissertation/Applied Doctoral Project Support Fee <sup>^</sup>                     | \$500.00 |
| In-Residence Workshop Fee (per workshop; 3 workshops required) <sup>^^</sup>       | \$500.00 |
| Replacement/Duplicate Diploma  | \$45.00  |
| Official transcript  | \$10.00  |
| Education records - Per page <sup>+</sup>  | \$0.50   |
| California Student Tuition Recovery Fund <sup>++</sup>                             | \$0      |

\*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 Day 3 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. Students who paid a one-time Technology Services Fee upon initial enrollment are exempt from the Technology Fee. Dissertation/Applied Doctoral Project courses, RES 8990, RES 8991, RES 8981, RES 8982, RES 8983, RES 8984, RES 8985, and RES 8986, are exempt from the Technology Fee.

\*\*The Course Digital Materials (CDM) fee is fully refundable if a student does not attend beyond Day 3 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. For courses where third-party course digital materials are provided, a variable Materials Fee (MATFEE) (based on market price for materials) is applied per course directly to the student's account concurrent with the charge for tuition. Students are not charged the MATFEE for repeated coursework if previously charged. Students can opt out of the third-party course digital materials and the MATFEE by contacting their advisor via email five (5) calendar days prior to the first day of their course.

^ The Dissertation/Applied Doctoral Project Support Fee is assessed per credit of RES 8990, RES 8991, RES 8981, RES 8982, RES 8983, RES 8984, RES 8985, and RES 8986. The fee covers support of the Dissertation/Applied Doctoral Project process. It is the student's responsibility to ensure payment of this fee when it is charged. Payment must be received before transcripts or diplomas can be released. This fee is fully refundable if a student does not attend beyond Day 3 of a course. After this time, the fee becomes non-refundable.

^^ Doctoral students have an In-Residence Workshop Requirement. The In-Residence Workshop Fee is a fee which is applied to the student's account at the time the Workshop is scheduled for attendance. The scheduling of the Workshops must be prompted by the student at the prescribed points in time throughout the program. Graduation requirements for this program include three In-Residence Workshops, with an optional fourth In-Residence Workshop should a student feel they need additional guidance in research application (additional \$500 fee). The fee covers continued administrative support throughout the In-Residence Workshop process. This fee is fully refundable if the workshop is unattended or unscheduled before the scheduled date. After this time, the fee becomes non-refundable.

+A fee of \$0.50 per page is charged for copies of education records. A maximum of \$25.00 will be charged. If the education record is digitally maintained and digitally delivered, no fee will be charged.

++California law mandates the collection of a Student Tuition Recovery Fund (STRF) fee in the amount of \$0.00 per \$1,000 of tuition rounded to the nearest thousand to be paid to the state's tuition recovery fund in the event of school closure. The fee is charged to California residents only. [Currently in a period of non-collection.]

## Schedule of Charges

The following list provides an estimated schedule of charges by online degree program for total charges for a period of attendance, and for an entire educational program.

A period of attendance is defined as four courses or 12 credits for undergraduate students and as three courses or 9 credits for graduate students. Please refer to the *Tuition and Fees lists* in the *Financial Information* section for specific dollar amounts used to calculate these charges. Students who receive the Ashford University Military Grant should refer to their specific enrollment agreement tuition and fee lists for this information.

| Program Name  | Period of Attendance | Entire Educational Program |
|---|----------------------|----------------------------|
| AA in Early Childhood Education (67 credits)                | \$6,540              | \$36,595                   |
| AA in Military Studies (64 credits)                         | \$6,540              | \$34,960                   |
| All Online Bachelor's Programs (120 credits)                | \$6,540              | \$65,550                   |
| Master of Accountancy (48 credits)                          | \$7,020              | \$37,590                   |
| Master of Early Childhood Education Leadership (30 credits) | \$6,390              | \$21,450                   |
| MA in Education (36 credits)                                | \$6,390              | \$ 25,710                  |
| MA in Health Care Administration (36 credits)               | \$7,020              | \$ 28,230                  |
| MA in Human Services (33 credits)                           | \$6,390              | \$23,580                   |
| MA in Leadership (33 credits)                               | \$7,020              | \$25,890                   |
| MA in Organizational Management (33 credits)                | \$7,020              | \$25,890                   |
| MA Public Sociology (30 credits)                            | \$6,390              | \$21,450                   |
| MA in Psychology (36 credits)                               | \$6,390              | \$25,710                   |
| MA in Special Education (30 credits)                        | \$6,390              | \$21,450                   |
| MA in Teaching and Learning with Technology (30 credits)    | \$6,390              | \$21,450                   |
| Master of Business Administration (42 credits)              | \$7,020              | \$32,910                   |
| Master of Human Resource Management (39 credits)            | \$7,020              | \$30,570                   |

| Program Name   | Period of Attendance | Entire Educational Program |
|--|----------------------|----------------------------|
| Master of Information Systems Management (42 credits)                          | \$7,020              | \$32,910                   |
| Master of Public Administration (36 credits)                                   | \$7,020              | \$28,230                   |
| Master of Public Health (42 credits)   | \$6,390              | \$29,970                   |
| Master of Science in Criminal Justice (39 credits)                             | \$7,020              | \$30,570                   |
| Master of Science in Instructional Design & Technology (36 credits)            | \$6,390              | \$25,710                   |
| Post Baccalaureate Teaching Certificate: Elementary Education (33 credits)     | \$6,390              | \$25,580                   |
| Post Baccalaureate Teaching Certificate: Secondary Education (27 credits)      | \$6,390              | \$19,320                   |
| Doctor of Philosophy in Education (59 credits)                                 | \$10,548             | \$72,598                   |
| Doctor of Philosophy in Human Services (62 credits)                            | \$10,548             | \$76,404                   |
| Doctor of Philosophy in Organizational Development and Leadership (62 credits) | \$10,548             | \$76,404                   |
| Doctor of Psychology (62 credits)  | \$10,548             | \$76,404                   |

obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if 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. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

### 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 Academic Advisor.

### California Student Tuition Recovery Fund

#### CA Residents Only

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

## Terms of Billing and Payment

Tuition and fees are billed on a financial aid payment period basis, regardless of payment option. For 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 graduate programs, courses are 6 weeks or 9 weeks in length. A payment period is generally defined by the University as a minimum of 18 weeks of instructional time and 9 successfully earned credits (typically 3 courses at a time) or 2 credits of Dissertation/Applied Doctoral Project courses or 3 credits of practicum. An exception to this may occur during the student's final academic year if fewer weeks and credits are needed. Students that are in a non-standard term format program typically take 2 classes at a time. Each term is nine weeks in length. Payment periods align with enrollment terms.

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.

## Delinquent Accounts and Financial Hold

An account is considered delinquent if payment is not received, for an outstanding balance, after multiple correspondence attempts from the University. Any student with a delinquent account will be put on a financial hold and not be allowed to register for a subsequent term or course until payment is received in full or a payment plan is established. A student with a delinquent account will not be permitted to take comprehensive exams, obtain copies of official transcripts, or receive a diploma.

An administrative fee may be assessed to a student's account for items returned due to insufficient funds.

## Tuition Benefit Eligibility Requirements

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

## Excess Credit Account Adjustment

Undergraduate students who need 1 or 2 credits in order to meet the total number of credits required to graduate may be issued an "excess credit" account adjustment upon taking a final 3-credit class. An excess credit account adjustment is 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.

## Credit Balance Payments (Stipends)

A federal student aid credit balance is created when the total of all federal student aid funds that are credited to the student's account exceeds the amount of current and prior year (up to \$200) tuition, fees, and any other educationally related charges the institution assessed the student for the payment period. For students who have an institutional balance within the same academic year, subsequent disbursements will be held to cover the institutional

charges. The credit balance must be paid to the student no later than 14 days after the credit balance occurs.

## Bankruptcy

A student who has filed for bankruptcy may need to provide additional documentation before receiving aid. A student interested in using any payment option, with the exception of Cash and Corporate or Government Full Tuition Grant as a primary 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 students with outstanding balances. Students are allowed monthly payments as an option to pay on outstanding balances, although 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. Students who elect to go on auto-pay are required to pay one (1) monthly payment amount initially (first payment). However, students who elect a manual pay option must pay 10% of the total balance owed or the equivalent of three (3) monthly payments as the initial (first) payment, whichever is greater. Payment Plans require monthly payments and are not recommended to extend more than six months beyond a student's estimated graduation date.

If students have difficulty making payments or have questions, they should contact a Student Accounts Coordinator by dialing (800) 798-0584 and following the appropriate prompts for finance and payment arrangements.

## 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 or a personal check. A returned check may result in an insufficient funds fee. 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.

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 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 the 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.

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 through the Financial Aid Office.

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-enter the course from which he or she was removed due to non-payment.

## 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 returned check may result in an insufficient funds 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](mailto: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 the Direct Bill Plan includes the following:

- 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.

### Corporate Full Tuition Grant

Ashford University offers the Corporate Full Tuition Grant (CFTG) to students selected and sponsored by a participating Employer. The CFTG program is funded by both the Employer 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. If both electronic and hard copy course materials are available for the same course, the CFTG program will only fund the electronic course materials, and if a student chooses to receive hard copy course materials, the student will be responsible to pay the difference in price and shipping costs. As such, the Corporate Full Tuition Grant is only available as a primary payment option. Recipients of the CFTG program are not eligible for any additional Ashford University discounts or grants.

Students who choose to participate in the CFTG 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 CFTG program. The choice to participate in the CFTG 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 CFTG program. Students will become ineligible for the CFTG program if they choose to receive funds from any federal student financial aid program for the same enrollment period.

Students may become ineligible for the CFTG if they receive more than two (2) allowances (defined as any course that is not eligible for reimbursement through the CFTG Partner's policies, including any unsuccessful grades of "F," "WF," "W," or below a "C-" for General Education Competency courses) 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 Employer requirements in order to continue to receive CFTG benefits. Ashford University or the Employer may remove a student from the CFTG at any time. If a student becomes ineligible for CFTG at any point in time, the University will automatically revert the student to cash as a payment option. If the student would like to use an alternate payment option instead of cash, they may submit a payment option change request. Students may appeal the loss of their CFTG eligibility to Ashford University at any time.

Concurrent enrollment, defined as the enrollment in more than one class in every five (undergraduate) or six (graduate) week module, is prohibited for CFTG recipients, unless pre-approved for extenuating circumstances on a case-by-case basis. Under no circumstances can a student complete more than ten (undergraduate) or eight (graduate) courses within a single CFTG year.

All required CFTG forms (detailed below) must be completed, submitted, and approved prior to application for each new participating student. In addition, the CFTG Disclosure and Waiver Annual Renewal Form and the Net Price Calculator Results must be re-submitted every twelve months to continue participation. The CFTG benefits continue as long as (1) students continue to meet Employer's eligibility requirements, (2) students have not completed their degree (continuation will require a new application), and (3) students do not elect to discontinue participation in the CFTG program. Students must send all required forms to their assigned Academic Advisor for verification at least seven (7) days prior to the start of classes in the applicable 12 month period.

The University provides this grant in conjunction with the funding provided by the Employer. The Employer must supply a qualified tuition benefit for their students to be eligible for the University CFTG accompanying grant. CFTG students who have employer or third-party administrator (TPA) required steps to ensure payments are issued will be required to maintain a valid credit card on file. Failure of the Employer or student to supply any required payment may result in loss of CFTG benefits for the grant recipient.

Documentation required for the Corporate Full Tuition Grant includes the following:

- Corporate Full Tuition Grant Agreement (executed between the University and Employer);
- Corporate Full Tuition Grant Acknowledgement, Waiver and Release Form;
- Full Tuition Grant Student Credit Card Payment Authorization Form (if applicable);
- Student Finance Agreement indicating Corporate Full Tuition Grant;
- Corporate Full Tuition Grant Disclosure and Waiver Annual Renewal Form (completed annually after first year of enrollment).

This program may not be utilized concurrently in the same enrollment period with any other Ashford University sponsored grant, scholarship, or benefit program. Students are encouraged to speak with their Advisor to explore all programs they may be eligible for prior to submitting their Corporate Full Tuition Grant documents.

## Government Full Tuition Grant

Ashford University offers the Government Full Tuition Grant (GFTG) to students selected and sponsored by a participating Government organization. The GFTG program is funded by both the Employer 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. If both electronic and hard copy course materials are available for the same course, the GFTG program will only fund the electronic course materials, and if a student chooses to receive hard copy course materials, the student will be responsible to pay the difference in price and shipping costs. As such, the Government Full Tuition Grant is only available as a primary payment option. Recipients of the GFTG program are not eligible for any additional Ashford University discounts or grants.

Students who choose to participate in the GFTG 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 GFTG program. The choice to participate in the GFTG 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 GFTG program. Students will become ineligible for the GFTG program if they choose to receive funds from any federal student financial aid program for the same enrollment period.

Students may become ineligible for the GFTG if they receive more than two (2) allowances (defined as any course that is not eligible for reimbursement through the GFTG Partner's policies, including any unsuccessful grades of "F," "WF," "W," or below a "C-" for General Education Competency courses) 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 Employer requirements in order to continue to receive GFTG benefits. Ashford University or the Employer may remove a student from the GFTG at any time. If a student becomes ineligible for GFTG at any point in time, the university will automatically revert the student to cash as a payment option. If the student would like to use an alternate payment option instead of cash, they may submit a payment option change request. Students may appeal the loss of their GFTG eligibility to Ashford University at any time.

Concurrent enrollment, defined as the enrollment in more than one class in every five (undergraduate) or six (graduate) week module, is prohibited for GFTG recipients, unless pre-approved for extenuating circumstances on a case-by-case basis. Under no circumstances can a student complete more than ten (undergraduate) or eight (graduate) courses within a single GFTG year.

All required GFTG forms (detailed below) must be completed, submitted, and approved prior to application for each new participating student. In addition, the GFTG Disclosure and Waiver Annual Form and the Net Price Calculator Results must be re-submitted every twelve months to continue participation. The GFTG benefits continue as long as (1) students continue to meet Employer's eligibility requirements, (2) students have not completed their degree (continuation will require a new application), and (3) students do not elect to discontinue participation in the GFTG program. Students must send all required forms to their assigned Academic Advisor or Enrollment Services Advisor for verification at least seven (7) days prior to the start of classes in the applicable 12 month period.

The University provides this grant in conjunction with the funding provided by the Employer. The Employer must supply a qualified tuition benefit for their student to be eligible for GFTG. GFTG students who have employer or third-party administrator (TPA) required steps to ensure payments are issued will be required to maintain a valid credit card on file. Failure of the Employer or student to supply any required payment may result in loss of GFTG benefits for the grant recipient.

Documents required for the Government Full Tuition Grant:

- Government Full Tuition Grant confirmation of terms (executed between the University and Employer);
- Government Full Tuition Grant Acknowledgement Form;
- Full Tuition Grant Student Credit Card Payment Authorization (if applicable);
- Student Finance Agreement indicating Government Full Tuition Grant;
- Government Full Tuition Grant Disclosure and Waiver Annual Renewal Form (completed annually after first year of enrollment).

This program may not be utilized concurrently in the same enrollment period with any other Ashford University sponsored grant, scholarship, or benefit program. Students are encouraged to speak with their advisor to explore all programs they may be eligible for prior to submitting their Government Full Tuition Grant documents.

## Bright Horizons Tuition Grant

Ashford University offers the Bright Horizons Tuition Grant (BHTG) to students selected and sponsored by Bright Horizons. The BHTG program is funded by both Bright Horizons and Ashford University and funds up to six (6) undergraduate courses per 12-month period, referred to as a BHTG Year. Concurrent enrollment, defined as the enrollment in more than one class in every five (undergraduate) week module is not permissible for BHTG students. At the conclusion of six courses, if the 12-month period has not been met students will be removed from classes until their employer funding is reset or if the student elects to change their payment option. The Bright Horizons Tuition Grant is only available as a primary payment option. 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, Technology Fee (per course), books, course digital materials, instructional materials, graduation fee, and Prior Learning Assessment (PLA) fees. If both electronic and hard copy course materials are available for the same course, the BHTG program will only fund the electronic course materials, and if a student chooses to receive hard copy course materials, the student will be responsible to pay the difference in price and shipping costs.

Students who choose to participate in the BHTG 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 BHTG program. The choice to participate in the BHTG 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 BHTG program. Students will become ineligible for the BHTG program if they choose to receive funds from any federal student financial aid program for the same enrollment period.

Ashford University or Bright Horizons may remove a student from the BHTG at any time. If a student becomes ineligible for BHTG at any point in time, the University will automatically revert the student to cash as a payment option. If the student would like to use an alternate payment option instead of cash, they may submit a payment option change request. Students may appeal the loss of their BHTG eligibility to Ashford University at any time.

All required forms (detailed below) must be completed, submitted, and approved prior to application for each new participating student. In addition, in order to continue participation in the grant program, students are required to re-confirm adequate funding every twelve months. The BHTG benefits continue as long as (1) students continue to meet Bright Horizons' eligibility requirements, (2) students have not completed their degree (continuation

will require a new application), (3) students remain in a Bright Horizons approved academic program and (4) students do not elect to discontinue participation in the BHTG program. Students must send all required forms to their assigned Advisor for verification at least seven (7) days prior to the start of classes in the applicable 12-month period.

The University provides this grant in conjunction with the funding provided by Bright Horizons. The employer must supply a qualified tuition benefits for their students to be eligible for the University BHTG accompanying grant. BHTG students will be required to maintain a valid credit card on file. Failure of the employer or student to supply any required payment may result in loss of BHTG benefits for the grant recipient.

Documentation required for the Bright Horizons Tuition Grant includes the following:

- Bright Horizons Tuition Grant Acknowledgement, Waiver and Release Form;
- Student Finance Agreement indicating Bright Horizons Tuition Grant;
- EdAssist Employer Verification Letter; and
- EdAssist Letter of Credit (must be submitted for every course).

This program may not be utilized concurrently in the same enrollment period with any other Ashford University sponsored grant, scholarship, or benefit program. Students are encouraged to speak with their Advisor to explore all programs they may be eligible for prior to submitting their Bright Horizons Tuition Grant documents.

## Military Veteran's Benefits Plan

Veteran Benefits for Ashford University students are managed by a team of Veteran Affairs Coordinators, who are also School Certifying Officials (SCOs). Ashford University's facility code effective September 18, 2017 is 21007103. Students utilizing Title 38 benefits may direct questions to this office at [VACertification@ashford.edu](mailto:VACertification@ashford.edu).

The Military Veterans Administration 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 VA Coordinator at [VACertification@ashford.edu](mailto: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, which is allowed after successful completion of two courses with Ashford University. Students enrolled in an online graduate program are classified as full time.

**VA Certification Term:** Students may be certified for their Veterans Affairs (VA) educational benefits for up to a full certification term of scheduled courses. A certification term is defined as up to four courses for undergraduate students and up to three courses for graduate students. Certification for benefits will occur no earlier than 120 days prior to the start date of the last course within the certification term. Certification will occur no later than 30 days after the start date of a course.

**GI® Bill Application Procedure:** The student must obtain the appropriate form(s) from the Education Benefits Application Process website at <https://www.vets.gov/education/apply>. Forms can be submitted online directly to the VA.

Students should double check and verify that all information provided is true and correct prior to submitting. Ashford University requires a copy of the students' confirmation page after they have submitted their information to the VA which will contain one of the following:

- 22-1990 (Application for VA Education Benefits) for veteran students who are using their GI Bill for the first time.
- 22-1990E (Transfer of Entitlement) for spouse or dependents who are applying for transferred Post 9/11 benefits for the first time
- 22-1995 (Change of Program/Training) for veteran and TOE students who have applied and/or used their GI Bill benefits before.
- 22-5490 (Chapter 35 Dependent/Spouse DEA benefits) who are applying for this benefit for the first time.
- 22-5495 (Chapter 35 Dependent/Spouse DEA benefits) who have applied and/or used this benefit before.
- 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. GI<sup>®</sup> Bill is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill).

### **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: <https://www.gibill.va.gov/wave> \*

IVR: (877) 823-2378

\*Students utilizing Chapter 33 - Post 9/11 GI Bill and Chapter 35 DEA are exempt from verifying through the WAVE process.

- Students should allow 10 to 12 weeks after completion of all paperwork including school certifications, for the VA to process the first payment. Certification will begin with the student's first date of eligible attendance in an Ashford University degree program. For students in conditional admission status, certification will occur once the student matriculates. The VA 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. Students are responsible for paying Ashford University tuition and fees at the start of each course, unless there is alternative, approved financial aid or the student is 100% eligible under the Post 9/11 benefit. Payment by Direct Deposit/Electronic Funds Transfer is strongly encouraged. Payments are sent directly to the student's 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. 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. TA is applied only to tuition and reimbursable fees. 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](mailto: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.

Ashford University does not conduct automatic program renewals or bundle courses or enrollments for purposes of TA approval. The student and military service must approve each course enrollment before the start date of the class.

### **Documentation required for the Military TA Plan:**

- Military Tuition Assistance forms (branch specific)

### **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](mailto: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 the Friday 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.

### **Return of Military Tuition Assistance Funds (TA Invoicing)**

Institutions receiving Military Tuition Assistance funds must have a policy that demonstrates compliance with the Military's requirement to return unearned TA funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided.

Rather than invoicing Military Tuition Assistance (Military TA) at or prior to the start of a course and later refunding any portion of Military TA that is unearned, Ashford University defers invoicing Military TA until attendance requirements have been met.

Military TA funds are earned on a proportional basis through the 60 percent portion of a course, with the exception of the Add/Drop Period (Days 0-3) during which no TA is earned. The standard formula for determining the amount of TA earned is calculated on a percentage basis by comparing the total number of days completed\* to the total number of days in the course. The calculation

determines the amount of TA for which a student is eligible and thus the amount of Military TA for which the services will be invoiced.\*Number of days completed is based on a student’s last day of attendance in the course (LDA).

**Determining Military TA Earned for Undergraduate 5-week Courses**

| <i>Last Day of Attendance in Course:</i> | <i>Days 0-3</i> | <i>Day 4</i> | <i>Days 5 - 21</i>  | <i>Days 22-35</i> |
|--|-----------------|--------------|---|-------------------|
| <i>Percent of TA Earned:</i>             | 0%              | 10%          | $\% \text{ of TA earned} = \frac{\text{Last day of attendance in the course}}{\text{Total \# of days in the course}}$ | 100%              |

**Determining Military TA Earned for Graduate 6-week Courses**

| <i>Last Day of Attendance in Course:</i> | <i>Days 0-3</i> | <i>Days 4-5</i> | <i>Days 6 - 2</i>   | <i>Days 26-42</i> |
|--|-----------------|-----------------|---|-------------------|
| <i>Percent of TA Earned:</i>             | 0%              | 10%             | $\% \text{ of TA earned} = \frac{\text{Last day of attendance in the course}}{\text{Total \# of days in the course}}$ | 100%              |

*For information regarding course drops due to military service obligation, please refer to the Military Deployment Provisions policy in the General Academic Information and Policies section of this Catalog.*

# Ashford University Military Grant

**Undergraduate Students:** Students enrolled in an 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 U.S. Armed Forces must be certified for VA benefits through the U.S. 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 reduces tuition for undergraduate courses to \$250 per credit. In addition, this grant also covers the sales tax, 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. Students should refrain from purchasing course materials prior to confirmation of sufficient enrollments. 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.

**Master’s Students:** Students enrolled in a master’s 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 U.S. Armed Forces must be certified for VA benefits through the U.S. 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 sales tax, 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. Students should refrain from purchasing course materials prior to confirmation of sufficient enrollments. 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.

**Doctoral Students:** Students enrolled in a Doctoral 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 U.S. Armed Forces must be certified for VA benefits through the U.S. 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 approved appropriate verification of military service.

The grant amount for Doctoral degree students will equate to 15% of the cost of tuition. In addition, this grant also waives the per course Technology Fee, sales tax charged on tuition, fees, Digital Resources (MATFEE), and Constellation Digital Materials (CDM Fee) (covering the cost of eBooks and course materials), cost of printed books and materials when needed, including standard shipping costs and sales tax, required for an eligible student's program of study when purchased. Students should refrain from purchasing course materials prior to confirmation of sufficient enrollments. 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.

**All Degree Levels:** The military grant is not retroactive. Students who exceed 365 days of consecutive non-attendance will be asked to recertify eligibility for the Ashford University Military Grant upon return by providing appropriate verification of military service.

### 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.

Students who were previously enrolled with University of the Rockies and maintain their current program will continue to receive the University of the Rockies rate for the Military Grant; however, 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. At that point, those students will receive the Ashford University Military Grant for Graduate students.

## Ashford Corporate Tuition Benefit Program

Students enrolled in undergraduate or graduate programs may be eligible for Ashford Corporate Tuition Benefit

program. Eligible students include Participating Organizations' employees, and select members. This benefit may also be expanded to include immediate family members of employees at select organizations. An immediate family member is defined as: spouse (husband, wife, or domestic partner) and children (biological, step-children, adopted, and/or foster children). Benefits are only applied to an eligible student's account upon receipt and approval of the Corporate Tuition Benefit Request form with valid supporting documentation demonstrating employment, membership or approved association with a Participating Organization. Ashford University reserves the right to request additional documentation to verify eligibility at any time. Benefits will not be retroactively applied to coursework that began prior to approval into the Corporate Tuition Benefit program.

Benefits are applicable towards course tuition, and are applied as a percentage discount of tuition charges. In addition, this benefit may also cover Technology Fees and course materials fee waivers. Course material fee waivers will only be applicable for course materials purchased directly through Ashford University, Ashford University's bookstore, or alternate pre-approved vendors. A course material fee waiver will cover the cost of an electronic copy of all available items. If no electronic copy is available, the fee waiver will cover the cost of the hard copy materials plus standard shipping. When course materials are available in both electronic format and hard copy, students may opt to purchase a hard copy textbook, but will be responsible for all costs above the listed electronic materials price.

Students who exceed 30 days of consecutive non-attendance and are not on an approved Academic Leave will be removed from the Corporate Tuition Benefit program. Students who wish to return to the program will need to re-submit the eligibility form and documentation for approval.

This program may not be utilized concurrently in the same enrollment period with any other Ashford University sponsored grant, scholarship, or benefit program. Students are encouraged to speak with their advisor to explore all programs they may be eligible for prior to submitting their Corporate Tuition Benefit Request form.

## Ashford Non-Profit Tuition Benefit Program

Students enrolled in undergraduate or graduate coursework may be eligible for the Ashford Non-Profit Tuition Benefit program. Eligibility will be limited to paid employees of Participating Organizations. A Participating Organization will be pre-qualified and on record with the University. Benefits are only applied to an eligible student's account

upon receipt and approval of the Non-Profit Tuition Benefit Request Form with valid supporting documentation demonstrating employment with a Participating Organization. Ashford University reserves the right to request additional documentation to verify eligibility at any time. Benefits will not be retroactively applied to coursework that began prior to approval into the Non-Profit Tuition Benefit program.

Eligible employees who successfully apply to and attend Ashford University will receive a 20% tuition discount, Technology Fee waivers, and required course material fee waivers. Course material fee waivers will only be applicable for course materials purchased directly through Ashford University, Ashford University's bookstore, or alternate pre-approved vendors. A course material fee waiver will cover the cost of an electronic copy of all available items. If no electronic copy is available, the fee waiver will cover the cost of the hard copy materials plus standard shipping. When course materials are available in both electronic format and hard copy, students may opt to purchase a hard copy textbook, but will be responsible for all costs above the listed electronic materials price.

Students who exceed 30 days of consecutive non-attendance and are not on an approved Academic Leave will be removed from the Non-profit Tuition Benefit program. Students who wish to return to the program will need to re-submit the eligibility form and documentation for approval.

This program may not be utilized concurrently in the same enrollment period with any other Ashford University sponsored grant, scholarship, or benefit program. Students are encouraged to speak with their advisor to explore all programs they may be eligible for prior to submitting their Non-Profit Tuition Benefit Eligibility Request form.

## Ashford Government Tuition Benefit Program

Students enrolled in undergraduate or graduate coursework may be eligible for the Ashford Government Tuition Benefit program. Eligibility will be limited to paid employees or immediate family members of paid employees of participating state and local governmental organizations. Governmental organizations will be defined as an IRS Section 115 organization. An immediate family member is defined as: spouse (husband, wife, or domestic partner) and children (biological, step- children, adopted, and/or foster children). A Participating Organization will be pre-qualified and on record with the University. Grants are only applied to an eligible student's account upon receipt and approval of the Government Tuition Benefit Request Form with valid supporting documentation demonstrating employment with a Participating

Organization. Ashford University reserves the right to request additional documentation beyond what is requested to verify/confirm eligibility at any time.

Eligible students who attend Ashford University and successfully apply to the Government Tuition Benefit program will receive a 20% tuition discount, Technology Fee waivers, and required course material fee waivers. Course material fee waivers will only be applicable for course materials purchased directly through Ashford University, Ashford University's bookstore or alternate pre-approved vendors. A course material fee waivers will cover the cost of an electronic copy of all available items. If no electronic copy is available, the fee waiver will cover the cost of the hard copy materials plus standard shipping. When course materials are available in both electronic format and hard copy, students may opt to purchase a hard copy textbook, but will be responsible for all costs above the listed electronic materials price.

Students who exceed 30 days of consecutive non-attendance and are not on an approved Academic Leave will be removed from the Government Tuition Benefit program. Students who wish to return to the program will need to re-submit the request form and documentation for approval.

This program may not be utilized concurrently in the same enrollment period with any other Ashford University sponsored grant, scholarship, or benefit program. Students are encouraged to speak with their advisor to explore all programs they may be eligible for prior to submitting their Government Tuition Benefit Request form.

## Ashford University College Continuation Benefit

Students who were previously receiving a Full Tuition Grant (FTG), Tuition Benefit (TB), Head Start Grant, or Bridgepoint Education Tuition Benefit may be eligible for the College Continuation Benefit if they are no longer eligible for benefits through their employer affiliation and are in good standing with Ashford University. The College Continuation Benefit offers a tuition discount of up to 20% of tuition costs and will align with the student's previous benefits if less than 20%. Fee waivers may also be provided to align with fees waived under the previous grant or benefit type. Former FTG students utilizing the College Continuation Benefit will be required to utilize a primary payment option other than CFTG or GFTG.

Once enrolled under the College Continuation Benefit, students must abide by all applicable Satisfactory Academic Progress (SAP) Standards. This program may not be utilized concurrently in the same enrollment period with any other Ashford University sponsored grant, scholarship, or benefit program. Tuition benefits are



applicable to course tuition and are applied as a percentage of tuition per credit hour. In addition, this may also cover 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. 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. Students are reviewed for CCB eligibility at the time of the loss of employer benefits. If a student opts out of or is removed from CCB, that student must submit a request to regain CCB benefits.

## 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 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 Master's 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. Once the grant is applied to the student's account, a student is not eligible for an additional grant until he/she graduates from another Ashford University degree program and meets admissions requirements to enroll in a subsequent degree program.

Students who graduate from an Ashford University or University of the Rockies Master's degree program and enroll in an Ashford University Doctoral program also qualify for the Alumni Tuition Grant. Students awarded this grant will receive a waiver of the tuition charged for every fourth course. Students must successfully complete three courses in order for the grant payment to be applied to their account. To maintain eligibility, students must maintain Satisfactory Academic Progress and remain continuously enrolled at the University.

Alumni who paid a one-time Technology Services Fee in an earlier enrollment will also have each course's Technology Fee waived.

This program may not be utilized concurrently in the same enrollment period with any other Ashford University sponsored grant, scholarship, or benefit program.

## Ashford University Bridge Grant

Ashford University understands that some students require additional financial support during their first academic year which is why the University offers the Bridge Grant to new and reapply undergraduate students who reflect financial need upon the review of financial aid eligibility. Students are not required to financial aid to see if they qualify for additional support through the Bridge Grant. However, students are required to complete the Free Application for Federal Student Aid (FAFSA) and any required verification documents within 30 days from their start date in order for the University to determine the student's need.

A student's need is determined by assessing a student's maximum financial aid eligibility based on independent level funding. The Bridge Grant can only be applied to direct costs which are tuition, course digital materials, and technology fees up to a student's maximum financial aid eligibility, based on independent level funding.

Student's that meet eligibility requirements will be awarded the Bridge Grant not to exceed \$3,682.00 for their first academic year. In order for a student to receive those funds and continue to be eligible, they must also meet academic standards. Students are expected to complete four successful courses in 26 weeks per payment period in their first academic year and maintain good academic standing. Students who do not maintain good academic standing will not receive the Bridge Grant in the payment period that standards were not met. Students who fail to meet academic standards in their first payment period automatically lose eligibility for their second payment period. Students can appeal the loss of the Bridge Grant by speaking with a Financial Services Manager and students may subsequently be requested to provide supporting documentation.

## University of the Rockies Grant Grandfathering

Students who were previously enrolled at The University of the Rockies will continue to receive any active grant offerings as long as they maintain eligibility as outlined in the original grant offering terms and conditions. In general, students who exceed 30 days of consecutive non-attendance and are not on an approved break will lose their grant eligibility. Students who wish to return to their program can discuss other financial options to fund their education.

## Other Sources of Aid

### StraighterLine Tuition Grant

Ashford University is proud to be a scholarship partner of StraighterLine, a low-cost provider of self-paced, competency-based online courses.

Ashford University offers a tuition grant to students who successfully complete 12 college-level credits at StraighterLine and matriculate into an online undergraduate program at Ashford. To determine eligibility, students must submit an official transcript to the Ashford University Registrar's Office, showing successful completion of 12 college-level StraighterLine credits in order to be eligible for the grant. For eligible students, a 15% tuition grant will be applied to tuition charges for 8 attempted courses from the date the student is determined to be eligible. The tuition grant will only apply to future tuition charges and is not retroactive.

Ashford University is also an articulation partner of StraighterLine. StraighterLine courses are evaluated for credit by the American Council on Education (ACE) and are accepted in transfer by Ashford University. The transfer guide can be found on the Ashford University website in the Non-Traditional Credits section. This guide outlines which StraighterLine courses are equivalent to Ashford University courses. Remedial/developmental coursework is not transferrable to Ashford University and students should not complete courses they have previously completed as these may be considered duplication. StraighterLine credits are considered non-traditional. Please see the General Transfer Credit Provisions and Limitations section of the Academic Catalog for more information.

For more information about StraighterLine, please visit <http://www.straighterline.com/colleges/ashford-university>.

### 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](http://www.fastweb.com)
- [www.finaid.org/scholarships](http://www.finaid.org/scholarships)
- [www.scholarshipamerica.org](http://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 and/or any eligible federal low interest loans available are considered. 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. If a student obtains a loan to pay for an education program, the student will have the responsibility to repay the full amount of the loan plus interest. 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;
- Proof of registration for a FSA ID at any of the following websites:  
[fsaid.ed.gov](http://fsaid.ed.gov);  
[www.fafsa.gov](http://www.fafsa.gov);  
[www.nslsds.ed.gov](http://www.nslsds.ed.gov);  
[www.studentloans.gov](http://www.studentloans.gov); or  
[www.studentaid.gov](http://www.studentaid.gov)
- The Free Application for Federal Student Aid (FAFSA)\*;
- Entrance Loan Counseling, if applicable;
- A Direct Loan Master Promissory Note (MPN), if applicable;
- Understanding Your Financial Aid Offer Tool (EFIP), if applicable; and
- All related paperwork and documentation requested by the University.

*\*Note: New 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 recognized equivalent such as a General Educational Development (GED) certificate or completion of a high school education in a homeschool setting approved under state law;
- Be a U.S. citizen, US national, or eligible noncitizen;
- Have a valid social security number unless you are from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau;
- Register with the Selective Service (if required);
- Be enrolled as a regular student in an eligible degree or certificate 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, students have the following responsibilities:

- To apply for financial aid by appropriate deadlines 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 the 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 that are signed;
- To use financial aid only for 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.

## NSLDS Consumer Information Disclosure

When the University processes federal student aid, the loan will be submitted to the National Student Loan Data System (NSLDS) when the funds have been processed and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system.

## 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 or whether the student is living with parents or not.

The COA includes direct and indirect expenses:

- Direct expenses include tuition, fees, books, and supplies.
- Indirect expenses include room and board, as well as allowance for personal expenses.

## Federal Direct Annual Loan Limits

| <b>Federal Direct Annual Loan Limits:</b>   | <b>Dependent Undergraduate Students</b>   | <b>Independent Undergraduate Students*</b> | <b>Graduate Students</b>     |
|---|---|--|------------------------------|
| <b>First Year Students</b><br>Online Programs: 0–24 credits                                 | Total: \$5,500<br>Max Subsidized: \$3,500 | Total: \$9,500<br>Max Subsidized: \$3,500  | Total Unsubsidized: \$20,500 |
| <b>Second Year Students</b><br>Online Programs: 25–48 credits                               | Total: \$6,500<br>Max Subsidized: \$4,500 | Total: \$10,500<br>Max Subsidized: \$4,500 | Total Unsubsidized: \$20,500 |
| <b>Third Year Students and Beyond (each year)</b><br>Online Programs: 49 credits or greater | Total: \$7,500<br>Max Subsidized: \$5,500 | Total: \$12,500<br>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 are eligible to be packaged as a second year student). Students completing an Associate degree may only be eligible to borrow loan amounts up to a second year student grade level, regardless of the number of credits transferred in.*

## Federal Direct Aggregate Loan Limits\*

|                           | <b>Dependent Undergraduate Students</b> | <b>Independent Undergraduate Students**</b> | <b>Graduate Students</b>  |
|---------------------------|---|---|---|
| <b>Maximum Total Debt</b> | \$31,000<br>Max Subsidized: \$23,000    | \$57,500<br>Max Subsidized: \$23,000        | \$138,500<br>Max Subsidized: \$65,500<br>(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

Potential students must complete an application for admission to the University. A student must be accepted by the University before a financial aid award can be determined. Students should then complete the Free Application for Federal Student Aid (FAFSA), and list the University (School Code: 001881) as a college to receive information. Also, complete an Institutional Application for financial aid, the Understanding Your Financial Aid Offer tool (if applicable), 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 Student Aid Identification Number (FSA ID) through the U.S. Department of Education at any of the following websites:

- [fsaid.ed.gov](https://fsaid.ed.gov);
- [www.fafsa.gov](https://www.fafsa.gov);
- <http://www.nslds.ed.gov>;
- <http://www.studentloans.gov>; or
- <http://www.studentaid.gov>

The FSA ID 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 FSA ID 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](https://www.fafsa.gov). The completed form should be signed electronically with the applicant's FSA ID 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 U.S. 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](https://www.fafsa.gov) under Step 3, "View and Print Your Student Aid Report."

Applications selected for verification are placed into a Verification Tracking Group (V1, V4, or V5). 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 verification selection, one or more of the following documents may be requested:

1. Verification Worksheet;
2. IRS Tax Return Transcript or use of IRS Data Retrieval Process;
3. Documentation of Supplemental Nutrition Assistance Program (SNAP), if applicable;
4. Documentation of child support paid, if applicable;
5. Documentation of other untaxed income, if applicable;
6. Verification of high school completion (or equivalent), if applicable; and,
7. 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 V1 verification category, 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 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 U.S. 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 code must refer to the loan holder for resolution. A financial aid hold will be immediately placed on the student's 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/Conditional Admission Period (CAP), 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 student's 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/Conditional Admission Period (CAP), 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 and/or a Federal Direct Loan (not including a Direct Consolidation Loan or parent PLUS loan), 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. All requested documentation related to a comment code 359 or 360 for new online students must be submitted and approved by Ashford University prior to a student progressing beyond conditional admission status or the student will be administratively withdrawn prior to attending week four of their first course. For continuing students, if requested, the Identity and Statement of Educational Purpose must be submitted and approved within 14 days of notification or the student will be administratively withdrawn; any other requested documentation must be submitted and approved within 30

days. Financial aid will not be processed or disbursed if an applicant fails to provide the requested documentation.

## Total and Permanent Disability Discharge

If a student has had previous student loans discharged due to total and permanent disability they must be counseled by a Financial Services Advisor regarding obligations on borrowing new loans. Students may also be required to submit additional documentation to be eligible to receive financial aid funding. If a student is in the process of having previous student loans discharged and is applying for financial aid, their application for dismissal of loans could potentially be rejected by the loan servicer and loans may go into repayment.

## 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 must reapply 90 days prior to the start of each academic year. 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.

## Undergraduate Programs

*Renewed Loan Eligibility:* A student enrolled in an 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.

## Master's Programs

*Renewed Loan Eligibility:* A student enrolled in a 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.

## Doctorate Programs

*Renewed Loan Eligibility:* A student enrolled in a 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.
- Students' completing their Dissertation/Applied Doctoral Project or Practicum courses must complete 18 weeks of instructional time and 2 or 3 successfully earned credits based on their program requirements.

## 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 will be provided information on how to complete the required counseling exercises along with their financial aid award information. A PLUS loan applicant, either a parent or a graduate or professional student, that has an adverse credit history must complete additional required PLUS loan counseling via the StudentLoans.gov website.

## Types of Financial Aid

In general, financial aid is provided in the form of grants and loans. Part-time work programs are also available for enrolled students. 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).

## State Aid Programs

Please visit the Education Resource Organization Directory (EROD) at [wdcrobcolp01.ed.gov/Programs/EROD/index.cfm](http://wdcrobcolp01.ed.gov/Programs/EROD/index.cfm) for a list of state grant agencies. 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 U.S. 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 \$6,095 per academic year (award year 2018-2019). 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 \$600 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 U.S. 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](http://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. Students who change programs may have their subsidized eligibility impacted and should contact their Academic Advisor for more information.*

**Federal College Work-Study Program (FWS):** Funded by the federal government and the University. To be eligible, a student must 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 organizations. 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 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 Undergraduate program, students must be eligible for enough in federal loan funds to cover 50% of the cost of tuition and fees for an academic year or \$5,500, whichever is less.

To select the Financial Aid plan as the primary payment option for enrollment in an online Graduate program,

students must be eligible for enough in federal loan funds to cover 50% of the cost of tuition and fees for an academic year.

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. Failure to submit required financial aid documents may result in the delay of a student's start or administrative withdrawal 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 an approved Academic Leave 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 the Financial Services Department to understand the potential impact attendance changes may have on their financial aid as far in advance as possible.

## Financial Aid Specific to 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 undergraduate programs are 40 weeks in length. 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 will coincide with the beginning date of the first course in the student's academic year. See *Financial Aid Specific to 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. Post Withdrawal Disbursement (PWD) eligibility is calculated by the University after withdrawal from a payment period and is never guaranteed.

*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 California and Mississippi:** 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:

1. 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
2. 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

Tuition and fees are billed on a financial aid payment period basis. A payment period is a minimum of 20 weeks of instructional time and 12 successfully earned credits in undergraduate programs and 18 weeks of instructional time and 9 successfully earned credits in graduate programs. Students who have financial aid that is less than the cost of tuition and fees incurred during the payment

period, drop a course with less than a 100% refund, or complete a course with an unsuccessful grade may be required to pay out of pocket to cover a shortfall. Students who fall below the minimum number of credit hours to receive a subsequent disbursement may have their financial aid funds reduced or prorated.

### Online Bookstore Voucher

Students that receive Title IV aid 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 Title IV aid ; 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 Financial Services Department.

## Financial Aid Specific to 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.

Student's Academic years, that reach their Dissertation Planning or Applied Doctoral Planning courses, will change to 18 weeks and 9 successfully completed courses and another 18 weeks and 2 successfully completed courses.

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 or first successfully completed Dissertation/Applied Doctoral course.

**Second Disbursement:** The second disbursement will be delivered once a student has successfully completed at least 9 graduate-level credits or first successfully completed Dissertation/Applied Doctoral course and is intended to be applied toward the remaining three (3) successfully completed courses or second successfully completed Dissertation/Applied Doctoral course 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 (or one Dissertation or Applied Planning course). 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 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 *Undergraduate Programs or 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 students speak with the Financial Services Department prior to withdrawing. 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. Students who do not complete at least 60 percent of a payment period will have part or all of their financial aid disbursed for this period returned. This applies to students who have officially or unofficially withdrawn. 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, 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 University will return the funds on behalf of the student. 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 six (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:***

Under this plan, your monthly payments are a fixed amount of at least \$50 each month and made for up to 10 years for all loan types except Direct Consolidation Loans and FFEL Consolidation Loans.

### ***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, they 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 there is uncertainty as to who the servicer is, go to NSLDS at [www.nsls.ed.gov](http://www.nsls.ed.gov) and use your FSA ID 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](http://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](http://www.direct.ed.gov).

**Questions Regarding Financial Aid**

Students should call the Financial Aid Office for help in completing forms, answering questions, and explaining the award process. The Financial Aid Office telephone number for students is (800) 798-0584.

**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. Students utilizing financial aid who drop or are administratively dropped from the institution are at risk of losing part or all of their financial aid if they do not successfully complete sixty percent (60%) of the payment period.

**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.

Students should refer to the Ashford University Tuition Refund Schedule for specific information regarding tuition refunds. Students whose last date of attendance (LDA) is during the indicated day will receive the tuition credit indicated. If a student drops on or before the start date of a course, a 100% refund of the total cost of the course will be provided.

## Ashford University Tuition Refund Schedule

The Ashford University Tuition Refund Schedule applies to students who drop or are administratively dropped from a course or the institution.

| <b>If Student Drops or Withdraws</b> | <b>Refund Percentage for 5-week Courses*</b> | <b>Refund Percentage for 6-week Courses*</b> | <b>Refund Percentage for 9-week Courses*</b> | <b>Refund Percentage for 10-week Courses*</b> |
|--------------------------------------|--|--|--|---|
| Prior to Course Start                | 100%   | 100%   | 100%   | 100%  |
| (Week 1) Day 1                       | 100%   | 100%   | 100%   | 100%  |
| Day 2                                | 100%   | 100%   | 100%   | 100%  |
| Day 3                                | 100%   | 100%   | 100%   | 100%  |
| Day 4                                | 90%  | 90%  | 94%  | 94%   |
| Day 5                                | 86%  | 90%  | 92%  | 93%   |
| Day 6                                | 83%  | 86%  | 90%  | 91%   |
| Day 7                                | 80%  | 83%  | 90%  | 90%   |
| (Week 2) Day 8                       | 77%  | 81%  | 87%  | 89%   |
| Day 9                                | 74%  | 79%  | 86%  | 87%   |
| Day 10                               | 71%  | 76%  | 84%  | 86%   |
| Day 11                               | 69%  | 74%  | 83%  | 84%   |
| Day 12                               | 66%  | 71%  | 81%  | 83%   |
| Day 13                               | 63%  | 69%  | 79%  | 81%   |
| Day 14                               | 60%  | 67%  | 78%  | 80%   |

| <b>If Student Drops or Withdraws</b> | <b>Refund Percentage for 5-week Courses*</b> | <b>Refund Percentage for 6-week Courses*</b> | <b>Refund Percentage for 9-week Courses*</b> | <b>Refund Percentage for 10-week Courses*</b> |
|--------------------------------------|--|--|--|---|
| (Week 3) Day 15                      | 57%  | 64%  | 76%  | 79%   |
| Day 16                               | 54%  | 62%  | 75%  | 77%   |
| Day 17                               | 51%  | 60%  | 73%  | 76%   |
| Day 18                               | 49%  | 57%  | 72%  | 74%   |
| Day 19                               | 46%  | 55%  | 70%  | 73%   |
| Day 20                               | 43%  | 52%  | 68%  | 71%   |
| Day 21                               | 40%  | 50%  | 67%  | 70%   |
| (Week 4) Day 22                      | 0%   | 48%  | 65%  | 69%   |
| Day 23                               | 0%   | 45%  | 63%  | 67%   |
| Day 24                               | 0%   | 43%  | 62%  | 66%   |
| Day 25                               | 0%   | 40%  | 60%  | 64%   |
| Day 26                               | 0%   | 0%   | 59%  | 63%   |
| Day 27                               | 0%   | 0%   | 57%  | 61%   |
| Day 28                               | 0%   | 0%   | 56%  | 60%   |
| (Week 5) Day 29                      | 0%   | 0%   | 54%  | 59%   |
| Day 30                               | 0%   | 0%   | 52%  | 57%   |
| Day 31                               | 0%   | 0%   | 51%  | 56%   |
| Day 32                               | 0%   | 0%   | 49%  | 54%   |
| Day 33                               | 0%   | 0%   | 48%  | 53%   |
| Day 34                               | 0%   | 0%   | 46%  | 51%   |
| Day 35                               | 0%   | 0%   | 44%  | 50%   |
| (Week 6) Day 36                      | 0%   | 0%   | 43%  | 49%   |
| Day 37                               | 0%   | 0%   | 41%  | 47%   |
| Day 38                               | 0%   | 0%   | 40%  | 46%   |
| Day 39                               | 0%   | 0%   | 0%   | 44%   |
| Day 40                               | 0%   | 0%   | 0%   | 43%   |
| Day 41                               | 0%   | 0%   | 0%   | 41%   |
| Day 42                               | 0%   | 0%   | 0%   | 40%   |
| (Week 7) Day 43+                     | 0%   | 0%   | 0%   | 0%  |

\*Refund percentage applied based on 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 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 | Day* 22 | Day* 23 | Day* 24 | Day* 25 | Day* 26 | 5th* week | 6th* week |
|--|---------------|-----------|-----------|-----------|---------|---------|---------|---------|---------|-----------|-----------|
| <b>Undergraduate Level Programs</b>    | 5             | 100%      | 100%      | 100%      | 0%      | 0%      | 0%      | 0%      | 0%      | 0%        | N/A       |
| <b>Nonterm Graduate Level Programs</b> | 6             | 100%      | 100%      | 100%      | 48%     | 45%     | 43%     | 40%     | 0%      | 0%        | 0%        |

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

## Ashford Promise

Ashford affords new students the Ashford Promise, which is an opportunity to attend Ashford University risk-free. If a student cancels their enrollment during the conditional admission period (CAP), or, for undergraduate students only, if Ashford University establishes that a student does not meet our Basic Academic Requirements (BAR) at the conclusion of the conditional admission period, the student leaves with 1) no financial obligation to Ashford University, 2) no student loan debt as a result of enrollment at Ashford University, and 3) no academic record at Ashford University. During the first three weeks of a student's first credit-bearing course, Ashford does not certify VA benefits or disburse Federal Financial Aid.

## 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*.

## 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
- Experience a natural or catastrophic disaster
- Divorce
- Major medical/dental expenses not covered by insurance
- Death of a wage earner
- Dependent Care

Students should contact their Academic Advisor for additional information.

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# SECTION FIVE: GENERAL ACADEMIC INFORMATION AND POLICIES

## University Program Offerings

Associate, Bachelor's, Master's, and Doctoral online degree programs are administered by the Forbes School of Business & Technology at Ashford University; the College of Education; the College of Health, Human Services and Science; the College of Liberal Arts; and the College of Doctoral Studies.

## 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 critical thinking, ethical reasoning, information literacy, oral and interpersonal communication, quantitative reasoning, and written 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 six general goals in the areas of aesthetic awareness and reasoning, civic responsibility, digital literacy, foundations and skills for lifelong learning, intercultural and global awareness, and scientific reasoning. 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 six 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 of specified competencies. Students must complete 21 credit of coursework in the Core and 19 credits in the remaining competencies and 3 credits for the General Education Capstone Requirement.

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 degree program.** Please refer to the program requirements sections of this *Catalog* for information on specific degree program requirements.

|  |                   |
|--|-------------------|
| <b>General Education Total</b>             | <b>43 credits</b> |
| <i>Core Competencies</i>                   | <i>21 credits</i> |
| Ethical Reasoning                          | 3 credits         |
| Written Communication I & II               | 6 credits         |
| Oral & Interpersonal Communication         | 3 credits         |
| Critical Thinking                          | 3 credits         |
| Information Literacy                       | 3 credits         |
| Quantitative Reasoning                     | 3 credits         |
| <i>Competencies</i>                        | <i>19 credits</i> |
| Aesthetic Awareness & Reasoning            | 3 credits         |
| Intercultural & Global Awareness           | 3 credits         |
| Civic Responsibility                       | 3 credits         |
| Scientific Reasoning                       | 4 credits         |
| Foundations & Skills for Lifelong Learning | 3 credits         |
| Digital Literacy                           | 3 credits         |
| <i>Capstone Requirement</i>                | <i>3 credits</i>  |
| General Education Capstone                 | 3 credits         |

## Core Competencies (21 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 Academic 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.

## Ethical Reasoning Competency (3 credits)

The ethical reasoning competency is the examination of principles of normative and non-normative ethical theories

and the application of these principles in decision-making activities including case studies and contemporary social issues. Students will explore moral character: 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:

1. Identify ethical issues within current events, society or one or more fields of study;
2. Present one’s own ethical position in relation to problems, issues, norms or values;
3. Compare different ethical positions in relation to problems, issues, norms or values;
4. Apply ethical theory or appropriate professional ethical codes to social and moral issues in the field of study; and
5. Evaluate the application of ethical theories and codes in relation to problems, issues, norms or values.

One ethical reasoning 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)
- ECD 330 Ethics & Legal Responsibility in Early Learning Settings (3 credits)
- HIM 252 Legal Aspects of Health Information (3 credits)
- MIL 275 Military Ethics (3 credits)
- PHI 208 Ethics & Moral Reasoning (3 credits)
- PHI 445 Personal & Organizational Ethics (3 credits)
- SOC 120 Introduction to Ethics & Social Responsibility (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.

## Written Communication Competency (6 credits)

Written communication is the use of texts to create and transmit meaning. Students will examine, analyze, and utilize different types of communication appropriate in professional and academic settings. They will also develop and assess communication strategies appropriate for certain audiences as well as determine and evaluate ethical issues that arise from communicating with others.

*Learning Outcomes*

In writing, students meeting this competency will be able to do the following:

1. Interpret information from various sources;
2. Integrate information to effectively communicate a central message;
3. Employ successful processes for producing effective communication;
4. Use conventions of spelling, grammar, genre and style appropriate to a specific purpose or context;
5. Practice principles of academic integrity in written communication; and
6. Create cohesive and effective written work for a specific purpose.

Ashford University offers the following courses to satisfy the Communication I and II requirement:

- ENG 121 Composition I (3 credits)
- ENG 122 Composition II (3 credits)
- ENG 325 Intermediate Composition (3 credits)

### Oral and Interpersonal Communication Competency (3 credits)

Oral and interpersonal communication is the use of language, speech, and affect to transmit messages. Students will examine the encoding of messages for different audiences and decoding of messages to reconstruct meaning. Students will assess appropriate communication strategies for various audiences and evaluate ethical issues that arise from communicating with others as well as utilize effective oral and interpersonal presentation strategies and methods.

*Learning Outcomes*

In Oral and Interpersonal Communication, students meeting this competency will be able to do the following:

1. Integrate a variety of message encoding techniques based on information about audiences;
2. Integrate a variety of message decoding techniques to reconstruct meaning of an incoming message;
3. Utilize communication strategies appropriate for different rhetorical purposes;
4. Apply principles of ethical communication; and
5. Examine the impact of communication in personal and professional contexts.

Ashford University offers the following courses to satisfy the Oral and Interpersonal Communication area:

- BUS 340 Business Communications (3 credits)
- CGD 240 Media Writing & Editing (3 credits)

- COM 200 Interpersonal Communication (3 credits)
- COM 223 Persuasion in Communication (3 credits)
- COM 325 Communication & Conflict (3 credits)
- COM 345 Media Writing for Communications (3 credits)
- COM 370 Intercultural Communication (3 credits)
- COM 425 Communication in Organizations (3 credits)
- HHS 207 Communication Skills for Health and Human Service Personnel (3 credits)
- SPE 103 Oral Communication (3 credits)

### Critical Thinking Competency (3 credits)

Critical thinking is a set of skills and strategies for making decisions about what people ought to do and believe. Students will analyze thought processes and language, identify logically fallacious thinking, and use the essential skills of deductive and inductive argument in analysis and evaluation. Students will also learn to objectively identify problems, gather information from varied and appropriate sources, and utilize methods of decision-making to provide solutions to those problems.

*Learning Outcomes*

Students meeting this competency will be able to do the following:

1. Describe the issues or problems in a manner appropriate to the academic field of study;
2. Interpret evidence that is used to support positions in relation to a specific topic;
3. Evaluate evidence based on specific criteria;
4. Compare and contrast various positions, arguments, or theses related to the examined issues; and
5. Create arguments to support positions on issues or in relation to theses.

One critical thinking course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- COM 223 Persuasion in Communication (3 credits)
- PHI 103 Informal Logic (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.

### Information Literacy Competency (3 credits)

Information literacy is the set of research skills that allow individuals to recognize when information is needed, to locate it, evaluate it, and effectively use it to communicate

a message or support a claim. Students will develop the skills necessary to critically evaluate sources and communicate information appropriately, effectively, and ethically.

#### *Learning Outcomes*

Students meeting this competency will be able to do the following:

1. Identify nature and extent of information needed to support a specific purpose;
2. Use relevant and credible information sources that are appropriate to the field and purpose;
3. Evaluate information and its sources critically;
4. Communicate information using appropriate tools and technology to accomplish a specific purpose; and
5. Use information legally and ethically.

One information literacy course, 3 credits, is required.

Ashford University offers the following courses to satisfy this requirement:

- GEN 103 Information Literacy (3 credits)
- LNG 330 Language and Power (3 credits)

Typically, research methods courses or courses about the gathering, evaluation, and use of information may be applied in transfer to satisfy the information literacy competency.

### **Quantitative Reasoning Competency (3 credits)**

Quantitative reasoning is the ability to efficiently process data, interpret it, represent it using mathematical forms, and solve numerical and applied mathematical problems. Students will use mathematical forms, logical reasoning, and valid techniques to solve problems related to their fields of study as well as their personal lives.

#### *Learning Outcomes*

Students meeting this competency will be able to do the following:

1. Represent the given information using mathematical models and forms;
2. Interpret quantitative data;
3. Perform calculations that relate to specific topics and fields of study;
4. Evaluate quantitative evidence used to support a claim; and
5. Support a position using quantitative evidence.

One course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- MAT 205 Quantitative Explorations in Everyday Life (3 credits)
- MAT 222 Intermediate Algebra (3 credits)
- MAT 232 Statistical Literacy (3 credits)

A comparable course with a grade of “C-” or better may be applied in transfer to satisfy the quantitative reasoning competency.

### **Competencies (19 credits)**

A course may be applied only once to meet a General Education competency requirement. Whether a course may be applied simultaneously to a General Education competency requirement and to a major requirement depends on the requirements specified for each major. Courses offered to satisfy the competency requirements are subsequently listed:

### **Aesthetic Awareness and Reasoning (3 credits)**

Aesthetic awareness and reasoning is the ability to creatively examine life and objects through the lens of beauty and artistic taste. Students will interpret creative works, articulate how creative works influence and respond to society and culture, determine the key contexts of creative works, and substantiate aesthetic judgments with appropriate evidence.

#### *Learning Outcomes*

Students meeting this competency will be able to do the following:

1. Interpret creative works using a theoretical approach;
2. Articulate the ways in which creative works influence and/or respond to society and culture;
3. Determine key contexts of creative works; and
4. Substantiate aesthetic judgments using appropriate evidence.

One aesthetic awareness and reasoning course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- ART 101 Art Appreciation (3 credits)
- ENG 125 Introduction to Literature (3 credits)
- ENG 201 American Literature to 1865 (3 credits)
- ENG 202 American Literature after 1865 (3 credits)
- ENG 225 Introduction to Film (3 credits)
- ENG 438 Literary Theory (3 credits)
- HIS 103 World Civilizations I (3 credits)
- HIS 104 World Civilizations II (3 credits)
- LIB 202 Women, Culture & Society (3 credits)

- LIB 316 Historical Contexts & Literature

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.

### Intercultural and Global Awareness (3 credits)

Intercultural and global awareness is a recognition and understanding of knowledge and issues through the lens of various cultural perspectives. Students will examine identities, influences, and practices that shape and contribute to the diversity of culture. They will develop awareness of contemporary issues in the global community and examine multiple perspectives and responses to those issues from diverse viewpoints.

#### *Learning Outcomes*

Students meeting this competency will be able to do the following:

1. Analyze diverse modes of cultural expression and experience;
2. Interpret current global issues through multiple perspectives;
3. Evaluate the cultural biases that influence interactions;
4. Examine how social and cultural systems develop; and
5. Compare modes of creative expression using intercultural and global perspectives.

One intercultural and global 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)
- ANT 351 Anthropology of Religion, Magic, and Ritual (3 credits)
- ART 101 Art Appreciation (3 credits)
- BUS 357 International Business (3 credits)
- ECD 335 Children & Families in a Diverse Society (3 credits)
- ELL 240 Linguistically & Culturally Diverse Learners (3 credits)
- ELL 361 Language Learning in a Global Context (3 credits)
- ENG 125 Introduction to Literature (3 credits)
- ENG 345 British Literature I (3 credits)

- ENG 346 British Literature II (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 205 United States History I (3 credits)
- HIS 206 United States History II (3 credits)
- HSL 300 Social Welfare Policy & Social Programs: An Historical Perspective (3 credits)
- LIB 101 The Art of Being Human (3 credits)
- LIB 102 Human Questions (3 credits)
- LNG 360 Language & Society (3 credits)
- POL 255 Introduction to International Relations (3 credits)
- SOC 101 Introduction to Sociology (3 credits)
- SOC 203 Social Problems (3 credits)
- SOC 301 Identity and Social Inequality (3 credits)
- SOC 304 Social Gerontology (3 credits)
- SOC 307 Gender and Sexuality (3 credits)
- SOC 308 Racial and Ethnic Groups (3 credits)
- SOC 401 Engaging in Sociology (3 credits)
- SPA 103 Beginning Spanish I (3 credits)
- SPA 104 Beginning Spanish II (3 credits)
- SSC 101 Introduction to Social Science (3 credits)
- SSC 340 Human Health and Global Environmental Change (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.

### Civic Responsibility (3 credits)

Civic responsibility is the demand on a citizen to responsibly act and participate in the political and social community. Students will examine what it means to be a responsible and caring member of society. They will engage in intellectual, civic, political, and community action related to the positive development of themselves and their social environments.

#### *Learning Outcomes*

Students meeting this competency will be able to do the following:

1. Assess the civic identities of different cultures, communities, and societies, including one's own;
2. Evaluate the impacts of various forms of civic engagement;

3. Articulate the intellectual foundations and governance processes of political systems;
4. Analyze political biases in messages in various forms of print, social and digital media; and
5. Explain how government policies or political discourse impact students' personal, academic and professional lives.

One civic responsibility course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- ANT 348 Native American Anthropology (3 credits)
- CRJ 303 Corrections (3 credits)
- HIS 104 World Civilizations II (3 credits)
- HIS 205 United States History I (3 credits)
- HIS 206 United States History II (3 credits)
- POL 111 Introduction to Political Science (3 credits)
- POL 201 American National Government (3 credits)
- SOC 301 Identity and Social Inequality (3 credits)
- SOC 401 Engaging in Sociology (3 credits)

Typically, courses related to understanding the political structure and/or courses that related to the responsibilities of a citizen may be applied in transfer to satisfy the civic responsibility requirement.

### Scientific Reasoning (4 credits)

Scientific reasoning is a perspective used to study and explore the natural world. Students will learn the scientific method, apply it, interpret data gathered through research, and propose solutions to problems grounded in scientific theory.

#### *Learning Outcomes*

Students meeting this competency will be able to do the following:

1. Apply the scientific method to solve problems;
2. Evaluate issues using scientific literature;
3. Interpret scientific topics using reductionist and holistic approaches;
4. Communicate scientific information using multiple formats; and
5. Analyze the intersection of scientific information with technology and society.

One scientific reasoning course, 4 credits (with lab), is required. Students with transfer credits in science may substitute 6 semester credits of science without lab. Ashford University offers the following courses to satisfy this requirement:

- ANT 202 Human Origins & Prehistory (4 credits)
- HIM 205 Anatomy & Physiology for HIM I (4 credits)
- HPR 205 The Human Body, Health & Disease (4 credits)
- SCI 207 Our Dependence upon 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.

### Foundations and Skills for Lifelong Learning (3 credits)

Foundations and skills for lifelong learning are the ongoing methods by which one can enhance knowledge and competence. Students will develop the fundamental skills necessary to be successful in academic pursuits through reflection about the learning process and an understanding of how prior knowledge and experiences integrate with newly acquired knowledge.

#### *Learning Outcomes*

Students meeting this competency will be able to do the following:

1. Evaluate learning processes;
2. Analyze metacognitive strategies;
3. Integrate prior knowledge and experiences with newly acquired knowledge; and
4. Develop a plan for learning.

One foundation and skills for lifelong learning course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- EXP 105 Personal Dimensions of Education (3 credits)

A minimum grade of C- is required to successfully complete the course. EXP 105 cannot be replaced or waived by credit in transfer, unless a student meets one of the requirements as outlined in the *Bachelor's Program Course Sequencing*.

### Digital Literacy (3 credits)

Digital Literacy is the ability to effectively utilize and protect oneself and others in a society dominated by new technologies and digital devices. Students will develop skills in the use of digital tools related to research, decision-making, problem-solving, and virtual identity communication and protection.

#### *Learning Outcomes*

Students meeting this competency will be able to do the following:



1. Utilize digital tools to perform specific tasks;
2. Examine the ethical and social issues relevant in a digital society;
3. Assess the impact of digital technology;
4. Evaluate the importance of digital literacy; and
5. Critique digital resources.

One digital literacy course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- COM 355 Technology & Communication (3 credits)
- GEN 102 Digital Literacy for Life and the Workplace (3 credits)
- GEO 308 GIS Software Application (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)
- JRN 101 Digital and Media Literacy (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 digital literacy competency requirement, if completed within the last 10 years. Most applicable courses will have a BPC, CIS, INF, or COMP prefix.

### Capstone Requirement (3 credits)

The General Education capstone provides students with a cumulative and integrated learning experience. Through the study of selected interdisciplinary topics and course-embedded assessments, students will demonstrate development of the general education core competencies. Students will apply 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 Undergraduate Degrees* in this section of the catalog. A minimum grade of "C-" is required to meet course requirements. Prerequisite: 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:

1. Demonstrate the application of ethics and moral reasoning with regard to academic knowledge and societal concerns;

2. Utilize principles of critical thinking in problem-solving;
3. Communicate through investigative research and writing;
4. Utilize information literacy or digital skills appropriate to interdisciplinary studies; and
5. 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 for a Bachelor's degree. Ashford University offers the following course to satisfy this requirement:

- GEN 499 General Education Capstone (3 credits)

## General Academic Policies

### Technology Requirements

It is the University's 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:

- Operating System: Mac OS X 10.6 or higher or Windows 7 or higher (users on Windows 10 need to download the Windows 10 Anniversary Update to submit Canvas assignments) or Linux – chromeOS;
- Hardware: 1GB RAM, 2GHz processor, and CD-ROM;
- Productivity Software: Microsoft Word, PowerPoint, and Excel (provided); Adobe Reader 8.0 or higher; Adobe Flash 10 or higher (Constellation users);
- Web Browser: Firefox, Internet Explorer, Safari, Chrome, Flash, or Respondus Lockdown Browser, check your compatibility,

<https://guides.instructure.com/m/67952/1/720329-which-browsers-does-canvas-support>;

- Networking: 56k dialup modem, DSL, or cable modem; and
- Email: use of an email account for communication with the University.

### Additional System Requirements for Use of Ebooks

The following additional platform and hardware requirements apply when using ebooks:

- Operating System: Mac OS X 10.6 or higher, Windows XP with service pack 2 or higher, or Vista;
- Hardware: 512 Mb RAM, CD-ROM, 1GHz processor, and 1Gb free disk space; 1024x768 screen resolution or larger.

### Mobile Operating System Requirements

The following additional operating system and hardware requirements apply when using the mobile app:

- Operating System: iOS 7 and newer (versions vary by device) or Android 4.2 and newer.

### Conferences

Conferences may be recorded for future use within the Ashford University classroom. Students choosing to participate in a classroom conference consent to being recorded as part of the conference.

*Please note certain courses may require the use of additional Internet connectivity requirements, software, and/or hardware, such as a microphone and/or webcam to record sound or video files. Additionally, certain courses may require use of third-party websites. The University is not responsible for the practices of any third-party websites. If a student has serious objections to using a third-party website, he or she can request an alternative method of completing an assignment from the instructor of the course. If a student chooses to withhold the disclosure of Directory Information, no Directory Information will be released by Ashford University to non-university personnel unless the disclosure meets exception criteria as outlined in the Student Rights and Responsibilities section of this catalog. However, a student may still be required to make certain disclosures as part of coursework.*

### English Proficiency

All students enrolled in an undergraduate degree program must satisfy English Proficiency within the first 15 successfully completed 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 seven (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. Students who have successfully completed an Ashford upper-division course in their major that demonstrates advanced writing skills (as determined by the Academic Program Chair) may request that the course satisfy their English Proficiency requirement.*

### Course Delivery Method

Ashford University offers programs using the following course structure and delivery modality. Please note that all course instruction will occur in the English language only.

#### Online Course Delivery

Generally, undergraduate students complete three credits in accelerated online delivery in five (5) weeks. An accelerated online graduate course lasts six (6) weeks. Doctoral Capstone Seminar and Dissertation/ Applied Doctoral Project courses are nine (9) weeks in length. 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 assessed through multiple measures. Instructors are expected to provide feedback and grades on assignments within 6 days of the assignment due date.

### Non-Standard Term Format

In the non-standard term format, students typically take two (2) classes at a time. Each term is nine (9) weeks in length with a one week break between terms.

### Clinton Campus Course Delivery

Limited program and course offerings are available at the Ashford University Clinton campus. Generally, classes meet on the Clinton Campus on evenings and/or weekends.

### 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 notify impacted students and return applicable tuition and fees to the appropriate entity. In addition, 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.

Any adjustments made to a student's schedule, whether due to failing, repeating, dropping or administratively dropping a class, or taking unscheduled breaks may have academic and/or financial implications, including prior loan(s) entering the Grace/Repayment period with an effective date of the student's last date of attendance. Students are strongly encouraged to consult with their Academic Advisor to be advised on the implications of any potential schedule change. The Academic Advisor may recommend that the student request a break in attendance due to class availability.

### 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.

### Concurrent Course 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.\*
- Students in the BSHIM and BSN programs must have completed at least one major course and have a minimum grade point average of 2.50 in all major coursework attempted at the University.
- Payment for concurrent courses can be paid in full prior to 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.
- If using Financial Aid, student should discuss financial implications of concurrent course registration with his/her Student Account Advisor. Students utilizing financial aid may be eligible to apply available funding towards their concurrent course.

\*Non-degree seeking students are exempt from this requirement to register for concurrent courses.

Concurrent course registration cannot violate progression or prerequisite requirements. In addition, please refer to the credit maximums allowed for each academic year when taking concurrent courses.

Students attending the Clinton Campus Bachelor of Arts in Business Administration program are typically required to enroll in one five-week online course concurrently with each 10-week face-to-face course. Additional concurrent enrollments of five-week online courses may occur at a student's request when the student has been fully admitted and has successfully completed the first two face-to-face courses.

Students attending the Hybrid Graduate Program, Master of Business Administration, may be required to enroll in an online course concurrently within the Hybrid Graduate program if a core course is not successfully completed at the time it is scheduled

At no time may a student attend more than two Ashford University courses concurrently in a non-term format, with the exception of Practicum\*\*. Concurrent registration in an academic course and Practicum is anticipated and does not require prior approval or petition to do so. In unique cases and with prior approval of the Dean for the program level or designee, a student may register for concurrent Practicum courses. Students may contact their advisor to request further information.

Dissertation/Applied Doctoral Project courses may only be taken sequentially and may not be taken simultaneously or in overlapping periods. Students will register for Dissertation/Applied Doctoral Project courses in sequence (one credit per 9-week period). Under extraordinary circumstances beyond the control of the student (e.g., impending deployment or overseas TDY for military personnel or unexpected long-term expatriate relocation for work or with family), students may petition their Dean for the program level, with the expressed written support of each of their Committee members, for an exception to this policy and enroll for two or more credits of Dissertation/Applied Doctoral Project courses simultaneously.

*Note: Concurrent course registration is subject to course availability. The University reserves the right to limit the number of concurrent registrations in a calendar year.*

*\*\* Practicum exception applies to students who are enrolled in Practicum as a part of program requirements from a previous Catalog year.*

## Maximum Credit Policy

### Undergraduate 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.

### Clinton Campus Undergraduate Credit Maximum Policy

A maximum of 12 credits will be scheduled in the first 20 weeks of the program. Following that period, a student may appeal to the Campus President or designee to attempt up to 18 credits in any 20-week timeframe.

### Graduate Programs Credit Maximum Policy

Non-Term programs:

- Master's degree maximum per academic year: 24\*;
- Doctoral programs maximum per academic year: 36

Non-Standard Term programs:

- Master's degree maximum per academic year: 36;
- Doctoral programs maximum per academic year: 36

\*Students may appeal in writing to the Registrar's Office for an increase to a maximum of 36 credits attempted per academic year.

## Plans to Improve an Academic Program

Ashford University continuously looks for ways to improve academic programs. In the event there is a plan to

make a significant improvement to a program, as deemed so by the University, the information will be posted on the Student Consumer Information page, located at [www.ashford.edu/about/consumer-information.htm](http://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.

## Program Enrollment and Cancellation

Initial enrollment at Ashford University is arranged through a University Enrollment Services Advisor. New students should contact an Enrollment Services Advisor to apply. It is the student's responsibility to officially apply for the program course of study. To ensure that students are successful at navigating inside of the classroom and to become familiar with all of the 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 Academic Advisors to register, add courses, or change their course schedule. Any change in the original registration must be communicated to the student's Academic Advisor. Major changes in a student's schedule may necessitate completion of a new Admissions Application and Enrollment Agreement.

Degree seeking students under Ashford Promise have the right to cancel the Enrollment Agreement and obtain a full refund of charges through attendance in week 3 (day 21 of the first course). Applicants who want to cancel an enrollment agreement must contact their Enrollment Services Advisor prior to attending in Week 4 of their first online or face-to-face course. Applicants who cancel enrollment will be allowed one more period of conditional admission at Ashford University. Individuals who cancel their enrollment two times while in conditional standing may re-apply to Ashford University no earlier than six months from their last date of attendance.

Non-degree seeking students have the right to cancel the Enrollment Agreement and obtain a full refund of charges through attendance in week 1 (day 7 of the first course). Cancellation is effective on the date that the written notice of cancellation is sent. Applicants who want to cancel an enrollment agreement must contact their Enrollment Services Advisor prior to attending in week 2 of their first online course.

Ashford University reserves the right to cancel or terminate the agreement if the applicant fails to meet basic academic requirements during conditional admission, violate the Student Community Standards, fail to make

satisfactory academic progress, fail to make payment in accordance with the terms of his or her student finance agreement, and/or fail to meet attendance requirements as outlined in this *Catalog*. Applicants who are denied admission may be allowed one more period of conditional admission at Ashford University. Individuals who are denied admission two times while in conditional standing may re-apply to Ashford University no earlier than six months from their last date of attendance.

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

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

## Registration and Academic Placement

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 Enrollment Services Advisor and is completed by the Office of the Registrar. Upon completion of initial registration, students can view their individual course schedules and the dates of each course for which they are registered via the Student Portal. A student's course schedule may not reflect the exact order in which the courses appear on the website, in the Enrollment Agreement, and in this *Catalog*. Course sequencing may vary by student according to academic needs and course availability.

Student schedules are adjusted by the student's Academic 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 Academic Advisor to initiate any schedule changes.

## 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. Students enrolled in graduate programs are classified as graduate-level students.

### 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 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 Academic Advisors to determine relevance and potential applicability to the intended program. Students who wish to apply non-degree seeking coursework to an undergraduate program at Ashford University may apply up to 30 credits. Students who wish to apply non-degree seeking coursework to a graduate-level degree program at Ashford University may apply up to 15 credits. Students who wish to attempt more than these credit maximums must seek approval from the Office of the Registrar

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 encourages students to select a degree program no later than one calendar year from the date of enrollment. Ashford University reserves the right to assess the suitability of a non-degree seeking student for any course.

*\*Note: Applicants under the age of 22 cannot be enrolled in an Ashford University degree program unless they meet specific exceptions. Please refer to undergraduate admission requirements for full admission requirements into a degree-seeking program.*

*All applicants applying under the age of 18 must have all legal documents signed by a parent or legal guardian.*

## Student Grade Levels

### Undergraduate 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.

### Graduate 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 student's break will extend the 14 day limit to include the scheduled 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

Ashford University does not allow for course auditing due to the accelerated nature of course offerings and the unique nature of the classroom environments.

## Transfer Concentration Guidelines for Bachelor's Programs

Transfer concentrations are intended for Bachelor's students in the BABA, BAOM, and BASS 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

### SMART Track Program Requirements for Bachelor's Programs

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 MACC, MBA, MISM, MPA or MSCJ 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 Ashford University 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 (Ashford University 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, Vice President for Academic Affairs or designee.

#### *Master of Accountancy\**

- BUS 600 Management Communications with Technology Tools (3 credits)
- ECO 610 Global Economics (3 credits)
- \*BUS 591 Financial Accounting & Analysis (3 credits)

#### *Master of Arts in Curriculum and Instruction*

- ECI 601 Introduction to Curriculum and Instruction: The Science of Learning and Teaching (3 credits)
- ECI 610 21st Century Curriculum, Standards, & Assessment (3 credits)

#### *Master of Arts in Early Childhood Education Leadership*

- ECE 600 Leadership, Innovation, and Social Justice in Early Childhood Education (3 credits)
- ECE 624 Advanced Topics in Child Development, Learning, and Developmentally Appropriate Practices (3 credits)

#### *Master of Arts in Education*

- EDU 650 Teaching, Learning & Leading in the 21st Century (3 credits)
- EDU 692 Creativity, Culture, & Global Contexts in Education Decision Making (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 Human Services*

- ORG 6499 Cultural Diversity & Individual Differences (3 credits)
- HUM 5010 Introduction to Human Services (3 credits)

#### *Master of Arts in Leadership*

- ORG 6504 Leadership & Management (3 credits)
- LDR 6220 The Focused Leader (3 credits)

#### *Master of Arts in Organizational Management*

- BUS 600 Management Communications with Technology Tools (3 credits)
- BUS 610 Organizational Behavior (3 credits)

#### *Master of Arts in Psychology*

- PSY 600 Introduction to Graduate Study in Psychology (3 credits)
- PSY 605 Developmental Psychology (3 credits)

#### *Master of Arts in Public Sociology*

- ORG 6499 Cultural Diversity & Individual Differences (3 credits)

- PSY 5420 Principles of Social Psychology (3 credits)

#### *Master of Arts in Special Education*

- ESE 601 Introduction to Students with Exceptionalities in the School Setting (3 credits)
- ESE 603 Law & Ethics in Special Education (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 600 Management Communications with Technology Tools (3 credits)
- BUS 610 Organizational Behavior (3 credits)
- BUS 591 Financial Accounting & Analysis (3 credits)

#### *Master of Human Resource Management*

- BUS 600 Management Communications with Technology Tools (3 credits)
- OMM 618 Human Resources Management (3 credits)

#### *Master of Information Systems Management \*\**

- ISM 500 Introduction into Management Information Systems (3 credits)
- ISM 510 Introduction into Computer Programming for Business Applications (3 credits)
- BUS 600 Management Communications with Technology Tools (3 credits)
- INF 630 Systems Analysis and Design (3 credits)

#### *Master of Public Administration\*\*\**

- BUS 600 Management Communications with Technology Tools (3 credits)
- BUS 610 Organizational Behavior (3 credits)
- MAT 540 Statistical Concepts for Research (3 credits)

#### *Master of Public Health*

- MPH 601 Introduction to Public Health Concepts (3 credits)
- MPH 602 Social & Biological Determinants of Public Health (3 credits)

#### *Master of Science in Instructional Design and Technology*

- IDT 601 Instructional Analysis I (3 credits)
- IDT 602 Instructional Analysis II (3 credits)

#### *Master of Science in Criminal Justice+*

- CRJ 501 Criminal Justice, Criminal Law & the Constitution (3 credits)

- CRJ 510 Criminal Justice Policy & Theory (3 credits)
- CRJ 512 Criminological Theory (3 credits)

#### *Master of Science in Finance*

- FIN 671 Financial Analysis and Security Valuation (3 credits)
- FIN 681 Money, Banking, and Financial Institutions (3 credits)

\*Otherwise eligible students enrolled in a Bachelor's degree program who plan to apply to the Ashford University MACC or 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 MACC or MBA program.

\*\* Students who plan to apply to the Ashford University MISIM program may take ISM 500 and/or ISM 510 for up to an additional six (6) elective credits to satisfy appropriate Bachelor's degree requirements and these prerequisite courses for the MISIM program. Students who are required to take one or both of the prerequisite courses may enroll in a maximum of nine (9) credits from the MISIM program as an undergraduate student.

\*\*\*Students who plan to apply to the Ashford University MPA program may take MAT 540 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.

+Students who plan to apply to the Ashford University MSCJ program may take CRJ 501 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 MSCJ 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 2.75 or higher cumulative GPA to begin a Master's-level course.
- Must meet any prerequisite coursework requirements for each course.
- Must indicate to their Academic 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 Academic 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 MACC, MBA, MPA, or MSCJ 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 MAT 540 as part of their Bachelor’s degree program with a grade of “C” or higher have also satisfied this prerequisite in the MPA.

### Undergraduate Area of Study Course Overlap Policy

Students who wish to pursue a major, minor, specialization, and/or concentration in addition to their primary major may do so as long as the following unique credit requirements are met. This policy does not apply to any overlap with general education requirements.

Transfer coursework that is accepted as a direct transfer to an Ashford University course is not exempted from this policy. Specializations must be approved for the major the student is enrolled in.

| Area of Study Type     | Minimum Unique Credits |
|------------------------|------------------------|
| Major*                 | 24 credits             |
| Minor                  | 9 credits              |
| Specialization         | 6 credits              |
| Transfer Concentration | 6 credits              |

*\*Due to the difference in graduation and progression requirements between a Bachelor of Arts and Bachelor of Science, students cannot add an additional major that crosses over between the two disciplines.*

### Major/Minor Overlap Exceptions

The following major/minors combinations are approved exceptions to the Undergraduate Area of Study Course Overlap Policy.

| Major                          | Minor                          |
|--------------------------------|--------------------------------|
| Business Administration        | Information Systems            |
|                                | Sports & Recreation Management |
| Sociology                      | Social and Criminal Justice    |
| Sports & Recreation Management | Business Administration        |

### Completion of Additional Undergraduate Degrees

A student who has previously earned an Associate or Bachelor’s degree from Ashford University cannot earn a subsequent Associate degree from Ashford University, as Associate degrees do not contain a sufficient number of unique credits as outlined in the Undergraduate Area of Study Course Overlap Policy.

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 an additional area of study within a Bachelor’s Degree does not constitute a second degree, but only a second area of study.

### 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. A maximum of 50 percent of Ashford University courses from an earned Master's degree, including specialization courses, may be applied to a subsequent Ashford University Master's degree. Students may not enroll in a second Master's degree program if more than 50 percent of the courses are shared with the previously awarded Master's degree. Completion of an additional area of specialization within the same degree does not qualify for a second degree. **For Ashford University graduates, an additional Forbes School of Business & Technology Master's degree cannot duplicate specializations with the previously awarded Master's degree. The additional Master's degree must be taken with a new advanced sequence or a new specialization.**

## Completion of Additional Doctorate Degrees

A student who has previously earned a degree at Ashford University, or an appropriately credentialed university, and wishes to earn an additional degree must fulfill all degree and graduation requirements applicable to the additional degree. 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 additional degree, the student must complete additional courses to fulfill total credit requirements for the additional degree. Ashford University graduates may not complete a duplicative degree program with a difference specialization but shall instead choose a different program.

## Graduate Restrictions for Degree Pairings

The following degree program and specialization pairings are restricted. Students who wish to complete an additional Master's degree that is restricted must choose a new specialization or degree program.

Due to the nature of the graduate degree programs, students are not permitted to concurrently enroll in more than one Master's or Doctorate degree program.

| Restricted Program Pairings   |  |
|---|--|
| Program Previously Completed  | Additional Degree Restricted   |
| MA in Organizational Management, Public Administration Specialization | Master of Public Administration  |
| Master of Human Resource Management                                   | MA in Organizational Management, Human Resources Management Specialization |
| MA Education, Early Childhood Education Specialization                | Master of Arts in Early Childhood Leadership                               |
| MA Education*   | MA Special Education*  |
| MA Education*   | MA Curriculum and Instruction*   |
| MA Curriculum and Instruction   | MA Special Education*  |
| MA Special Education*   | MA Education*  |
| MA Curriculum and Instruction*  | MA Education*  |
| MA Special Education*   | MA Curriculum and Instruction*   |

\*As of 2018-2019 catalog year, these programs are restricted. Prior programs may be eligible.

## 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 to the Vice President of Academic Affairs 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, or as a non-degree seeking student.

### 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 “W”, “I”, “Passing” and “Non-Passing” “do not alter the grade point average and are counted as credits attempted when calculating completion rate requirements

for satisfactory academic progress. 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. “WF”, “WU”, “F” and “U” grades are counted as credits attempted and equal to zero (0) grad points. 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. Grade point averages are calculated on a 4.00 scale and include only coursework attempted at the University.

*Note: C- grades or below 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 | U  | = | 0   |
|    |   |     | WU | = | 0   |

### Other Grading Designations

|    |   |  |
|----|---|--|
| T  | = | Transfer Credit  |
| I  | = | Incomplete Course (replaced when final grade is awarded)   |
| 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.  |
| PR | = | Progressing. Indicates student eligibility to continue to the next term of a multiple term experience such as: Practicum, Internship, Dissertation courses, and Applied Doctoral Project courses, due to a satisfactory progress in the experience regardless of whether required milestones have been met. , For Practicum, Internship, and Dissertation courses, PR grades will be changed to Pass only when the student completes all academic requirements for successful completion of the Practicum, Internship, or Dissertation. For Applied Doctoral Project courses, PR grades will not be changed to P and will remain on the student’s transcript even after the student completes all academic requirements for successful complete of Applied Doctoral Project courses. Credits are attempted and earned. |
| NA | = | Not Applicable, issued when a student only attends during the add/drop period of a course, and subsequently drops or is administratively dropped from the course. GPA and Completion Rate are not affected; however, the grade may affect the Consecutive Course Drop policy. This grade will not appear the transcript.   |

|            |   |  |
|------------|---|--|
| NP         | = | No Pass. A grade of NP is given for failure to complete Practicum, Dissertation, Applied Doctoral Project, Comprehensive Exams and Internship in a satisfactory manner. Credit is attempted but not earned.  |
| E          | = | Enrolled in Course   |
| W          | = | Withdrew from Course, grade points will not be earned.   |
| 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 an "F" grade.   |
| MW         | = | Military Withdrawal, issued when a Military Course Drop is granted to a student, the student receives an administrative "MW" grade. Ashford University waives or refunds the tuition and fees for the course to the service or entity from which they originated. The grade does not award any earned or attempted credit or quality points and is not SAP applicable. This grade will not appear on the transcript.   |
| CE         | = | Competency by Exam   |
| R or<br>** | = | Repeated Course*   |
| NC         | = | No Credit  |
| U          | = | (Unsatisfactory) A grade of U indicates that the student has not demonstrated a satisfactory level of competence in the subject area being evaluated. Credit is not given for coursework in which this grade is earned. The class may be repeated; however, the grade earned in the first attempt remains on the transcript permanently and a repeat symbol is added to indicate that the course has been repeated. The final grade for a second attempt is indicated in the term it is completed. |
| WU         | = | (Withdrawn - Unsatisfactory) A grade of WU is issued when a student drops or is administratively dropped from a course after 67% of the total instructional time has elapsed, based on the last date of attendance. Credits are marked as attempted and grade points are equivalent to a "U" grade. Practicum, Thesis, Dissertation, and Applied Doctoral Project courses are excluded.  |

\*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 - Undergraduate

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. Additionally, a student may not retake a course in an area in which he or she has already completed coursework that is more advanced in content level. Degree-seeking students should work with their Academic 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.

### Repeated Courses – Masters

A maximum of two different courses with letter grades of NP, F, U, WF or WU may be repeated once at the Masters level. If a single course is failed more than once, or more than two different courses are failed, students exceed the number of allowable F or WF grades and will be automatically dismissed from their program of study.

All courses remain on the transcript. 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. 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.

Dismissed students should refer to the *Appeal of Academic Dismissal* policy outlined in this *Catalog*. Appeals are evaluated by an Appeals Committee made up of the University Registrar or designee, and representative from Academic Affairs. Students who are denied re-admission after an appeal will not be eligible to submit another appeal for a period of less than six (6) months since their last appeal was received by the University. Students who have an approved appeal and do not successfully complete their next scheduled repeated course will be dismissed and may not submit another appeal for a period of less than six (6) months.

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.

### Repeated Courses - Doctoral

A student may repeat any course with grades of C, C+, NP, U, and WU once. A maximum of two different courses with grades of C, C+, NP, U, and WU may be repeated. Grades of C and C+ will count towards meeting degree requirements; however, a student may only receive a combination of two C, C+, NP, U, and WU grades at the Doctorate level.

If a single course is failed more than once, or more than two different courses are failed, exceed the number of allowable C, C+, U, and WU grades. If a student has less than a 3.0 GPA and exceeds the number of allowable C, C+, U, and WU grades, the student will be academically dismissed from their program of study. If the student has a 3.0 GPA or greater, the student will be granted an exception to the number of allowable C, C+, U, and WU grades and may continue attending courses without interruption, but the student must retake any unsuccessful grades applicable to the current program within the next three (3) courses. While all courses and grades remain on a student's transcript, any course with a C, C+, U, or WU grade may be excluded from this policy if a subsequent 18 credits of coursework with grades of B- or better is completed.

Doctorate level students may earn a maximum of two NP grades in Dissertation, Dissertation Extension, Applied Doctoral Project, and/or Applied Doctoral Project Extension courses. Students who exceed the number of allowable NP grades in Dissertation, Dissertation Extension, Applied Doctoral Project, and /or Applied Doctoral Project Extension courses will be academically dismissed from their program of study.

### Doctor of Psychology, Clinical Specialization Program:

A student may repeat any course with grades of C, C+, NP, U, and WU once. A maximum of two different courses

with grades of C, C+, NP, U, and WU may be repeated. Grades of C and C+ will count towards meeting degree requirements; however, a student may only receive a combination of two C, C+, NP, U, and WU grades in their program.

If a single course is failed more than once, or more than two different courses are failed, students exceed the number of allowable C, C+, NP\*, U, and WU grades. If a student has less than a 3.0 GPA and exceeds the number of allowable C, C+, NP\*, U, and WU grades, the student will be academically dismissed from their program of study. If the student has a 3.0 GPA or greater, the student will be granted an exception to the number of allowable C, C+, NP\*, U, and WU grades and may continue attending courses without interruption, but the student must retake any unsuccessful grades applicable to the current program within the next three (3) courses. While all courses and grades remain on a student's transcript, any course with a C, C+, NP, U, or WU grade may be excluded from this policy if a subsequent 30 credits of coursework with grades of B- or better is completed.

\*Excludes NP grades earned in Dissertation, Dissertation Extension, Applied Doctoral Project, and Applied Doctoral Project Extension courses.

Doctorate level students may earn a maximum of two NP grades in Dissertation, Dissertation Extension, Applied Doctoral Project, and/or Applied Doctoral Project Extension courses. Student who exceed the number of allowable NP grades in Dissertation, Dissertation Extension, Applied Doctoral Project, and/or Applied Doctoral Project Extension courses will be academically dismissed from their program of study.

A maximum of two different courses with letter grades of F, or WF may be repeated once at the graduate level. If a single course is failed more than once, or more than two different courses are failed, students exceed the number of allowable F or WF grades and will be automatically dismissed from their program of study.

All courses remain on the transcript. 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. 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.

Dismissed students should refer to the *Appeal of Academic Dismissal* policy outlined in this *Catalog*. Appeals are evaluated by an Appeals Committee made up of the

University Registrar or designee, and representative from Academic Affairs. Students who are denied re-admission after an appeal will not be eligible to submit another appeal for a period of less than six (6) months since their last appeal was received by the University. Students who have an approved appeal and do not successfully complete their next scheduled repeated course will be dismissed and may not submit another appeal for a period of less than six (6) months.

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.

## Incomplete Grades

### Eligibility Criteria

For students experiencing temporary hardships, Incomplete "I" grades may be issued at the discretion of the instructor. 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); and
- The student must submit an Incomplete Grade Request to his or her instructor prior to the submission of final grades.
- Due to required hours necessary for a particular term of a registered Practicum and the multiple term experience for Internship, and Dissertation/Applied Doctoral Project courses, incomplete grades may not be issued for Practicum, Internship, or Dissertation/Applied Doctoral Project courses, with the exception of the final Practicum or Internship course in the series.

### 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 Satisfactory Academic Progress (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 Vice President for Academic Affairs, 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

To drop from a course(s), a student must contact his or her assigned Enrollment Services Advisor, Academic Advisor, or other advisor within the Enrollment Services 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 = Day 3
- 6-week course = Day 3
- 9-week course = Day 3
- 10-week course = Day 3

For 5-week courses, students who officially drop or are administratively dropped from a course after Day 3 and have a Last Date of Attendance (LDA) in Day 4 through week 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.

For 6-week courses, students who officially drop or are administratively dropped from a course after Day 3 and have a Last Date of Attendance (LDA) in Day 4 through week 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.

For 9-week courses, students who officially drop or are administratively dropped from a course after Day 3 and have a Last Date of Attendance (LDA) in Day 4 through week 7 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

Weeks 8 or 9 will receive a grade of “WF” or “WU” in the course

For 10-week courses, students who officially drop or are administratively dropped from a course after Day 3 and have a Last Date of Attendance (LDA) in Day 4 through week 8 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 Weeks 9 or 10 will receive a grade of “WF” or “WU” in the course

Students in Pass/Fail courses will receive a “W” for drops after 67% of instructional time or 2/3 of the course has elapsed.

### **Deadlines to Drop with a Grade of W:**

5-week course = Week 4

6-week course = Week 5

9-week course = Week 7

10-week course = Week 8

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” or “WU” in the course.

*Please note that course drop dates are based on a student’s last date of attendance in the course.*

### **Consecutive Course Drops**

Degree-seeking students only meeting attendance requirements in the first week of a course for four consecutively enrolled courses at Ashford University without earning credit will be administratively withdrawn for a period of no less than six months from the student’s last date of attendance. Students who have been withdrawn may appeal this policy by contacting their Academic 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 six months.

### **Consecutive Unsuccessful Grades**

Students who earn three consecutive unsuccessful grades at Ashford University will be academically dismissed. Unsuccessful final grades include the following:

- F, W, WF, NP, U, WU; or
- In a General Education Core Competency, or General Education Capstone course, D+, D, or D-; or
- In EXP 105, D+, D or D- ; or
- In HIM 217, C-, D+, D or D- .

Dismissed students should refer to the *Appeal of Academic Dismissal* policy outlined in this *Catalog*. Appeals are evaluated by an Appeals Committee made up of the

University Registrar or designee, and representative from Academic Affairs. Students who are denied re-admission after an appeal will not be eligible to submit another appeal for a period of less than six months since their last appeal was received by the University. Students who have an approved appeal and do not successfully complete their next scheduled course will be dismissed and may not submit another appeal for a period of less than six months.

### **Transcripts**

One official transcript of coursework is provided upon graduation. In addition, doctoral Internship applicants are provided one official transcript free of charge. Directions on how to obtain additional transcripts, or transcripts needed before graduation, and information on the current transcript fee may be found at <https://www.ashford.edu/transcript-request>. Only official transcripts may be provided to third parties upon written consent from the student via the Official Transcript Request form. Students may print copies of their unofficial transcripts free of charge through the Student Portal. Transcripts will be withheld if a student has a transcript hold or is delinquent in his or her financial obligations to the University.

## **Satisfactory Academic Progress Policy (SAP)**

Ashford University is dedicated to the academic success of students. As such, the following policies outline the academic requirements for Ashford University’s 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 and 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 Academic Advisor to discuss course scheduling and to plan for remediation.

Please contact the Ashford University Registrar at [academic.progress@ashford.edu](mailto:academic.progress@ashford.edu) 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.

## Masters 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.

## Doctoral Non-Term Based Program Measures

- Week = 7 calendar days
- Full Academic Year Definition = a minimum of 36 weeks of instructional time and 4 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.

## Undergraduate 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.
- 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.
- Grade of C- in HIM 217 does not count toward successful completion of this course requirement and thus must be repeated, also will not count toward successful completion.
- 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.

## Graduate 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, Non-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, WU, U 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;
- 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 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 and will no longer be are not eligible to receive Title IV financial aid or VA education benefits. 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 or the consecutive unsuccessful grades policy 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](mailto:academic.progress@ashford.edu) or electronically via the online *SAP Appeal* form or the *Unsuccessful Grades Dismissal 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 or the consecutive unsuccessful grades policy, and have been denied re-admission after an appeal, may submit another appeal to be readmitted after six months have elapsed since their last appeal was received by the University. 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.

## Undergraduate General Transfer Credit Provisions and Limitations

Students are responsible for reviewing their scheduled courses with their Academic 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's Registrar's Office maintains records of all previous education and training obtained from students as part of the initial transfer credit evaluation at enrollment. Any additional evaluation requested by students following enrollment is also maintained. The outcomes of all transfer credit evaluations completed are communicated to students along with the resulting shortened program of study where applicable, as shown in their Student Portal.

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 Academic 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 work with their Academic 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 work with their Academic 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 Academic 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](http://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 a passing grader from regionally accredited and approved nationally accredited colleges or universities. Transfer credits will generally be evaluated from each college or university independently.

- 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.
  - 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 applied towards that requirement. 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.
  - 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*.
- Accrediting Bureau of Health Education Schools (ABHES);
  - Accrediting Council for Continuing Education and Training (ACCET);
  - Accrediting Commission of Career Schools and Colleges (ACCSC);
  - Accrediting Council for Independent Colleges and Schools (ACICS, formerly known as AICS or CCAACICS)\*;
  - Accreditation Commission for Education in Nursing (ACEN);
  - Association of Institutions of Jewish Studies (AIJS);
  - Association of Theological Schools in the United States and Canada, Commission on Accrediting (ATS);
  - Commission on Collegiate Nursing Education (CCNE);
  - Council on Occupational Education (COE, formerly known as SACS-COEI);
  - Distance Education and Training Council, Accrediting Commission (DEAC, formerly known as DETC and NHSC);
  - National Accrediting Commission of Career Arts and Sciences (NACCAS); and
  - Transnational Association of Christian Colleges and Schools, Accreditation Commission (TRACS).

Credits from any institutions with whom Ashford University has current articulation agreements will be considered for transfer.

\*Credits earned from Colleges and Schools with this accreditation will be reviewed on a case by case basis to determine if the accrediting body was approved and in good standing when credits were earned.

### 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 nontraditional credits of which a maximum of 15 PLA credits may be applied toward degree completion on a course match basis.

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);

- PLA credit cannot be awarded for a course previously taken with the University when a failing grade was received.
- A maximum of 9 credits with a "D" grade are transferrable 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 File* form or all transcripts are not obtained, 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.
- 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.
- Georgia residents may apply a maximum of 16 credits toward an Associate degree from credit by examination and prior learning assessment.
- PLA credit cannot be awarded for a course previously taken with the University when a failing grade was received.
- 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 File* form or all transcripts are not obtained, 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.
- Maximum allowance of six (6) credits may be accepted from Physical Education type activity courses (unless student was a prior PE major). Physical Education type credits are generally applied towards the elective credit requirement.
- 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 competency and core competency requirements of a Bachelor's program\*, with the exception of Foundations and Skills for Lifelong Learning General Education Competency, 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.

### Bachelor's Degree Transfer Credit, Prior Learning Credit, and Nontraditional 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.
- \*This does not constitute a waiver of any course required to earn a particular major.
- Associate of Applied Science (AAS) degrees will not be accepted as fulfilling the General Education or competency requirements. Credits earned in an AAS degree or a certificate program will be evaluated on an individual basis for application toward the Bachelor's 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.
- 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: UExcel, IB: International Baccalaureate, and TECEP: Thomas Edison College Examination Program. 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 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. PLA credit cannot be awarded for a course previously taken with the University when a failing grade was received.

**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 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 their first course at Ashford. 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, 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*.

### NCLEX-RN® Exam Credit

Students in the Bachelor of Science in Nursing program at Ashford University may be eligible to receive up to 20 non-traditional elective credits through Prior Learning Assessment for completing the NCLEX-RN® exam. Students should wait until all previous post-secondary coursework has been reviewed and then contact their Academic Advisor to determine if there is a need for the exam to be reviewed for college credit. To request the credit to be applied, students must complete the Application for NCLEX-RN Exam Credit (provided by the Academic Advisor), provide a copy of their current RN license, write a 1-3 page essay, and submit all documents to [pla@ashford.edu](mailto:pla@ashford.edu).

### 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](http://www.ashford.edu/admissions/community_colleges.htm).

## Graduate General Transfer Credit Provisions and Limitations

### Master's 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. Residents of California are only eligible to receive up to (6) credits due to state regulations. Students will have the ability to appeal credit.

A Transfer Credit Review Committee made up of members of the Registrar's Office and Academics. 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. Transfer credits completed post Matriculation will not be considered for transfer. Students are responsible for reviewing applied transfer credit. Students may submit a *Transfer Credit Appeal* form with appropriate documentation to request any prior credits completed outside of Ashford University to be re-considered for applicability toward an Ashford University degree program. Students earning credits outside Ashford University post-matriculation must submit an *Appeal to Apply Transfer Coursework Post-Matriculation* form for the credit to be considered for applicability toward their Ashford University degree program.

Ashford University's Registrar's Office maintains records of all previous education and training obtained from students as part of the initial transfer credit evaluation at enrollment. Any additional evaluation requested by students following enrollment is also maintained. The outcomes of all transfer credit evaluations completed are communicated to students along with the resulting shortened program of study, where applicable, as shown in their Student Portal.

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 from other institutions.
- A maximum of 50 percent of Ashford University courses from an earned Master's degree, including specialization courses, may now be applied to a subsequent Ashford University Master's degree. Students may not enroll in an additional Master's degree program if more than 50 percent of the courses taken for the previously earned Master's degree are shared with the additional Master's degree.
- 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 approved nationally accredited college, and be at least 3-semester credits.
- 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.
- 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.

### Doctorate Transfer Credit Policy

Students who have earned graduate-level course credits prior to matriculation at Ashford University may be eligible to transfer up to thirty (30) credits toward an Ashford University doctorate-level degree. This review may occur in the Transfer Credit Review Committee made up of members of the Registrar’s Office and Academics. Students will have the ability to appeal credit. Once admitted and/or matriculated into an Ashford University Doctorate 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. Transfer credits completed post Matriculation will not be considered for transfer. Students are responsible for reviewing applied transfer credit. Students may submit a *Transfer Credit Appeal* form with appropriate documentation to request any prior credits completed outside of Ashford University to be re-considered for applicability toward an Ashford University degree program. Students earning credits outside Ashford University post-matriculation must submit an *Appeal to Apply Transfer Coursework Post-Matriculation* form for the credit to be considered for applicability toward their Ashford University degree program.

Ashford University’s Registrar’s Office maintains records of all previous education and training obtained from students as part of the initial transfer credit evaluation at

enrollment. Any additional evaluation requested by students following enrollment is also maintained. The outcomes of all transfer credit evaluations completed are communicated to students along with the resulting shortened program of study, where applicable, as shown in their Student Portal.

Doctorate-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.
- Doctorate courses cannot have been used to satisfy the requirements for a previous graduate degree from other institutions.
- The course must have been a doctoral-level course, taken for equivalent doctoral-level credit at a regionally accredited approved nationally accredited college, and be at least 3-semester credits.
  - 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 doctorate 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.

### Academic Policies - Non-Standard Term Format

The following policies are unique for students in degree programs delivered in the non-standard term format. In the non-standard term format, students typically take 2 classes at a time. Each term is nine (9) weeks in length.



## Academic Calendar

Term Schedule for Academic Years 2018-2019

|                   |                                     |
|-------------------|-------------------------------------|
| August 2018 Term  | July 31, 2018 – October 1, 2018     |
| October 2018 Term | October 9, 2018 – December 10, 2018 |
| January 2019 Term | January 1, 2019 – March 4, 2019     |
| March 2019 Term   | March 12, 2019 – May 13, 2019       |
| May 2019 Term     | May 21, 2019 – July 22, 2019        |

## Level of Enrollment

**Full-Time:** 6 or more credit hours per term, or registered for Dissertation/Applied Doctoral Project courses, or Pre-Doctoral Internship.

**Half-Time:** 3-5 credits per term, or registered for Counseling Practicum/Internship or Clinical Practicum.

**Less Than Half-Time:** Fewer than 3 credits per term.

Retaking coursework previously passed at the University may reduce the enrollment status of a student. Students should refer to the *Tuition, Fees, and Financial Aid* section of this *Catalog* for additional information or contact the Financial Aid Office.

## Maximum Course Load

The normal course load for students in non-standard term programs is six semester credit hours per term. Students may request to take an additional course. In order to do so, a student must petition the Dean for the program level in which he or she is enrolled and receive written permission. In some cases a student's program may require him or her to take an additional course in a given term. In these cases, students do not need to petition. Students registered for Clinical Practicum or Counseling Practicum/Internship who wish to register for more than one credit of Practicum in a term must obtain permission from the Director of Clinical Training. In no case will a student be allowed to take more than 10 credit hours in one term.

## Additional Attendance Requirements

The following attendance requirements are supplemental to those policies outlined for attendance in online graduate programs in Sections 8: Online Graduate Programs and Section 10: Online Doctoral Programs. Please reference these sections for other attendance requirements.

**Practicum/Internship:** Students enrolled in the Master of Arts in Counseling or Doctor of Psychology, Clinical Specialization program are expected to attend two supervision sessions per week, one group and one

individual. Attendance is reported to the Director of Clinical Training on a weekly basis.

**Dissertation/Applied Doctoral Project:** Within the first two weeks of each term that a student is enrolled in Dissertation, Dissertation Extension, Applied Doctoral Project, or Applied Doctoral Project Extension he or she must contact their Committee Chair (Chair) and communicate their plan for progressing during that term. To help facilitate this contact, students will receive an email from their Chair asking for their plan for the term. Student contact with the Chair may take the form of email communication, phone, or meeting in person when possible.

If students do not make contact with their Chair by the conclusion of the second week of the term, students may be subject to administrative drop from Dissertation, Dissertation Extension, Applied Doctoral Project, or Applied Doctoral Project Extension course. At the beginning of week seven (7), students will receive another email from their Chair asking for an update on progress toward the plan outlined at the beginning of the term. Student contact with their Chair may take the form of email communication, phone or meeting in person when possible.

If students do not make contact with their Chair by the conclusion of the term following the week 7 prompt, students may be subject to administrative drop from the Dissertation, Dissertation Extension, Applied Doctoral Project, or Applied Doctoral Project Extension course, earning a "W" (withdraw) for the term.

Dissertation Planning I, Dissertation Planning II, Applied Doctoral Project Planning I, and Applied Doctoral Project Planning II will be held as either evening or weekend classes. Students enrolled in these courses will be held to the attendance requirements defined for those class formats.

**Pre-Doctoral Internship:** The Director of Clinical Training will communicate once per term with internship supervisors asking for verification of continued internship of the student at their site. Should the Director of Clinical Training be informed that a student has ceased attending an Internship, the student may be subject to administrative drop from the Internship course, earning a "W" (withdraw) for the term.

## Student Professional Liability Insurance Requirements

Students enrolled in the Master of Arts in Counseling or the Doctor of Psychology (PsyD), Clinical Specialization degree programs are required to have proof of professional liability insurance in order to register for their first term of Practicum. Due to the liabilities associated with direct care, students need to be insured during clinical Practicum

and Internship training. Professional liability insurance can be purchased from one of several insurance carriers. Students are required to provide proof of coverage to the Practicum Coordinator for the Master of Arts in Counseling and the Director of Clinical Training (DCT) for the Doctor of Psychology (PsyD) program. Students will not be enrolled in practicum if they fail to provide proof of coverage. Students will be disenrolled from a Practicum or Internship experience if they do not maintain the appropriate insurance coverage while they are enrolled.

## 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 their Academic Advisor (online) or their Registrar Assistant (on-ground). 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. Students in non-standard term format degree programs 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 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 180 days in length.
- Failure to return to school on or before scheduled/approved re-entry date will result in a termination of the academic leave.

- Students should be aware that the PsyD, Clinical Specialization program must be completed within seven years. The only exception to the seven year limit for PsyD, Clinical Specialization students is for those students with exceptional circumstances, as approved by the Provost, or designee.

## Satisfactory Academic Progress (SAP) Policy

The following program measures for Satisfactory Academic Progress are unique to non-standard term programs. For the full Satisfactory Academic Progress policies, please see that policy in this section of the *Catalog*.

## Graduate Non-Standard Term Program Measures

- Week = Seven (7) calendar days
- Term = Nine (9) weeks
- Payment Period = One (1) Term
- Academic Year Definition = 45 weeks

## 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.

Students using Military Tuition Assistance to fund their education must obtain permission from the Education Services Officer to change their program. When permission is obtained and the request is processed, an updated military degree plan will be reissued by the Office of the Registrar within 60 days.

Changes in programs or specializations may result in the reduction of applicable transfer credit and total earned credits towards the completion of the degree. A reduction in total earned credits may also result in a decrease in the amount of financial aid for which the student may be eligible. Adding an additional specialization to a degree may also result in an increase in total program cost. Students changing or adding a specialization in a Master's degree program must do so prior to starting the final course in their program. Students adding or removing a

specialization may be required to complete a different set of core courses. To change or add a specialization, a student must complete an *Area of Study Declaration* form and may need to submit an updated application and sign a new enrollment agreement

## Associate to Bachelor's Program Change Requirements

Matriculated students seeking approval to change from an Associate 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 coursework has been successfully completed.

## Withdrawal and Readmission Policies

### Withdrawal from the University

Students wishing to officially withdraw from Ashford University must notify their assigned Enrollment Services Advisor, Academic Advisor, or other advisor within the Enrollment Services or Student Services Departments. Students choosing to notify their Academic Advisors verbally of their intent to withdraw may be asked to fill out a written request to withdraw.

Please refer to Course 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.

### Official Withdrawal

Ashford University determines that a student is officially withdrawn when a student requests to officially withdraw from the University. Students wishing to officially withdraw from Ashford University must notify their assigned Enrollment Services Advisor, Academic Advisor, or other advisor within the Enrollment Services or Student

Services Department. For official withdrawals, a student's withdrawal date is:

- The last documented date of academically related activity by the student; 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 may include but are not limited to Thesis, Dissertation/Applied Doctoral Project courses, 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; 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 may include but are not limited to Thesis, Dissertation/Applied Doctoral Project courses, 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 Academic Advisor. 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.

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 by the student to the Registrar's Office for review.

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:

- Students may withdraw from any current course(s) and receive a tuition credit, or refund where applicable,\* 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.
- 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.
- 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.

If students have a military service related obligation expected to extend longer than 45 days, they have the option of requesting a *Military Withdrawal*.

If students have a military related service obligation to last few than 45 days, they may request a *Military Course Drop*. The Military Course Drop removes the student from a course without regard to how far along the student is in the course. When a Military Course Drop is granted to a student, the student receives an administrative "MW" grade, and Ashford University waives or refunds the tuition and fees for the course to the service or entity from which they originated.

Both of these request forms are available in the Student Portal.

\*Residents of Iowa shall receive a full refund of tuition and mandatory fees. Military Tuition Assistance is refunded to the branch of service from which it originated.

## 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 United States Armed Forces 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 United States Armed Forces, whether voluntary or involuntary. The Armed Forces, includes 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 Armed Forces 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 an Academic Advisor, an Enrollment Services Advisor, 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 an Academic Advisor, an Enrollment Services Advisor, 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 an Academic Advisor, an Enrollment Services Advisor, or the Office of the Registrar of his or her intent to return to Ashford University no 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.

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. As a SOC 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:

- **Military Branch:** Army, Navy, Marines, or Coast Guard; or
- **Military Status:** Active Duty, Active National Guard, Active Reserves servicemember, or Spouses/Adult Dependents Not Utilizing Benefits.

Ashford University may also issue SOC 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 of admission to the educational institution in which the individual has selected a degree program and all required official transcripts have been received.

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

The Military Degree Plan affords the student the opportunity to complete the degree requirements within the enrolled degree program within five (5) years of the issued date without the loss of academic progress. Students who choose to change their degree program will forfeit the issued degree plan and be issued 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](http://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 the educational 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 and 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. The library provides all students with tip sheets and video tutorials that show users how to navigate the Ashford University Library and help them better understand the research process.

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 the online classroom.

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.

## Writing Center

The Ashford Writing Center (AWC) is an online writing center accessible from within your online classroom, student portal, or directly online at <http://writingcenter.ashford.edu/>. The AWC provides free support for improving academic and professional writing skills.

The AWC provides tutorials, guides, and samples related to many aspects of writing, including grammar, APA style, and scholarly writing.

In addition, the AWC offers 24/7 support to all students via Grammarly, Writing Tutoring, and Paper Reviews.

- Grammarly – This automated program provides instant feedback on grammar, punctuation, and style errors and how to correct these.
- Writing Tutoring – Students may connect with a writing tutor at any time to discuss any writing or APA-related questions.
- Paper Review – Students can submit a paper at any time to receive detailed feedback on their writing with 24 hours.

## 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.

## Course Digital Materials (CDM)

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, a 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.

## Honors College

### Description

The Ashford University Honors College serves to enhance the experience and opportunities available to Ashford's highest achieving students. Acceptance into Honors College is merit based and Honors College students are expected to continually demonstrate a high level of



achievement and leadership within the Ashford Community.

### Mission Statement

The Ashford University Honors College engages a community of exceptional students in educational opportunities that promote leadership, innovation, global perspective, and civic responsibility.

### Honors College Learning Outcomes

Students who successfully complete the sequence of Honors courses will be able to:

1. Display leadership and interdisciplinary teamwork skills;
2. Utilize innovative approaches and informed decision-making when solving problems;
3. Interpret current global issues through multiple perspectives; and
4. Evaluate the impact of various forms of civic engagement.

### Benefits and Opportunities

Honors College students will have access to Honors College exclusive curriculum designed to enhance the chosen program of study. Students will have an opportunity to learn amongst the highest achieving students at Ashford. Honors College Courses are small discussion-based classes with special topics.

Additionally, Honors College students will have access to exclusive benefits and opportunities to help foster their continued success and achievement. Below are the opportunities currently available:

Upon acceptance into the Honors College, students will receive:

- Certificate of Acceptance into the Honors College
- Support from a collaborative and holistic support team consisting of a Student Advisor, Financial Aid Advisor, and Career & Alumni Advisor
- Mentorship from an Ashford faculty member
- A dedicated phone line to contact Honors advisors
- Access to the benefits of Ashford's partnership with Forbes
- An invitation to join a college community group within AU Connect, Ashford's online alumni community
- An invitation to join exclusive Honors College groups on Facebook and LinkedIn
- Student Membership in the National Collegiate Honors Council

- Student Membership in the SALUTE Veterans National Honor Society (for qualified military/veteran students only)
- Honors College designation on transcript

Upon successful completion of their first Honors College (HON) course, students will be provided with:

- iPad® mobile digital device\*

Upon graduation, students will receive:

- Special recognition from the Honors College at commencement, including a Honors College Medallion Ceremony;
- Ashford University framed diploma; and
- Honors College designation on diploma.

### Eligibility

To be eligible for acceptance into the Honors College, students must meet the following criteria:

- Be an active student seeking a Bachelor's degree; AND
  - Completed 15 or more credits at Ashford University with a cumulative GPA of 3.75 or higher OR
  - Completed 30 or more transferrable credits with a cumulative college GPA of 3.75 or higher\*.

\*Military students that have met the credit requirement for transferrable credit but do not have credits with a cumulative GPA are still eligible to apply. Additionally, students who apply to the Honors College utilizing transfer credits must still meet the 3.75 Ashford Cumulative GPA at the time the application is reviewed.

Once accepted into Honors College, students are expected to maintain a minimum 3.5 cumulative GPA at all times. If an Honors College student's cumulative GPA drops below a 3.0, that student will be removed immediately from the Honors College and all Honors College benefits. Students who are removed from Honors College are welcome to submit an Honors College Reapplication form (available in the Student Portal) once they are again meeting the 3.75 GPA required for acceptance.

### How to Apply

Applications are accepted year round. Once a student meets eligibility requirements, they can begin the application process.

Students who wish to apply will need to complete an application for acceptance into the Honors College. Students are encouraged to speak with their advisor or an admissions representative to see if they meet the acceptance criteria. Applications will be reviewed weekly

by the Honors College Selection Committee. Decisions will be communicated via email.

## Materials

Applicants are required to submit the materials listed below. These materials will be used to determine whether or not an applicant is accepted into the Honors College and are evaluated based on prior experience, creativity, substance, and the applicant's overall attitude towards achievement and education.

- Honors College Application for Acceptance
- Two letters of recommendation \*\*
- A current resume
- An honors essay (between 500 – 700 words)\*\*\*
- Unofficial or official transcripts (only required if the applicant is utilizing transfer credits to meet eligibility requirements and transcripts are not currently on file with Ashford University)

\*\* By applying for the honors college you are giving us permission to contact the writer.

\*\*\* Essays will be reviewed for originality. Students should be aware that Ashford University utilizes Turnitin, an educational tool that helps prevent and identify plagiarism from Internet resources. This tool compares students' work with texts available in Ashford University's internal database as well as any written work submitted to Turnitin.

## Honors College Distinctions

Students who are accepted into the Honors College, complete their honors curriculum, and who meet the 3.5 cumulative GPA graduation requirement will graduation with Honors College Distinctions as defined below:

### Honors College Fellow

Students who choose this sequence will take all six Honors College courses listed below in addition to their chosen program of study. Upon graduation, they will receive the distinction of being an Honors College Fellow on their diploma and transcript.

- HON 270 Thinking Critically about Global Issues (3 credits)
- HON 280 Society, Power, and Responsibility (3 credits)
- HON 290 Studies in Culture and Society: Exploring Diverse Perspectives (3 credits)
- HON 470 Leadership in the 21st Century (3 credits)
- HON 480 Envisioning Innovation and Creativity in the 21st Century (3 credits)

- HON 490 Honors College Seminar (3 credits)

### Honors College Scholar

Students who choose this sequence will take the three upper division Honors College courses listed below in addition to their chosen program of study. Upon graduation, they will receive the distinction of being an Honors College Scholar on their diploma and transcript.

- HON 470 Leadership in the 21st Century (3 credits)
- HON 480 Envisioning Innovation and Creativity in the 21st Century (3 credits)
- HON 490 Honors College Seminar (3 credits)

### Changing the Honors College Course Sequence or Dropping from the Honors College

Students who wish to change their Honors College course sequence or who wish to remove themselves from Honors College may do so by submitting an Honors College – Change of Sequence form available in the Student Portal.

### Reapplying to the Honors College

Students who were previously accepted into the Honors College and are now interested in re-joining the Honors college may do so by submitting an Honors College Reapplication form (available in the Student Portal) providing that they meet all eligibility requirements including the 3.75 cumulative GPA.

## Honor Societies

### 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 January 1 or July 1, 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 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 January 1 and July 1:

- Be an active student seeking an Associate degree;
- Have completed at least 12 credit hours of coursework that may be applied to an Associate degree;
- Have a grade point average of 3.7; and,
- Be willing to adhere to the moral standards of the Society.

There is a one-time membership fee of \$60.

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.

## Delta Alpha Pi International

Delta Alpha Pi International is an academic honor society for students with disabilities. Delta Alpha Pi Honor Society presents an opportunity to change negative stereotypes associated with disability by recognizing students with disabilities for their academic accomplishments. In addition, this honor society facilitates development of skills in leadership, advocacy, and education for participating students. Members of Delta Alpha Pi Honor Society participate in activities designed to educate the community and society regarding disability issues and the need for universal design in learning.

Membership in Delta Alpha Pi International Honor society is by invitation only and open to all eligible Ashford University students. To attain membership into DAPI, the following criteria must be met as of January 1 and July 1:

- Be a student with a documented disability through the Office of Student Access and Wellness.
- Demonstrate an interest in disability issues.
- Be an undergraduate student currently enrolled and have completed a minimum of 24 credits with a minimum GPA of 3.10, OR
- Be a graduate student currently enrolled and have completed 18 credits of graduate coursework with a minimum GPA of 3.30.

Students who meet the eligibility criteria will be sent an invitation via email to become a member. There are no membership fees or dues. 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 Delta Alpha Pi member who participates in the Ashford University Commencement Ceremony will be distinguished with Delta Alpha Pi 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 \$95 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.

## 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 January 1 and July 1:

- Be currently enrolled as an undergraduate student;
- Qualify as military or veteran student under locally-derived and maintained definitions;;
- Have a minimum GPA of a 3.0;
- Have completed at least 12 credits of undergraduate 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.

To attain membership into SALUTE as a graduate student, the following criteria must be met as of January 1 and July 1:

- 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 9 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 by the SALUTE Headquarters.

Any SALUTE member who participates in the Ashford University Commencement Ceremony will be distinguished with SALUTE regalia provided by the University.

## Sigma Beta Delta Honor Society

Sigma Beta Delta Honor Society encourages and recognizes scholarship and accomplishment among students of business, management and administration, and encourages and promotes aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind.

To qualify for membership in Sigma Beta Delta Honor Society, active students must meet the following criteria as of January 1 or July 1:

- Be in the top 20% of your undergraduate class in the Forbes School of Business (Bachelor's degree seeking Juniors and Seniors), based on GPA; or
- Be in the top 20% of graduate students in the Forbes School of Business (Business Administration, Public Administration, Organizational Management, Information Systems Management, and Human Resources Management) who are halfway through their coursework), based on GPA.

Membership in Sigma Beta Delta consists of one-time lifetime membership fee of \$65 paid at the time of induction.

Students who meet the eligibility criteria will be sent a notice of their eligibility via email to join the honor society.

Names of inductees will be published on the Sigma Beta Delta webpage on the Ashford University website. Students who are inducted into the honor society will be mailed a certificate.

Any Sigma Beta Delta member who participates in the Ashford University Commencement Ceremony will be distinguished with Sigma Beta Delta regalia provided by the University.

## Tau Upsilon Alpha Honor Society

Tau Upsilon Alpha Honor Society honors academic excellence; fosters lifelong learning, leadership and development; and promotes excellence in service to humanity.

To qualify for membership in Tau Upsilon Alpha Honor Society, active students must meet the following criteria as of January 1 or July 1:

- Be an undergraduate student currently enrolled in the College of Health and Human Services, and Science (Gerontology, Psychology, Health and Human Services, or Applied Behavioral Science) and have completed a minimum of 36 credits with a minimum GPA of 3.25
- Be a graduate student currently enrolled in the College of Health and Human Services, and Science (Psychology) and have completed 12 credits of graduate coursework with a minimum GPA of 3.5.

Membership in Tau Upsilon Alpha consists of one-time lifetime membership fee of \$40 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 Tau Upsilon Alpha.

Names of inductees will be published on the Tau Upsilon Alpha webpage on the Ashford University website. Students who are inducted into the honor society will be mailed a certificate.

Any Tau Upsilon Alpha member who participates in the Ashford University Commencement Ceremony will be distinguished with Tau Upsilon Alpha regalia provided by the University.

## Memberships in Professional Organizations

After admission to the Master of Arts in Counseling, Addiction Counseling, Clinical Mental Health Counseling, or Marriage, Couples, and Family Counseling Specialization, or the Doctor of Psychology (PsyD), Clinical Specialization programs, students are required to join their respective professional organization [i.e., for the Clinical Mental Health Counseling Specialization, the American Counseling Association (ACA); for the Addiction Counseling Specialization, the Association for Addiction Professionals (NAADAC); for the Marriage, Couples, and Family Counseling Specialization, the American Association of Marriage and Family Therapy (AAMFT); and for the PsyD, Clinical Specialization, the American Psychological Association (APA)].

Memberships in professional associations remain the individual student's responsibility. Membership in a

professional organization is not a substitute for professional licensure in any state.

## Program Completion and Honors

### Dean's List

Associate and Bachelor degree-seeking students will be evaluated twice per calendar year for academic recognition, at the end of June and at the end of December. 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.

### Graduation Process

Students should petition to graduate when they are within six (6) months of program completion. 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 online in the Student Portal at [www.ashford.edu](http://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.

Diplomas are ceremonial documents and reflect the degree the student earned and the date of degree conferral. The official academic record of a student's achievement is the transcript, which reflects the degree earned, any additional majors/minors/specializations the student completed, and the date of degree conferral.

## 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 graduates who are members of honor societies: Alpha Sigma Lambda, Delta Alpha Phi, Golden Key International Honour Society, Phi Theta Kappa, SALUTE, Sigma Beta Delta, and Tau Upsilon Alpha.

## 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 Vice President for Academic Affairs or designee has the authority to grant the degree posthumously.

Generally, students should have completed a majority of their coursework for the program of study in order to qualify for a posthumous degree. 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](mailto: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;
- A previously awarded passing grade is reversed, resulting in unmet degree requirements; or

- Academic misconduct, as defined in the Student Rights and Responsibilities section of this Catalog, is discovered by the University. In exceptional circumstances such as this, the University President may rescind the degree.

## Commencement Ceremony

Ashford University commencement ceremonies are held in the fall and spring each year. In order to participate, students must meet the following requirements:

### Fall Ceremony - October 2018

- Expect to graduate between July 1 and December 31\*; and
- Purchase appropriate\*\* cap and gown by August 15.

### Spring Ceremony - May 2019

- Expect to graduate between January 1 and June 30\*; and
- Purchase appropriate\*\* cap and gown by March 15.

*\*Doctoral students should have submitted for Final Research Review prior to requesting to attend Commencement and anticipate to complete Final Oral Defense by the Ceremony Date.*

*\*\*Cap and gown must be purchased from Ashford University's authorized vendor.*

Specific graduation dates and locations are available on the Graduation Information webpage located at [www.ashford.edu/student\\_services/graduation.htm](http://www.ashford.edu/student_services/graduation.htm).

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](mailto:graduation.information@ashford.edu).

Diplomas will not be issued at the Commencement ceremonies.

# SECTION SIX: ONLINE UNDERGRADUATE PROGRAMS

## Overview

Ashford University offers online undergraduate programs which are administered by the academic colleges and the Forbes School of Business & Technology™ at Ashford University. These programs serve adult and distance learners seeking Associate 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.

## Admission Policies and Procedures for Online Associate of Arts Degree Programs

### Conditional Admission Requirements for Associate Degree Programs

Applicants seeking admission to an Associate of Arts degree program must meet the following admission requirements prior to the start of the first course at Ashford University:

- 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.\*

- 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.
- 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.
- 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.
- 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 the *General Academic Information & Policies* section.
- Have the ability to study in English indicated by one of the following\*\*:
- Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;\*\*\*
- Received a GED that was taken in English;\*\*\*
- 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
- Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required. Copies of official scores must be submitted prior to provisional enrollment, and official scores must be submitted for full admission.

Due to the accelerated, adult-learner focus of the academic programs offered in the online modality, applicants under the age of 18 generally will not be admitted.

\*Requirements for residents of California and Mississippi are outlined separately; please refer to Additional Admission Requirements for Residents of California and Mississippi.

\*\*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 do not achieve provisional or full admission status after one attempt in the Ashford Promise, are allowed a second period of conditional admission in order to be provisionally or fully admitted.

Attendance in the first course is confirmation of a student's intent to matriculate and, therefore, constitutes an attempt. Subsequent withdrawal from the course or institution, whether administrative or student-initiated, concludes an attempt. Failing to meet Basic Academic Requirements (BAR) (attaining a cumulative course grade of C- or better as of Day 6 of Week 3 in the first course) also concludes an attempt.

Students who fail to meet Basic Academic Requirements are denied admission and are required to successfully complete the Student Success Orientation as a prerequisite to a subsequent attempt (if they have not already successfully completed it).

Students who are administratively withdrawn for failing to submit required Financial Aid documents during the conditional admission period are required to submit the required documents as a prerequisite to a subsequent attempt.

Ashford University reserves the right to deny admission or re-admission to any applicant. Ashford University does not admit students based on an "ability to benefit" test. 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 Third Consecutive Conditional Admission Period or Ashford Promise

Provisional admission status must be attained by the end of the second (2<sup>nd</sup>) 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 (2<sup>nd</sup>) attempt of the Ashford Promise must wait six months 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 third (3<sup>rd</sup>) 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](mailto:academic.progress@ashford.edu) or electronically via the online Conditional Admission 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 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 students 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. Please note that visa services are not provided and that the University will not vouch for a nonimmigrant alien student's status or associated charges. In addition to the conditional admission requirements outlined in the admission policy for Associate of Arts degree programs, copies of documentation indicating that the student meets the following admission requirements are required for conditional admission:

- Submit copies of an official evaluation from an approved evaluation service indicating that the student has met one of the following requirements:
  - Completion of a two-year program from an appropriately accredited post-secondary institution, as defined by Ashford University transfer credit policies; or,
  - Achievement of 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: Applicants who have already had their international credentials evaluated prior to applying to Ashford University may petition the Registrar's Office for acceptance of evaluations from other credible agencies.*

## Provisional Admission Requirements for Associate Degree Programs

Students must meet the following requirements in order to be provisionally admitted to an Associate of Arts degree program at Ashford University:

- Successfully complete Student Success Orientation;
- Attain a cumulative course grade of C- or better by Day 6 of Week 3 in their first course; and,
- 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.

## Transfer Credit Evaluation for Associate Degree Programs

Upon being granted provisional admission to an undergraduate degree program, the Records Management staff will begin requesting transcripts of a student's prior postsecondary education using the signed Transcript Request form.

The Records Management Department will request official transcripts of all prior postsecondary education, as provided by the student in the application for admission, as well as from any school appearing in the student's National Student Clearinghouse record. This includes

- College or university transcripts from any regionally or approved nationally accredited postsecondary educational institution attended.
- Military credits evaluated for equivalency to college credits.

Students are responsible for submitting official documentation of any postsecondary credit previously earned through examination or credit earned through non-collegiate instruction to be evaluated for applicability to Ashford University program requirements.

Once transcripts of all prior postsecondary education have been received, the Registrar's Office staff will complete the student's transfer credit evaluation.

At the conclusion of the fourth (4th) attempted Ashford University course in a degree seeking program, if any transcripts of prior postsecondary education have not yet been received, the Registrar's Office staff will proceed with the transfer credit evaluation of any transcripts of postsecondary education received to date. The student is then admitted on Academic Watch due to failure to provide confirmation of a combined cumulative grade point average of 2.0 or higher in all prior postsecondary education. Additional transcripts may be submitted for evaluation at a later date, should they become available.

If it is determined prior to the conclusion of the fourth (4th) attempted Ashford University course that certain transcripts are unable to be provided, students may sign and submit an Authorization to Close File form thereby waiving potential transfer credits from previously attended schools, in order to expedite the transfer credit evaluation process. Any student who signs an Authorization to Close File form, thereby waiving potential transfer credits from previously attended schools, is admitted on Academic Watch due to failure to provide confirmation of a combined cumulative grade point average of 2.0 or higher in all prior postsecondary education. These transcripts may be submitted for evaluation at a later date, should they become available.

Students are responsible for reviewing their transfer credit evaluation as well as their scheduled courses with their Academic Advisor and informing their advisor of any courses they feel are duplicative or equivalent in content to previously completed coursework or non-traditional learning.

Students may submit official transcripts to Ashford University for review of transfer credits at any time.

### Full Admission Requirements for Associate Degree Programs

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.

- Official TOEFL or IELTS scores, if required for admission.
  - Students who meet the English Language requirement with 30 transferable credits must submit the official transcript(s) where these credits were earned.
- 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.

*Note: Additional requirements for residents of California and Mississippi and for students seeking admission based on credentials earned outside of the United States are outlined separately.*

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.

Students for whom the aforementioned required documentation does not apply, are fully admitted at the time of their transfer credit evaluation, in accordance with the *Transfer Credit Evaluation* policy. Students with no history of postsecondary education are fully admitted upon successful completion of the Conditional Admission Period.

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 that 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.

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 File form, thereby waiving potential transfer credits from previously attended schools and failing to provide confirmation of a cumulative GPA of 2.0 or higher, is admitted on Academic Watch. Students on Academic Watch are required to have achieved a cumulative Ashford University GPA of 2.0 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.

*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 the following:

- 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 the student has 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 six months have elapsed since their last appeal was received by the University. 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 meeting requirements for full admission outlined in the admission policy for Associate of Arts programs, applicants relying on academic credentials earned outside the United States must submit an official evaluation sent 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 California and Mississippi

California residents must submit proof of graduation from high school in one of the following forms:

- Official or unofficial copy of high school transcripts indicating graduation;
- Official or unofficial documentation of passing the GED or state certificate awarded; or

- Proof of at least a two-year program or a minimum of 60 transferrable credits that are acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies.

Mississippi 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 California and Mississippi*, under *Loan Disbursement Information* in the *Financial Information* section of this *Catalog* for more information concerning financial aid and payment requirements for California and Mississippi residents.

## Admission Policies and Procedures for Online Bachelor's Degree Programs

### Conditional Admission Requirements for Bachelor's Degree Programs

Applicants seeking admission to a Bachelor's degree program must meet the following admission requirements prior to the start of the first course at Ashford University:

- Be 22 years of age or older or be exempt from this requirement by meeting one of the following criteria:
  - Has earned a minimum of 20 transferable credits\* as defined by Ashford University transfer credit policies;
  - Has 0-19 transferable credits and successfully completed the Student Success Orientation course;
  - Is seeking readmission to Ashford University after withdrawal from a degree program;
  - Is a current degree-seeking student at Ashford University requesting to change majors; or

- Is a former Ashford University Clinton Campus student requesting to transfer to the online modality.

*\*If satisfying the Under 22 exemption with 20 transferable credits, unofficial transcripts must be submitted with the Application for Admission.*

Due to the accelerated, adult-learner focus of the academic programs, applicants under the age of 18 generally will not be admitted.

- 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.\*\*
  - 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.
  - 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.
  - 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.
- 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 the *General Academic Information & Policies* section. .
- Have the ability to study in English indicated by one of the following\*\*\*:
  - Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English^;
  - Received a GED that was taken in English^;
  - Earned a minimum of 30 transferable credits from regionally or approved nationally accredited

colleges/universities in the United States or equivalent in which the primary language of instruction was English; or

- Took the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination within the past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 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 California and Mississippi, are outlined separately; please refer to Additional Admission Requirements for Residents of California and Mississippi.*

*\*\*\*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 was not completed in the United States, additional documentation may be required. Please contact the Registrar's Office for further information.*

Conditionally admitted students who do not achieve provisional or full admission status after one attempt in the Ashford Promise are allowed a second period of conditional admission to be provisionally or fully admitted.

Attendance in the first course is confirmation of a student's intent to matriculate and, therefore, constitutes an attempt. Subsequent withdrawal from the course or institution, whether administrative or student-initiated, concludes an attempt.

Failing to meet Basic Academic Requirements (BAR) (attaining a cumulative course grade of C- or better as of Day 6 of Week 3 in the first course) also concludes an attempt.

Students who fail to meet Basic Academic Requirements are denied admission and are required to successfully complete the Student Success Orientation as a prerequisite to a subsequent attempt (if they have not already successfully completed it).

Students who are administratively withdrawn for failing to submit required Financial Aid documents during the conditional admission period are required to submit the required documents as a prerequisite to a subsequent attempt.

Ashford University reserves the right to deny admission or re-admission to any applicant. Ashford University does not admit students based on an “ability-to-benefit” test. 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 Third Consecutive Conditional Admission Period or Ashford Promise

Provisional admission status must be attained by the end of the second (2<sup>nd</sup>) 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 (2<sup>nd</sup>) attempt of the Ashford Promise must wait six months 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 third (3<sup>rd</sup>) 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 not to 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](mailto:academic.progress@ashford.edu) or electronically via the online Conditional Admission 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 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 students via email.

### Additional Conditional Admission Requirements for Applicants to the Bachelor of Science in Nursing (RN to BSN) Program

Applicants seeking admission to the Bachelor of Science in Nursing (RN to BSN) program must meet the following admission requirements prior to the start of the first course at Ashford University:

- Possess a current, active, unrestricted license to practice as a Registered Nurse or its equivalent in at least one U.S. state. Students must maintain an active unrestricted license throughout the program.
- Have earned a nursing (hospital) diploma or Associate degree in Nursing from a regionally accredited or approved nationally accredited college or university\*\*.
- Have earned a grade of C- or higher in Microbiology (with lab), or equivalent, from a regionally accredited or approved nationally accredited institution\*\*.

\*\*Unofficial or official transcripts showing an earned nursing (hospital) diploma or Associate degree in Nursing and Microbiology (with lab) coursework must be submitted with the Application for Admission. In order to determine a student’s initial course schedule, students should submit unofficial or official transcripts demonstrating successful completion of coursework in: Introduction to Sociology, Introduction to Psychology, Introduction to Statistics, Human Anatomy (with lab), Human Physiology (with lab), if available.

### Additional Conditional Admission Requirements for Applicants with International Academic Credentials

The following admission requirements are applicable to applicants relying on academic credentials earned outside the United States. Please note that visa services are not provided and that the University will not vouch for a nonimmigrant alien student’s status or associated charges. In addition to the conditional admission requirements outlined in the admission policy for Bachelor's degree programs, copies of documentation indicating that the

student meets the following admission requirements are required for conditional admission:

- Submit copies of an official evaluation from an approved evaluation service indicating that the student has met one of the following requirements:
  - Completion of a two-year program from an appropriately accredited post-secondary institution, as defined by Ashford University transfer credit policies.
  - Achievement of 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: Applicants who have already had their international credentials evaluated prior to applying to Ashford University may petition the Registrar's Office for acceptance of evaluations from other credible agencies.*

### Provisional Admission Requirements for Bachelor's Degree Programs

Students must meet the following requirements to be provisionally admitted to a Bachelor's degree program at Ashford University:

- Successful completion of Student Success Orientation, if required\*;
- Attain a cumulative course grade of C- or better by Day 6 of Week 3 in their first course; and
- Attend Week 4 of their first course.

\*Students are required to successfully complete Student Success Orientation if they:

- Have zero (0) traditional college-level transferable credits at the time of application, or
- Are under age 22 and have 0-19 transferable credits.

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.

### Transfer Credit Evaluation for Bachelor's Degree Programs

Upon being granted provisional admission to an undergraduate degree program, the Ashford University Registrar's Office staff will begin requesting transcripts of

a student's prior postsecondary education using the signed Transcript Request form.

The Registrar's Office will request official transcripts of all prior postsecondary education, as provided by the student in the application for admission, as well as from any school appearing in the student's National Student Clearinghouse record. This includes:

- College or university transcripts from any regionally or approved nationally accredited postsecondary educational institution attended.
- Military credits evaluated for equivalency to college credits.

Students are responsible for submitting official documentation of any postsecondary credit previously earned through examination or credit earned through non-collegiate instruction to be evaluated for applicability to Ashford University program requirements.

Once transcripts of all prior postsecondary education have been received, the Registrar's Office staff will complete the student's transfer credit evaluation.

At the conclusion of the fourth (4th) attempted Ashford University course in a degree seeking program, if any transcripts of prior postsecondary education have not yet been received, the Registrar's Office staff will proceed with the transfer credit evaluation of any transcripts of postsecondary education received to date. The student is then admitted on Academic Watch due to failure to provide confirmation of a combined cumulative grade point average of 2.0 or higher in all prior postsecondary education. Additional transcripts may be submitted for evaluation at a later date, should they become available.

If it is determined prior to the conclusion of the fourth (4th) attempted Ashford University course that certain transcripts are unable to be provided, students may sign and submit an Authorization to Close File form thereby waiving potential transfer credits from previously attended schools, in order to expedite the transfer credit evaluation process. Any student who signs an Authorization to Close File form, thereby waiving potential transfer credits from previously attended schools, is admitted on Academic Watch due to failure to provide confirmation of a combined cumulative grade point average of 2.0 or higher in all prior postsecondary education. These transcripts may be submitted for evaluation at a later date, should they become available.

Students are responsible for reviewing their transfer credit evaluation as well as their scheduled courses with their Academic Advisor and informing the advisor of any courses they feel are duplicative or equivalent in content to previously completed coursework or non-traditional learning.

Students may submit official transcripts to Ashford University for review of transfer credits at any time.

## Full Admission Requirements for Bachelor's Degree Programs

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.

- Official TOEFL or IELTS scores, if required for admission.
  - Students that meet the English Language requirement with 30 transferable credits must submit the official transcript(s) where these credits were earned.
- 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.

*Note: Additional requirements for residents of California and Mississippi and for students seeking admission based on credentials earned outside of the United States are outlined separately.*

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.

Students for whom the aforementioned required documentation does not apply are fully admitted at the time of their transfer credit evaluation, in accordance with the Transfer Credit Evaluation policy. Students with no history of postsecondary education are fully admitted upon successful completion of the Conditional Admission Period.

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 that 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.

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 File form, thereby waiving potential transfer credits from previously attended schools and failing to provide confirmation of a cumulative GPA of 2.0 or higher, is admitted on Academic Watch. Students on Academic Watch are required to have achieved a cumulative Ashford University GPA of 2.0 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.

*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 the following:

- 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 the student has 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 six months have elapsed since their last appeal was received by the University. 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 to the Bachelor of Science in Nursing (RN to BSN) Program

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.

- Possess a current, active, unrestricted license to practice as a Registered Nurse or its equivalent in at least one U.S. state. Students must maintain an active unrestricted license throughout the program.
- Submission of official transcript(s) from the regionally accredited or approved nationally accredited institution that awarded the nursing (hospital) diploma or Associate degree in Nursing.
- Submission of official transcript(s) from the regionally accredited or approved nationally accredited institution demonstrating completion of Microbiology (with lab), or equivalent, with a grade of C- or higher.

### Additional Full Admission Requirements for Applicants with International Academic Credentials

In addition to meeting the requirements for full admission outlined in the admission policy for Bachelor's degree programs, applicants relying on academic credentials earned outside the United States must submit an official evaluation sent 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 California and Mississippi

California residents must submit proof of graduation from high school in one of the following forms:

- Official or unofficial copy of high school transcripts indicating graduation;
- Official or unofficial documentation of passing the GED or state certificate awarded; or
- Proof of at least a two-year program or a minimum of 60 transferrable credits that are acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies.

Mississippi 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 California and Mississippi*, under *Loan Disbursement Information* in the *Financial Information* section of this *Catalog* for more information concerning financial aid and payment requirements for California and Mississippi 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:

- 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.
  - 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.
  - 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.
  - 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.
- Due to the accelerated, adult-learner focus of the academic programs, applicants under the age of 18 generally will not be admitted.
- 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.

- 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 the *General Academic Information & Policies* section, and,
- Have the ability to study in English indicated by one of the following:
  - Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;
  - Received a GED that was taken in English;
  - 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,
  - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required. Copies of official or unofficial scores must be submitted prior to enrolling in coursework as a non-degree seeking student.

## Additional Non-Degree Seeking Student General Admission Requirements for Residents of California

California residents must submit proof of graduation from high school in one of the following forms:

- Official or unofficial copy of high school transcripts indicating graduation;
- Official or unofficial documentation of passing the GED or state certificate awarded; or
- Proof of at least a two-year program or a minimum of 60 transferrable credits that are acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies.

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.

# Academic Policies and Procedures

## Academic Calendar

The academic calendar is continuous (also known as non-term) 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 programs and begin courses 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 2018-2019 occurs from December 18, 2018 to December 31, 2018.

## Attendance Policy for Undergraduate Courses

Students 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, 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 *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.

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

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 Enrollment Services Advisor to reschedule their enrollment in the program.*

## Academic Participation

In addition to meeting attendance requirements, students attending 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 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. While students cannot be tardy in an asynchronous learning environment, nor can they cut class in a traditional sense,

acceptance of late or make-up 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 an Academic Advisor. New students must complete their first course in order to be eligible for an Academic Leave.

Students who do not return from Academic Leave 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 an Academic Advisor for assistance with this exception.

The University can make exceptions in which a 45 day break in attendance may be granted on a case-by-case basis.

## Associate Program Academic Policies

### General Education Courses in Associate Programs

While the General Education courses in each Associate degree program are recommended, Associate students may speak with their Academic 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 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. Students are not required to complete their final course toward degree completion at Ashford University.

### Associate Programs Course Sequencing

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 Associate of Arts Degree 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. 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 Enrollment Services Advisor, or Academic Advisor and should include any appropriate supporting documentation. It is the student's responsibility to inform his or her Enrollment Services Advisor and Academic Advisor, in writing, of potential equivalent transfer courses and to provide appropriate supporting documentation prior to each course start date.

### Progression Requirements in Associate 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, Associate degree-seeking students are eligible to be enrolled in upper division coursework to meet their elective requirement once the following requirements are met. Students must successfully meet:

- The English Proficiency requirement;
- The General Education Information Literacy Competency; and
- The Written Communication Competencies I & II.

Students who meet all progression requirements will be allowed to take approved 100 or 200 level courses in their respective program (if applicable), as long as they are taken in the prescribed order and meet all prerequisite requirements. Once students meet the above requirements and successfully earn at least 30 credits, they will be allowed to take 300 or 400 level courses to meet their respective program's elective requirement, as long as they meet all prerequisite requirements.

## Bachelor's Program Academic Policies

### Residency Requirements in Bachelor's Programs

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. Students are not required to complete their final course toward degree completion at Ashford University.

### Progression Requirements for Online Bachelor's Programs

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

- The English Proficiency requirement;
- The General Education Information Literacy Competency; and
- The Written Communication Competencies I & II.

Students who meet all progression requirements will be allowed to take approved 100 or 200 level courses in their respective majors (if applicable), as long as they are taken in the prescribed order and meet all prerequisite requirements. Once students meet the above requirements and successfully earn at least 30 credits, they will be allowed to take 300 or 400 level major courses, as long as they are taken in the prescribed order and meet all prerequisite requirements.

### Bachelor's Program Course Sequencing

All Bachelor's program students are required to successfully complete EXP 105 Personal Dimensions of Education as their first course. Students with zero (0) traditional college-level transferable credits are also required to successfully complete an online orientation prior to enrolling in credit-bearing coursework as outlined in the *Admission Policies and Procedures for Online*

*Bachelor's Degree Programs*. Following successful completion of orientation, students are required to successfully complete EXP 105. 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 to successfully complete the course. EXP 105 cannot be replaced or waived by credit in transfer, 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 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.
- Earned nine (9) credits or more at Ashford University with a cumulative grade point average of 3.0 or higher.

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 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 Academic Advisor to request a schedule change in order to begin major coursework.

Students may request changes to course registration by contacting their Enrollment Services Advisor, or Academic Advisor and should include any appropriate supporting documentation. It is the student's responsibility to inform his or her Enrollment Services Advisor and Academic Advisor of potential equivalent transfer courses and to provide appropriate supporting documentation prior to each course start date.

### General Education Course Sequence

The following General Education course sequence is the standard for the University. On occasion, courses may be substituted to satisfy specific General Education requirements.

- EXP 105 Personal Dimensions of Education (3 credits)
- GEN 102 Digital Literacy for Life & the Workplace (3 credits)
- ENG 121 English Composition I (3 credits)

- GEN 103 Information Literacy (3 credits)
- ENG 122 English Composition II (3 credits)  
*Prerequisite: Successful completion of ENG 121 or equivalent with a grade of "C-" or better*
- COM 200 Interpersonal Communication (3 credits)
- ENG 225 Introduction to Film (3 credits)
- PHI 103 Informal Logic (3 credits)
- PHI 208 Ethics & Moral Reasoning (3 credits)
- POL 201 American National Government (3 credits)
- ANT 101 Introduction to Cultural Anthropology (3 credits)
- SCI 207 Our Dependence upon Environment (4 credits)
- MAT 222 Intermediate Algebra (3 credits)
- GEN 499 General Education Capstone (3 credits)  
*Capstone prerequisite: Completion of a minimum of 75 credits*

## Graduation Requirements for Bachelor's Degrees

To be eligible for a Bachelor's degree, a student must successfully accomplish the following:

- Completion of a minimum of 120 total credits; including:
  - A minimum of 30 credits completed at the University as a matriculated student (residency requirement); and
  - A minimum of 30 credits of upper-division coursework, including 18 credits of upper-division coursework in the chosen major (upper-division requirement).
- Completion of the General Education competency requirements, including core competencies;
- 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; and
- A minimum cumulative grade point average of 2.50 is required for all major coursework taken at Ashford University in the Bachelor of Science in Health Information Management and the Bachelor of Science in Nursing majors.

*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

### Associate of Arts in Business

***(This program is not accepting new enrollments)***

The Associate of Arts in Business program is designed to prepare students in entry-level work in business organizations. All credits in the Associate of Arts in Business program are transferable to the Ashford University Bachelor degree programs. The Associate of Arts in Business program will provide basic proficiency skills necessary for entering the field of business and will allow students to develop a broad personal perspective and world view and to focus on professional competencies that are essential to success in the workplace. The Associate of Arts in Business program is a 67-credit program that includes completion of current Ashford University General Education requirements. No on-campus residency will be required for graduation, but at least 18 credits included in the degree must be Ashford University credits.

*Special Terms and Conditions: Successful completion of this program by itself does not provide 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 who successfully complete the Associate of Arts in Business degree program will be able to:

1. Communicate information and ideas at a competency level acceptable in business through written, verbal, and technological means;
2. Demonstrate skill in quantitative reasoning and data interpretation at a level useful in decision-making activities;

3. Understand critical thinking processes and apply strategies that demonstrate competent use of logic in problem solving;
4. Apply basic skills in management, marketing and accounting;
5. Evaluate significant contributions to knowledge of self and knowledge of society that are expressed through psychology, literature, history, science and religion; and
6. Interpret important social, corporate and global issues and begin to develop a personal world view that integrates conclusions reached about these issues.

### 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)

- ACC 201 Principles of Financial Accounting (3 credits)
- ACC 202 Principles of Managerial Accounting (3 credits)
- BUS 201 Principles of Management (3 credits)
- BUS 235 Introduction to Marketing (3 credits)
- BUS 250 Corporate & Social Responsibility (3 credits) Satisfies General Education Applied Ethics Competency requirement
- CGD 218 Visual Literacy in Business (3 credits) Satisfies General Education Cultural and Aesthetic Awareness requirement
- ECO 100 Survey of Contemporary Economic Issues (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
- HIS 104 World Civilizations II (3 credits) Satisfies General Education Diversity Awareness 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
- SCI 207 Dependence of Man on the Environment (4 credits) Satisfies General Education Science requirement
- POL 201 American National Government (3 credits) Satisfies a General Education Political 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 64 total program credits in order to meet graduation requirements.

### Associate of Arts in Business Graduation Requirements

To be eligible for an Associate of Arts in Business 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; 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 Business.

## Associate of Arts in Organizational Management

*(This program is not accepting new enrollments)*

The Associate of Arts in Organizational Management provides students with a solid foundation in general education from which the fundamentals of Organizational Management can be laid. Students will learn about management practice, leadership, group behavior, organizational change, and interpersonal communication.

*Special Terms and Conditions: Successful completion of this program by itself does not provide 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 who successfully complete the Associate of Arts in Organizational Management degree program will be able to:

1. Describe the basic functions of management and their practical implications;
2. Communicate information and ideas at a competency level acceptable in business through written, verbal, and technological means; and
3. Identify organizational behavior, communications, and change theories and their practical implications.

### 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)

- BUS 114 Principles of Supervision (3 credits)
- BUS 117 Introduction to Organizational Dynamics (3 credits)
- BUS 119 Principles of Personal & Organizational Leadership (3 credits)
- BUS 201 Principles of Management (3 credits)
- BUS 226 Introduction to Personnel Administration (3 credits)
- BUS 250 Corporate & Social Responsibility (3 credits) Satisfies General Education Applied Ethics Competency requirement
- CGD 218 Visual Literacy in Business (3 credits) Satisfies General Education Cultural and Aesthetic Awareness requirement

### 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
- HIS 104 World Civilizations II (3 credits) Satisfies General Education Diversity Awareness 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
- SCI 207 Dependence of Man on the Environment (4 credits) Satisfies General Education Science requirement
- POL 201 American National Government (3 credits) Satisfies a General Education Political Science 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 Organizational Management Graduation Requirements**

To be eligible for an Associate of Arts in Organizational Management 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; 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 Organizational Management.

### **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.

*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/](http://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](http://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.*

*California Students: This program alone does not lead to licensure. In order to sit for the Certified Public Account (CPA) examination, a total of 150 semester credits must be completed, which includes obtaining a baccalaureate degree. Ashford students who transfer in general education credits may need to determine that they are meeting the requirements during their program of study. There is an additional Ethics requirement that is also not met in the undergraduate program at Ashford University. Applicants must provide the California Board of Accountancy (CBA) with satisfactory evidence of having completed a minimum of 12 months of general accounting experience, a CBA-accepted ethics examination that must be passed within two years of submitting the CPA application, a criminal history background check by fingerprint via a Live Scan service and the completion of a Criminal Conviction Disclosure Form to disclose any misdemeanor or felony convictions. For additional details regarding the CA requirements for obtaining a CPA license, please visit:*

*<http://www.dca.ca.gov/cba/applicants/applbook.pdf>.*

### **Program Outcomes**

Accounting major graduates will be able to:

1. Assess fundamental accounting principles and procedures;
2. Apply technology tools related to the area of accounting;
3. Evaluate alternatives to complex accounting problems;
4. Integrate accounting and finance information in business decision making; and
5. Analyze the legal, regulatory and ethical issues in the practice of accounting.



## Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 42 credits

Electives: 35 credits

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

### Major Course Requirements (42 credits)

- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits) *Prerequisite: ACC 205*
- ACC 308 Accounting Information Systems (3 credits)
- 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 or ACC 281*
- 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) *Prerequisite: GEN 499.*

^ Quantitative Reasoning Core Competency requirement must be met before taking these courses.

^^ This course must be taken last in the program.

*Please note, student who have successfully completed ACC 201 and/or ACC 202 at the Associate level will be waived from ACC 205 and/or ACC 206 respectively at the Bachelor's level.*

## Bachelor of Arts in Business Administration

The Bachelor of Arts in Business Administration program prepares students for professional opportunities and advancement in dynamic, global business environments. The program is designed to focus on both current and emerging business issues while incorporating a foundation of business literature and theory appropriate for future

success in managing the business function of the firm. Students also gain additional skills in critical thinking, problem solving, quantitative analysis, applied business research, and business writing in addition to fundamental knowledge of accounting, finance, production and distribution, management, marketing, business law, and strategy.

*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:

1. Examine the role of competitive advantage in business environments using strategic and operational methods;
2. Compare and contrast regional, national, and international business environments;
3. Evaluate the legal, social, political, and economic environments of business;
4. Analyze financial information and other business data to ensure effective managerial decision-making;
5. Design effective solutions by diagnosing organizational problems; and
6. Create a strategic business plan.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*45 credits

Electives: 38 credits

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

\*In this program, 6 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- \*INF 220 IS Principles (3 credits)

- ACC 201 Principles of Financial Accounting (3 credits)
- ACC 202 Principles of Managerial Accounting (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- \*BUS 340 Business Communications (3 credits)
- BUS 311 Business Law I (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- ^MGT 302 Foundations of Productions & Operations Management (3 credits) *Prerequisites: ACC 206 or ACC 202, BUS 308 and MGT 330.*
- \*BUS 357 International Business (3 credits)
- ^BUS 401 Principles of Finance (3 credits) *Prerequisites: ACC 201 or ACC 205 or ACC 208 or ACC 281*
- ^^BUS 402 Strategic Management & Business Policy (3 credits) *Prerequisite: GEN 499.*

\* Satisfies General Education requirements.

^ Quantitative Reasoning Core Competency requirement must be met before taking these courses.

^^ This course must be taken last in the program.

### 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: ECO 203, INF 220, BUS 303, and BUS 340. For additional details, see *Transfer Concentration Guidelines* in the *General Academic Information and Policies* section of this *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.

*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:

1. Assess business facts and interpret them consistent with economic thinking;
2. Examine of how decision makers allocate scarce resources to achieve economic efficiency;
3. Apply economic tools to analyze decisions made by consumers, firms, and policy makers; and
4. Predict the impact of fiscal, monetary, and trade policy on a firm using microeconomic and macroeconomic models.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 45 credits

Electives: 32 credits

Students must earn a minimum of 30 upper-division 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 or ACC 281*
- MGT 380 Leadership for Organizations (3 credits)
- ECO 408 Managerial Economics (3 credits) *Prerequisite: ECO 204*
- ECO 406 Business Cycles & Growth (3 credits) *Prerequisite: ECO 203*
- ^^BUS 402 Strategic Management & Business Policy (3 credits) *Prerequisite: GEN 499.*

^ Quantitative Reasoning Core Competency requirement must be met before taking this course.

^^ This course must be taken last in the program.

## Bachelor of Arts in Business Information Systems

The Bachelor of Arts in Business Information Systems program enables graduates to understand the interaction, planning, development, and operations of information systems and information sharing within a business or organization. Courses focus on information technology planning, networking, e-business strategies, strategic data utilization, and business management, as well as problem solving and leadership in designing, developing, and implementing new or existing information systems within businesses and organizations.

*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:

1. Apply analytical, logical, and critical thinking abilities in the development of effective information systems solutions;
2. Evaluate information systems and enterprise solutions appropriate to meet presented business challenges;
3. Compare and contrast the local and global impact of computing on individuals, organizations, providers, and society;
4. Develop alternative information systems solutions appropriate for addressing business problems;

5. Evaluate processes that support the delivery and management of information systems within the business application environment;
6. Apply knowledge to make responsible decisions when addressing professional, ethical, legal, and social issues and responsibilities relevant to the Information Technology discipline; and
7. Employ collaborative team skills to accomplish a common goal.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*45 credits

Electives: 35 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

### 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 or permission of instructor.*
- 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 or permission of instructor.*
- INF 340 Business Systems Analysis (3 credits) *Prerequisite: Digital Literacy Competency*
- \*\*^INF 322 Database Management Systems (3 credits) *Prerequisite: INF 231*
- INF 325 Telecommunications & Networking Concepts (3 credits) *Prerequisite: INF 231 or permission of the instructor*
- BUS 352 e-Business (3 credits)
- PRM 300 Introduction to Project Management (3 credits)
- INF 336 Project Procurement Management (3 credits) *Prerequisite: INF 231 or permission of the instructor*
- ^^MGT 497 Strategic Technology Planning for Organizations (3 credits) *Prerequisite: GEN 499.*

\* 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.

^ Quantitative Reasoning Core Competency requirement must be met before taking this course.

^^ This course must be taken last in the program.

### 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.

*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:

1. Examine the influence of leadership, vision, and strategic planning in a variety of organizations and environments;
2. Assess the process of leading others in environments increasingly characterized by change and complexity;
3. Apply principles of human behavior and motivation to maximize use of human resources;
4. Analyze methods of organization change and development; and
5. Evaluate the most recent tools and concepts emerging in management and leadership.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*39 credits

Electives: 44 credits

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

\*In this program, 6 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (39 credits)

- BUS 119 Principles of Personal & 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) *Prerequisites: ENG 121 and ENG 122 or equivalents*
- 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.*

\* Satisfies General Education requirements.

^This course must be taken last in the program.

### 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.

*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:

1. Recommend appropriate financial information to individual consumers;
2. Assess legal concepts and their application to the individual investor;
3. Evaluate personal financial practices to achieve the most efficient use of the clients financial resources;
4. Asses the role of financial advisor in the provision of business services to clients;
5. Construct both short range and long range financial plans for a client;
6. Examine the role of life, health, property, and casualty insurance in business and personal financial planning; and
7. 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: \*43 credits

Major Course Requirements: \*45 credits

Electives: 35 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

## 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)  
*Prerequisite: ECO 100 or ECO 203*
- 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)  
*Prerequisite: ACC 205 or ACC 208 or ACC 281*
- BUS 405 Principles of Investments (3 credits)  
*Prerequisite: BUS 401*

- ACC 401 Federal Income Taxes I (3 credits)  
*Prerequisite: ACC 205*
- BUS 458 Consumer & Family Finance Capstone (3 credits)  
*Prerequisite: GEN 499.*

\* Satisfies General Education requirements.

^ Quantitative Reasoning Core Competency requirement must be met before taking these courses.

^^ This course must be taken last in the program.

## 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.

*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:

1. Evaluate marketing situations and make informed marketing decisions;
2. Examine the significance of global markets and the universal marketing processes to develop global marketing plans applying alternative media approaches;
3. Apply computer applications used by the e-marketing profession in an e-business solution; and
4. 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: 43 credits

Major Course Requirements: 45 credits

Electives: 32 credits

Students must earn a minimum of 30 upper-division 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*

^ Quantitative Reasoning Core Competency requirement must be met before taking these courses.

^^ This course must be taken last in the program.

**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.

*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:

1. Assess the risks involved in an entrepreneurial venture;

2. Analyze the impact of the political, legal and ethical environment on entrepreneurial ventures;
3. Analyze emerging issues facing emerging businesses in competitive markets;
4. Integrate the functional areas of business in the strategic planning process; and
5. Construct a business plan for an entrepreneurial venture.

**Program Requirements**

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*45 credits

Electives: 35 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

**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)
- 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 or ACC 281*
- BUS 435 Small Business Ventures (3 credits) *Prerequisite: BUS 362*
- BUS 433 New Business Strategy (3 credits) *Prerequisite: BUS 362*
- BUS 455 Internet & Social Media Marketing (3 credits) *Prerequisite: BUS 330*
- ^^BUS 437 Business Plan Development (3 credits) *Prerequisite: GEN 499.*

\* Satisfies General Education requirements.

^ Quantitative Reasoning Core Competency requirement must be met before taking this course.

^^ This course must be taken last in the program.

## 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.

*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:

1. Analyze business and financial conditions using appropriate problem solving skills;
2. Apply financial theories to conduct financial analysis;
3. Appraise financial practices to achieve the efficient use of financial resources;
4. Evaluate the political, social, legal, regulatory, and technological issues in the context of micro- and macro-finance;
5. Evaluate financial information and non-financial information in order to appropriately assess business opportunities; and
6. Construct long-range financial planning, implementation, and control systems.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*45 credits

Electives: 35 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

### 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 or ACC 281*
- BUS 405 Principles of Investments (3 credits) *Prerequisite: BUS 401*
- BUS 450 International Finance (3 credits)
- ^^BUS 402 Strategic Management & Business Policy (3 credits) *Prerequisite: GEN 499.*

\* Satisfies General Education requirements.

^ Quantitative Reasoning Core Competency requirement must be met before taking this course.

^^ This course must be taken last in the program.

## 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.

*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:

1. Evaluate internal and external organizational environments and the impact of their interrelationships on human resource functions;
2. Analyze the process of job analysis, staffing, appraisal and compensation, training, career planning, and organizational development;
3. Examine the interaction among management, labor, and labor law;
4. 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
5. Analyze the ethical, legal, and safety challenges faced in the workplace.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 45 credits

Electives: 32 credits

Students must earn a minimum of 30 upper-division 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*
- HRM 400 Human Resource Technology Management (3 credits)
- ^BUS 401 Principles of Finance (3 credits) *Prerequisite: ACC 205 or ACC 208 or ACC 281*

- BUS 434 Compensation & Benefits Management (3 credits) *Prerequisite: BUS 303*
- ^^MGT 490 Strategic Human Resources Planning (3 credits) *Prerequisite: GEN 499.*

^ Quantitative Reasoning Core Competency requirement must be met before taking this course.

^^ This course must be taken last in the program.

### 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.

*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:

1. Apply basic business practices to resolve international business problems;
2. Assess market globalization factors and typical business strategies for competing in foreign markets;
3. Construct a country strategic risk assessment that includes all the relevant factors for firms operating overseas or thinking of entering new markets;
4. Integrate culturally sensitive concepts into team communication; and
5. Analyze emerging issues facing countries or businesses in international markets.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*45 credits

Electives: 38 credits

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

\*In this program, 6 credits from the major may also satisfy General Education requirements.



**Major Course Requirements (45 credits)**

- MGT 330 Management for Organizations (3 credits)
- \*PHI 445 Personal & Organizational Ethics (3 credits)
- COM 370 Intercultural Communication (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.*

\* Satisfies General Education requirements.

^ Quantitative Reasoning Core Competency requirement must be met before taking this course.

^^ This course must be taken last in the program.

**Bachelor of Arts in Marketing**

Ashford University's Bachelor of Arts in Marketing Program focuses on preparing students for professional careers in marketing. The program provides an academic baseline and develops technical knowledge and application skills in market research, consumer behavior, advertising, and strategy. Graduates will be able to analyze marketing data, develop marketing plans, and examine the appropriate use of marketing media.

*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**

Marketing major graduates will be able to:

1. Apply management and marketing concepts to diverse marketing needs among domestic and multiple global cultures;
2. Employ market research, data analysis and analytics techniques to make informed marketing decisions;
3. Compare legal, ethical, sustainable, and socially responsible marketing principles;
4. Utilize appropriate marketing communications and digital practices to meet organizational and consumer needs; and
5. Create a strategic marketing plan for a dynamic business environment.

**Program Requirements**

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*45 credits

Electives: 35 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

**Major Course Requirements (45 credits)**

- MGT 330 Management for Organizations (3 credits)
- \*BUS 340 Business Communications (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- BUS 339 Marketing Research (3 credits)
- BUS 311 Business Law I (3 credits)
- BUS 350 Consumer Behavior (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 351 Integrated Marketing Communications (3 credits) *Prerequisite: BUS 330*
- ACC 205 Principles of Accounting I (3 credits)
- ^ BUS 401 Principles of Finance (3 credits) *Prerequisite: ACC 205 or ACC 208 or ACC 281*
- BUS 410 Digital Marketing Essentials (3 credits) *Prerequisite: BUS 330*
- ^^BUS 495 Marketing Capstone Course (3 credits) *Prerequisite: GEN 499.*

\* Satisfies General Education requirements.

^ Quantitative Reasoning Core Competency requirement must be met before taking these courses.

^^ This course must be taken last in the program.

## 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.

*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:

1. Apply systems analysis to management decisions and operational success;
2. Assess methods of quality management, product and service development, and learn processes in business operations;
3. Develop skills in managing projects and programs;
4. Examine globalization effects on the organization's operations, supply chain, and product or services production; and
5. Analyze effective decision-making, problem solving, and technical skills required in management.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 45 credits

Electives: 32 credits

Students must earn a minimum of 30 upper-division 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 231 or permission of the instructor*
- 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: Digital Literacy 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 or ACC 281*
- PRM 300 Introduction to Project Management (3 credits)
- ^^BUS 402 Strategic Management & Business Policy (3 credits) *Prerequisite: GEN 499.*

^ Quantitative Reasoning Core Competency requirement must be met before taking this course.

^^ This course must be taken last in the program.

## 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.

*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:

1. Examine one's personal leadership style and determine its appropriateness to various organizational situations;
2. Formulate management-level decisions within the organizational framework;
3. Formulate strategies for effective team development;
4. Analyze alternative solutions for complex business problems;
5. Compare and contrast individual characteristics that influence work behaviors and organizational effectiveness; and
6. 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: \*43 credits

Major Course Requirements: \*39 credits

Electives: 44 credits

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

\*In this program, 6 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (39 credits)

- BUS 119 Principles of Personal and Organizational Leadership (3 credits)
- \*BUS 250 Corporate and social Responsibility (3 credits)
- MGT 330 Management for Organizations (3 credits)
- ACC 208 Accounting for Managers (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 318 Organizational Behavior (3 credits)  
*Prerequisite: BUS 201 or MGT 330*
- \*BUS 340 Business Communication (3 credits)
- MGT 435 Organizational Change (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 311 Business Law (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*

\* Satisfies General Education requirements.

^ This course must be taken last in the program.

### 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: BUS 119, BUS 250, BUS 340 and MGT 435. For additional details, see *Transfer Concentration Guidelines* in the *General Academic Information and Policies* section of this *Catalog*.

### Bachelor of Arts in Project Management

The Bachelor of Arts in Project Management program provides students with the critical skills needed to manage projects and lead project teams. Students learn how to initiate, plan, execute, control, and close projects. Students also learn critical skills related to leadership, team development, risk analysis, project cost management, schedule/task control, effective communication, and quality control. This major is also designed to incorporate the core business knowledge appropriate to manage wider organizational processes.

*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](http://www.pmi.org)) for additional information.

### Program Outcomes

Project Management major graduates will be able to:

1. Apply proven project management principles to business situations;
2. Apply current project management best practices to initiate, plan, execute, control, and close a well-documented project;
3. Examine successful project team development and management strategies;
4. Assess how project management practices can support organizational effectiveness and the corporate strategic planning process;
5. Evaluate the role of risk in projects and ways to mitigate its effects;
6. Examine the application of ethics to the practice of project management; and
7. Integrate dynamic business data using relevant technology solutions.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*45 credits

Electives: 35 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

### 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)
- ^BUS 401 Principles of Finance (3 credits)  
*Prerequisites: ACC 205 or ACC 208 or ACC 281*
- BUS 303 Human Resource Management (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- PRM 300 Introduction to Project Management (3 credits)
- INF 337 Integrated Cost & Schedule Control (3 credits) *Prerequisites: ACC 205 and BUS 308 or MAT 332*
- \*PHI 445 Personal & Organizational Ethics (3 credits)
- MGT 380 Leadership for Organizations (3 credits)

- INF 336 Project Procurement Management (3 credits) *Prerequisite: INF 231 or permission of the instructor*
- BUS 445 Total Quality Management (3 credits)
- MGT 435 Organizational Change (3 credits)
- ^BUS 402 Strategic Management & Business Policy (3 credits) *Prerequisite: GEN 499*

\* Satisfies General Education requirements.

^ Quantitative Reasoning Core Competency requirement must be met before taking this course.

^^ This course must be taken last in the program.

### 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.

*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:

1. Organize theoretical knowledge for understanding, developing, and implementing public policy and administration;
2. Integrate academic theory and practical applications;
3. Apply management theory to the practice of public administration;
4. Analyze relevant political and legal factors in the policy process and analyze their roles critically; and
5. Judge the ethical components of public responsibility.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*45 credits

Electives: 35 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

**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*

\* Satisfies General Education requirements.

^ Quantitative Reasoning Core Competency requirement must be met before taking this course.

^^ This course must be taken last in the program.

**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.

*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:

1. Develop an understanding and mastery of marketing, and public relations functions;
2. Create a repertoire of communication skills in order to become an effective communicator across contexts;
3. Develop competence in using planning skills to create and implement marketing and public relations solutions to meet client's needs;
4. Evaluate the effectiveness and appropriateness of marketing and public relations messages; and
5. Engage in problem analysis, strategic planning, message development, and tactical solutions.

**Program Requirements**

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*45 credits

Electives: 38 credits

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

\*In this program, 6 credits from the major may also satisfy General Education requirements.

**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)
- PRM 300 Introduction to Project Management (3 credits)
- \*PHI 445 Personal & Organizational Ethics (3 credits)

- ^BUS 421 PR/Marketing Capstone (3 credits) *Prerequisite: GEN 499*

\* Satisfies General Education requirements.

^ This course must be taken last in the program.

## 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.

*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.*

*California Students: This program alone does not lead to licensure. For students wishing to sit for the California Real Estate Salesperson Licensing Exam, this program only meets the educational requirements. For this purpose, a total of two specific (RES301 and RES325) and one optional course is required, for a total of 9 college credits. Optional courses can be satisfied by any course within the program. Finishing this program, or only completing the 9 college credits mentioned above, does not prepare a student to sit for the exam. In addition to these three courses, applicants must be 18 years or older, be a CA resident or qualify as an out-of-state applicant, and pass a criminal history background check by fingerprint via a Live Scan service that may include an investigation into felony and misdemeanor convictions. For students wishing to sit for the CA Broker License Exam, additional courses will need to be completed and a minimum of two years full-time licensed salesperson experience within the last five years or the equivalent is required. The additional courses required, however, must be examined on a case by case basis. For additional details regarding the CA requirements for obtaining a real estate salesperson, please visit: <http://www.bre.ca.gov/Examinees>.*

## Program Outcomes

Real Estate Studies major graduates will be able to:

1. Assess real estate professional governance and licensing in the states and how such laws and systems benefit consumers;
2. Examine essential real estate business practices;
3. Apply real estate law, contract law, and Uniform Commercial Code in solving complex real estate problems;
4. Discern how economic, demographic, dynamic, and market trends influence real estate and real estate valuations; and
5. 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: \*43 credits

Major Course Requirements: \*45 credits

Electives: 35 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

## 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*

\* Satisfies General Education requirements.

^ Quantitative Reasoning Core Competency requirement

must be met before taking these courses.

^^ This course must be taken last in the program.

## 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.

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 Retail 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:

1. Assess service logistics in a variety of service environments;
2. Apply various service systems to construct customer relationship platforms;
3. Integrate innovative practices and processes designed to increase the performance of a service organization;
4. Develop new human capital strategies in service organizations; and
5. Design service metrics based on the needs of a service organization.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 33 credits

Required Specialization: 12 credits

Electives: 32 credits

Students must earn a minimum of 30 upper-division 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 or ACC 281*
- ^BUS 402 Strategic Management & Business Policy (3 credits)  
*Prerequisite: 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*

#### Retail 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)  
*Prerequisite: BUS 201 or MGT 330*
- 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*

^ Quantitative Reasoning Core Competency requirement must be met before taking this course.

^^ This course must be taken last in the program.

### 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.

*Special Terms and Conditions: This degree program is in Candidacy Status by the Commission on Sport Management Accreditation (COSMA), located in Fort Collins, CO, USA.*

*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:

1. Integrate knowledge from sports recreation and business administration fields;
2. Examine the relationship between theory and practice;
3. Analyze effective means of communication in a variety of modalities;
4. Apply business procedures to team and facilities management; and
5. Assess appropriate decision making skills in a variety of sports and recreation organizations.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*45 credits

Electives: 35 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

### 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)
- 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)
- SRM 401 Sport Finance (3 credits) *Prerequisite: ACC 205*
- SRM 311 Sport Law (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- PRM 300 Introduction to Project Management (3 credits)
- BUS 303 Human Resource Management (3 credits)
- SRM 320 Organization & Administration of Sports & Recreation Management (3 credits)  
*Prerequisite: Junior standing or permission of instructor.*
- SRM 410 Contemporary Issues in Sports Marketing & Management (3 credits)



- ^SRM 325 Case Research in Sports & Recreation Management (3 Credits) *Prerequisite: GEN 499*

\* Satisfies General Education requirements.

^ Quantitative Reasoning Core Competency requirement must be met before taking these courses.

^^ This course must be taken last in the program.

## 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 information flows that optimize activities and costs to serve the customer efficiently and effectively. Production schedules, procurement, transportation services, quality, and warehousing management activities are studied as individual functions as well as strategic relationships among the functions. Emphasis is 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.

*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](http://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](http://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](http://www.american-purchasing.com).*

### Program Outcomes

Supply Chain Management major graduates will be able to:

1. Apply proven supply chain management principles to business situations;
2. Examine globalization effects on the organization's supply chain and product or services production;
3. Evaluate an appropriate supply chain design for a given application;
4. Analyze the implications of supply chain management to organizational effectiveness;
5. Assess supply chain performance using information technology; and
6. Integrate supply chain goals with the corporate strategic planning process.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 48 credits

Electives: 32 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (48 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)
- MGT 380 Leadership for Organizations (3 credits)
- ^BUS 401 Principles of Finance (3 credits)  
*Prerequisites: ACC 205 or ACC 208 or ACC 281*
- ^BUS 308 Statistics for Managers (3 credits)
- \*INF 220 IS Principles (3 credits) *Prerequisite: INF 103 or permission of instructor*
- ^BUS 307 Operations Management & Quantitative Techniques (3 credits)
- MGT 323 Principles of Supply Chain Management (3 credits) *Prerequisite: MGT 330*
- MGT 370 International Supply Chain Management (3 credits)
- MGT 300 Supply Management (3 credits)

- MGT 400 Logistics 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: GEN 499*

^ Quantitative Reasoning Core Competency requirement must be met before taking this course.

^^^ This course must be taken last in the program.

## Bachelor of Arts in Sustainable Enterprise Management

*(This program is not accepting new enrollments)*

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.

*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:

1. Evaluate business processes applying environmentally appropriate management techniques;
2. Develop economically, environmentally, and socially sound sustainable decision processes;
3. Evaluate the impact of products, processes, and activities through life cycle assessment;
4. Examine professional and ethically responsible challenges in the environmentally friendly business context; and
5. 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.

## Bachelor of Science in Information Technology

The Bachelor of Science in Information Technology degree program integrates technology skill development with the business enterprise acumen required in the fast-paced, rapidly changing global workplace. The program builds the foundation in business theory and practice supported by understanding the impact of advanced IT solutions in the workplace and develops IT professionals with a strong blend of business, organizational, technical, and interpersonal skills. The BSIT enables technology professionals to become critical thinkers and innovative process improvement agents through offering technology solutions. The program prepares students in the fields of Information Technology in areas of Business Analysis, Network and Information Security, Network Engineering and Network Administration, Information System and Information Technology Specialist, Information Technology Management, Project Management, Database Administration, Software and Application Development.

*Special Terms and Conditions: Successful completion of the Bachelor of Science in Information Technology degree by itself does not provide 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 in this degree program. 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 Specific Requirements:

- Platforms: Windows 8 or Mac OS 10.7 or higher.
- Hardware: 2.2 GHz or faster processor, 250 GB minimum available disk space. 8 GB RAM minimum available. 16 GB RAM recommended.
- Productivity Software: Microsoft Word, PowerPoint, and Excel (provided). Latest revision of Adobe Reader, Adobe Flash, and Windows Media Player.
- Web Browser: Latest version recommended of Chrome, Edge, Firefox, or Internet Explorer Safari, or other major web browser.
- Networking: High speed Internet connection required. Note: Dial up connections have been found to be incompatible with the large file transfers often required for coursework.
- Administrative Rights: Students must obtain administrative rights to their computer and Internet connection. The ability to download and upload files from various sources and providers will be required.

### Program Outcomes

Information Technology major graduates will be able to:

1. Apply information, strategies and techniques towards system improvement and the development of cutting edge Information Technology (IT) solutions;
2. Utilize state of the art project management tools and technical skills to apply the appropriate System Development Lifecycle methods in creating and maintaining IT solutions that fulfill the organizational goals;
3. Evaluate integration possibilities of various technologies, products, and services from multiple sources in one user environment;
4. Develop risk-management and system security plans and procedures using best-practices and appropriate system quality standards; and
5. Assess ethical, legal, security, and social aspects and values within organizations.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 54 credits

Electives: 23 credits

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

### Major Course Requirements (54 credits)

Core Course of Study

- MAT 232 Statistical Literacy (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ENG 328 Scientific and Technical Writing (3 credits)  
*Prerequisites: ENG 122 and fulfillment of General*
- INT 100 Fundamentals of Information Technology & Literacy (3 credits)
- CPT 200 Fundamentals of Programming Languages (3 credits) *Prerequisite: INT 100*
- CPT 301 Computer Organization & Architecture (3 credits) *Prerequisite: CPT 200*
- CPT 304 Operating Systems Theory & Design (3 credits) *Prerequisite: CPT 200*
- CPT 307 Data Structures, Algorithms, & Designs (3 credits) *Prerequisite: CPT 200*
- INT 301 Computer Networking (3 credits)  
*Prerequisite: CPT 307*
- CPT 310 Database Systems & Management (3 credits)  
*Prerequisite: CPT 307*

- CYB 300 System Administration & Security (3 credits) *Prerequisite: INT 301*
- CST 301 Software Technology & Design (3 credits) *Prerequisite: CPT 310*
- PRM 300 Introduction to Project Management (3 credits)

### Major Course of Study

- INT 302 Programming with C++ (3 credits) *Prerequisite: CST 301*
- INT 303 Human Computer Interaction (3 credits) *Prerequisite: CST 301*
- INT 304 Web Design & Development (3 credits) *Prerequisite: CST 301*
- INT 305 Mobile Application Design & Development (3 credits) *Prerequisite: CST 301*
- INT 401 Information Technology Strategy & Management (3 credits) *Prerequisite: CST 301*
- ^ INT 499 Capstone for Information Technology (3 credits) *Prerequisite: GEN 499.*

^ This course must be taken last in the program.

## Bachelor of Science in Computer Software Technology

The Bachelor of Science degree in Computer Software Technology at Ashford University has been built on a solid foundation of mathematics and computer programming. The program is aimed to help students develop and maintain software systems that behave reliably and efficiently, are affordable to develop and maintain, and satisfy all the requirements that customers have defined for them. The Computer Software Technology program is developed on the basis of adaptive and engaged learning concepts and aimed to improve student professionalism and develop their ability to communicate ideas, work in groups, manage software products, and build quality into software products.

*Special Terms and Conditions: Successful completion of the Bachelor of Science in Computer Software Technology degree by itself does not provide 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 in this degree program. 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 Specific Requirements:

- Platforms: Windows 8 or Mac OS 10.7 or higher.

- Hardware: 2.2 GHz or faster processor, 250 GB minimum available disk space. 8 GB RAM minimum available. 16 GB RAM recommended.
- Productivity Software: Microsoft Word, PowerPoint, and Excel (provided). Latest revision of Adobe Reader, Adobe Flash, and Windows Media Player.
- Web Browser: Latest version recommended of Chrome, Edge, Firefox, or Internet Explorer Safari, or other major web browser.
- Networking: High speed Internet connection required. Note: Dial up connections have been found to be incompatible with the large file transfers often required for coursework.
- Administrative Rights: Students must obtain administrative rights to their computer and Internet connection. The ability to download and upload files from various sources and providers will be required.

### Program Outcomes

Computer Software Technology major graduates will be able to:

1. Apply knowledge of mathematics, computing, and scientific methods to system components and process development that meet requirement constraints in the application domain;
2. Employ professionalism, ethics, and social responsibility values related to computer software technology tasks and projects;
3. Identify the software requirements that meet stakeholders' specifications and concerns by selecting the appropriate requirements and elicitation techniques;
4. Use proven techniques and patterns to design software structure before it is implemented;
5. Utilize values, skills, and critical thinking throughout computer software engineering decision making processes;
6. Apply established verification and validation techniques with well-defined objectives and targets to ensure that the software is meeting its stakeholders' specifications and deliverables;
7. Communicate complex software engineering concepts in a multidisciplinary team using a variety of formats; and
8. Integrate modern knowledge, techniques, programming and management skills to develop and deliver reliable and complex software in a cost-effective manner.
- 9.

## Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 57 credits

Electives: 20 credits

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

## Major Course Requirements (57 credits)

### Core Course of Study

- MAT 232 Statistical Literacy (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ENG 328 Scientific & Technical Writing (3 credits)  
*Prerequisites: ENG 122 and Fulfillment of General Education Scientific Reasoning requirement.*
- INT 100 Fundamentals of Information Technology & Literacy (3 credits)
- CPT 200 Fundamentals of Programming Languages (3 credits) *Prerequisite: INT 100*
- CPT 301 Computer Organization and Architecture (3 credits) *Prerequisite: CPT 200*
- CPT 304 Operating Systems Theory & Design (3 credits) *Prerequisite: CPT 200*
- CPT 307 Data Structures, Algorithms, and Designs (3 credits) *Prerequisite: CPT 200*
- INT 301 Computer Networking (3 credits) *Prerequisite: CPT 307*
- CPT 310 Database Systems & Management (3 credits) *Prerequisite: CPT 307*
- CYB 300 System Administration and Security (3 credits) *Prerequisite: INT 301*
- CST 301 Software Technology and Design (3 credits) *Prerequisite: CPT 310*
- PRM 300 Introduction to Project Management (3 credits)

### Major Course of Study

- CST 304 Software Requirements & Analysis (3 credits) *Prerequisite: CST 301*
- CST 307 Software Architecture & Design (3 credits) *Prerequisite: CST 301*
- CST 310 Software Development (3 credits) *Prerequisite: CST 301*
- CST 313 Software Testing (3 credits) *Prerequisite: CST 301*
- CST 316 Information Security Management (3 credits) *Prerequisite: CST 301*

- ^CST 499 Capstone for Computer Software Technology (3 credits) *Prerequisite: GEN 499*

^ This course must be taken last in the program.

## 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.

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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**

Students who successfully complete the Associate of Arts in Early Childhood Education degree program will be able to:

1. Construct and evaluate curriculum designed to meet the differentiated academic, social and developmental needs of young children in alignment with the NAEYC standards;
2. Effectively utilize and evaluate assessment information as both formative and summative to inform and adapt instruction;
3. 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;
4. Identify knowledge of the unique needs of special learners and adapt curriculum and instruction to meet these needs; and
5. 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: \*40 credits  
 Core Requirements: \*21 credits

Elective Requirements: 12 credits

\*In this program, 6 credits from the core may also satisfy General Education requirements.

**General Education Requirements (40 credits\*)**

|  |   |
|--|---|
| Foundations and Skills for Lifelong Learning | EXP 105 Personal Dimensions of Education (3 credits)            |
| Digital Literacy                             | GEN 102 Digital Literacy for Life and the Workplace (3 credits) |
| Written Communication I                      | ENG 121 English Composition I (3 credits)                       |
| Information Literacy                         | GEN 103 Information Literacy (3 credits)                        |
| Written Communication II                     | ENG 122 English Composition II (3 credits)                      |
| Oral and Interpersonal Communication         | COM 200 Interpersonal Communication (3 credits)                 |
| Aesthetic Awareness and Reasoning            | <i>Fulfilled by Core Requirement.</i>                           |
| Critical Thinking                            | PHI 103 Informal Logic (3 credits)                              |
| Ethical Reasoning                            | PHI 208 Ethics & Moral Reasoning (3 credits)                    |
| Civic Responsibility                         | POL 201 American National Government (3 credits)                |
| Intercultural and Global Awareness           | <i>Fulfilled by Core Requirement.</i>                           |
| Scientific Reasoning                         | SCI 207 Our Dependence upon the Environment (4 credits)         |
| Quantitative Reasoning                       | MAT 222 Intermediate Algebra (3 credits)                        |

**Core Requirements (21 credits\*)**

- ART 101 Art Appreciation (3 credits) Satisfies Aesthetic Awareness and Reasoning Competency 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 Intercultural & Global Awareness Competency requirement
- PED 212 Foundations of Movement & Motor Activities (3 credits)

### 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.

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*NCATE accredited, which is a requirement for certification in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to visit the Education Resource Organizations Directory ([EROD](#)) and to contact the licensing body of the state where they are licensed or intend to obtain licensure to verify that these courses qualify for teacher certification, endorsement, and/or salary benefits in that state prior to enrolling. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.*

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*Iowa Residents: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Iowa.*

### Program Outcomes

Child Development major graduates will be able to:

1. 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;
2. Analyze the influence and impact of families and communities on a child's learning and development;
3. Describe how family structure and cultural backgrounds influence communication processes in a child's environment;
4. Evaluate the critical role of play in children's learning and development; and

5. Apply their knowledge as an advocate for children, families, childcare and education.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 39 credits

Electives: 38 credits

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

### Major Course Requirements (39 credits)

- EDU 100 Issues in Education (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- ECE 205 Introduction to Child Development (3 credits)
- ECE 313 Collaboration with Parents & Community (3 credits)
- ECE 315 Language Development in Young Children (3 credits)
- ECD 310 Exceptional Learning & Inclusion (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)
- ECD 315 Curriculum Planning & Design for Early Learners (3 credits)
- ECE 351 Play & Learning for the Young Child (3 credits)
- EDU 499 College of Education Capstone (3 credits) *Prerequisite: GEN 499*

### 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.

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*Iowa Residents: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Iowa.*

### Program Outcomes

Cognitive Studies major graduates will be able to:

1. Apply knowledge of brain functioning to diverse ways of learning and teaching;
2. Examine cognitive development and the impact of learning across the lifespan;
3. Evaluate the unique needs of learners with developmental delays, brain-behavior relationships, and cognitive advances, and programs to address these need;



4. Compare and contrast changes in the child and adult brain over time and the impact on cognitive functioning;
5. Integrate ethical, environmental and cultural theories into teaching and learning strategies; and
6. Investigate an area of cognitive functions and processes using foundational research skills.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 39 credits

Electives: 38 credits

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

### Major Course Requirements (39 credits)

- EDU 100 Issues in Education (3 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)
- ECD 310 Exceptional Learning & Inclusion (3 credits)
- ECE 315 Language Development in Young Children (3 credits)
- EDU 411 Reading & Cognition OR EDU 362 Adult Learning & Instruction (3 credits)
- ABS 300 Psychological Assessment (3 credits)  
*Prerequisite: PSY 101*
- 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 499 College of Education Capstone (3 credits)  
*Prerequisite: GEN 499*

### Bachelor of Arts in Early Childhood Development with Differentiated Instruction

The Bachelor of Arts in Early Childhood Development with Differentiated Instruction is designed for individuals who intend to work with children from birth to age eight and their families in a wide variety of settings. This program serves the needs of students who are already employed in the field of early care or development and learning settings who are seeking job advancement; as well as those who want to further their knowledge in early

childhood across the breadth of ability levels while working in an inclusive setting.

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*Iowa Residents: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Iowa.*

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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

Bachelor of Arts in Early Childhood Development with Differentiated Instruction graduates will be able to:

1. Synthesize theories, processes, and approaches in the study of early child development from diverse perspectives across domains;
2. Analyze theories which address the interrelationship of child, family and community, and culture on the growth, behavior, and development of children;
3. Compile evidence-based strategies that demonstrate an awareness of exceptionalities and cultural diversity within the field of early child development;
4. Assess the impact of contemporary issues and trends relating to the field of early child development and their multiple influences on current practice and knowledge;
5. Propose diverse models of inclusion to emphasize access, participation, and partnerships with children and families; and,
6. Apply professional and ethical practice aligned to national standards to include critical thinking, individual reflection, and collaboration

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*27 credits

Required Specialization: 12 credits

Electives: 44 credits

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

\*In this program, 6 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (27 credits)

- EDU 100 Issues in Education (3 credits)

- ECD 101 Foundations of Early Learning and Development (3 credits)
- ECD 201 Atypical Development (3 credits)  
*Prerequisite: ECD 101*
- ECD 305 Positive Learning Environments (3 credits)  
*Prerequisite: ECD 301 or 302*
- ECD 310 Exceptional Learning and Inclusion (3 credits)
- \*ECD 330 Ethics and Legal Responsibility in Early Learning Settings (3 credits) *Prerequisite: ECD 315 or 320*
- \*ECD 335 Children & Families in a Diverse Society (3 credits) *Prerequisite: ECD 330*
- ECD 405 Assessment and Intervention (3 credits) *Prerequisite: ECD 340 or 345*
- EDU 499 College of Education Capstone (3 credits) *Prerequisite: GEN 499*

\* Satisfies General Education requirements.

**Choose one specialization from the following:**

### Early Intervention Specialization (12 credits)

- ECD 301 Foundations of Early Intervention (3 credits) *Prerequisite: ECD 201*
- ECD 320 Cognition and Language Development (3 credits) *Prerequisite: ECD 310*
- ECD 345 Family Systems and Community Resources (3 credits) *Prerequisite: ECD 335*
- ECD 410 Behavioral Methods and Strategies (3 credits) *Prerequisite: ECD 405*

### Early Learning Specialization (12 credits)

- ECD 302 Safe and Healthy Learning Environments (3 credits) *Prerequisite: ECD 201*
- ECD 315 Curriculum Planning and Design for Early Learners (3 credits) *Prerequisite: ECD 310*
- ECD 340 Language and Literacy Development (3 credits) *Prerequisite: ECD 335*
- ECD 415 Foundations of Play and Learning (3 credits) *Prerequisite: ECD 405*

### 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.

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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 major graduates will be able to:

1. Summarize principles of child development including cognitive, physical, linguistic, social-emotional and affective domains that define healthy, respectful, supportive, and developmentally stimulating environments for children;
2. Design developmentally appropriate teaching strategies to implement professional learning standards and curriculum, focused on meeting the academic and developmental needs of children;
3. Justify the goals, benefits, and responsible use of observation, documentation, and assessment strategies in working with families, colleagues, and communities to determine appropriate learning methods for children;
4. Analyze effective strategies that focus on collaboration and communication with families, communities, and colleagues to foster positive and supportive relationships that impact learning and development of children;
5. Analyze the principles of equity, pedagogy, and inclusivity to meet the needs of typically and atypically developing; and
6. Promote ethical standards through reflective practice and collaboration, critical application of current research and theories, and identification as an early childhood professional and leader while continually advocating on behalf of children and families.

## **Program Requirements**

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 42 credits

Electives: 35 credits

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

## **Major Course Requirements (42 credits)**

- ECE 101 Introduction to Early Childhood Education (3 credits)
- ECE 214 Nutrition & Health of Children & Families (3 credits)
- EDU 100 Issues in Education (3 credits)
- PED 212 Foundations of Movement & Motor Activities (3 credits)
- ECD 310 Exceptional Learning & Inclusion (3 credits)
- ECD 315 Curriculum Planning & Design for Early Learners (3 credits)
- ECE 312 Administration of Early Childhood Education Programs (3 credits)
- ECE 313 Collaboration with Parents & Community (3 credits)
- ECE 315 Language Development in Young Children (3 credits)
- ECE 332 Child Development (3 credits)
- ECE 335 Children's Literature (3 credits)
- ECE 405 Children & Families in a Diverse Society (3 credits)
- ECE 355 Understanding Behavior & Family Dynamics (3 credits)
- EDU 499 College of Education Capstone (3 credits)  
*Prerequisite: GEN 499*

## 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.

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*NCATE accredited, which is a requirement for certification in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to visit the Education Resource Organizations Directory (EROD) and to contact the licensing body of the state where they are licensed or intend to obtain licensure to verify that these courses qualify for teacher certification, endorsement, and/or salary benefits in that state prior to enrolling. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.*

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*Alabama Residents: 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 professional educator or professional leadership certificate. Applicants who complete an educator preparation program at a non-Alabama institution must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at [www.alsde.edu](http://www.alsde.edu).*

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

*Iowa Residents: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Iowa.*

*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 <http://www.epsb.ky.gov/mod/page/view.php?id=220>.*

*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:

1. Demonstrate knowledge of child development principles, including cognitive, language, physical and affective domains, in creating environments that are healthy, supportive, and challenging for children;
2. Analyze the influence and impact of families and communities on a child's learning and development;
3. Design and assess developmentally appropriate strategies and programs promoting positive development and learning for children;
4. Apply leadership principles in directing and managing a child care setting;
5. Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings; and
6. Demonstrate knowledge of fiscal, legal, ethical, and program requirements in administrating quality child care settings.

## Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 42 credits

Electives: 35 credits

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

## Major Course Requirements (42 credits)

- EDU 100 Issues in Education (3 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)
- ECE 355 Understanding Behavior & Family Dynamic (3 credits)
- ECD 315 Curriculum Planning & Design for Early Learners (3 credits)
- ECD 310 Exceptional Learning & Inclusion (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)

- ECE 405 Children & Families in a Diverse Society (3 credits)
- BUS 303 Human Resource Management (3 credits)
- EDU 499 College of Education Capstone (3 credits)  
*Prerequisite: GEN 499*

## Bachelor of Arts in Education and Public Policy

*(This program is not accepting new enrollments)*

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.

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

*\*The Council for the Accreditation of Educator Preparation (CAEP) is the resulting entity from the merger of the Teacher Education Accreditation Council (TEAC) and National Council for Accreditation of Teacher Education (NCATE).*

*Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or [www.alsde.edu](http://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 who complete an educator preparation program at an institution outside of Alabama must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at [www.alsde.edu](http://www.alsde.edu).*

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

*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 <http://www.epsb.ky.gov/mod/page/view.php?id=220>*

*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 and Public Policy major graduates will be able to:

1. Describe the roles, processes, and dynamics of educational policy-making;
2. Explain how educational program policies are directed toward a specific population in meeting organizational and individual needs;
3. Explain the historical and philosophical foundations of education in the development of educational policy;
4. Analyze issues and trends that drive education reform;

5. Examine methods and techniques for analyzing educational needs, alternative policies, and implementation of selected policies; and
6. 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, childcare, recreation centers, nonprofit organizations, health and human services, career services, sociology, and public administration. Education specializations that may be included with this degree include Early Childhood Education, Child Development, Instructional Design, and English Language Learner Studies.

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

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*Alabama Residents: 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 professional educator or professional*

*leadership certificate. Applicants who complete an educator preparation program at a non-Alabama institution must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at [www.alsde.edu](http://www.alsde.edu).*

*California Students: According to education code in California, a degree in professional education does not qualify as the Bachelor's degree requirement listed in the qualifications to obtain a teaching credential. Thus, the Bachelor of Arts in Education Studies degree offered at Ashford University will not satisfy the BA requirement in the list of qualifications needed to obtain a teaching credential in the state of California.*

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

*Iowa Residents: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Iowa.*

*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 <http://www.epsb.ky.gov/mod/page/view.php?id=220>.*

*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:

1. Design effective curriculum, instruction and assessment to meet the needs of diverse learners;
2. Demonstrate knowledge of child and adolescent development in the cognitive, social, physical, and emotional domains;

3. Identify the unique needs of special learners and adapt curriculum and instruction to meet these needs;
4. 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
5. 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: 43 credits

Major Course Requirements: 36 credits

Electives: 41 credits

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

### Major Course Requirements (36 credits)

#### Introduction

- EDU 100 Issues in Education (3 credits)
- EDU 304 Introduction to Education (3 credits)

#### Foundation

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

#### Methodology

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

#### Literacy

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

#### Technology and Diverse Populations

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

#### Capstone

- EDU 499 College of Education Capstone (3 credits)  
*Prerequisite: GEN 499*

## 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.

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*\*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 Residents: 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 professional educator or professional leadership certificate. Applicants who complete an educator preparation program at a non-Alabama institution must apply for an Alabama professional educator or professional leadership certificate through the*



*Alabama Certificate Reciprocity Approach. Current requirements may be found at [www.alsde.edu](http://www.alsde.edu).*

*Iowa Residents: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Iowa.*

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

### Program Outcomes

English Language Learner Studies major graduates will be able to:

1. Apply concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of English for English Language Learners;
2. Analyze the influences of culture and diversity as it affects second language learning;
3. Apply knowledge of meta-linguistics in second language development in constructing multiple identities;
4. Describe standards-based practices and strategies for developing and integrating English listening, speaking, reading and writing skills in instructional settings; and
5. 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: \*43 credits

Major Course Requirements: \*39 credits

Electives: 41 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (39 credits)

- EDU 100 Issues in Education (3 credits)
- EDU 321 Introduction to Serving English Language Learners (3 credits)
- \*ELL 240 Linguistically & Culturally Diverse Learners (3 credits)
- LNG 212 Second Language Acquisition (3 credits)  
*Prerequisite: LNG 101 or LNG 321*
- ELL 354 Grammar in a Second Language (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)
- LNG 360 Language & Society (3 credits)  
*Prerequisite: LNG 100 or LNG 321*
- ELL 420 Testing & Assessment for ELL Students (3 credits)
- LNG 415 Meaning in Language (3 credits)  
*Prerequisite: LNG 101 or LNG 321*
- ELL 361 Language Learning in a Global Context (3 credits)
- EDU 499 College of Education Capstone (3 credits)  
*Prerequisite: GEN 499*

\*Satisfies General Education requirements.

### Bachelor of Arts in Instructional Design

The Bachelor of Arts in Instructional Design program prepares students to design training and instruction for online, place-based, and blended learning environments. Students develop expertise with instructional design theories, practices, and technologies through realistic project-based assessments that ensure preparation for practicing instructional design within corporate, government, military, non-profit, school, university, and consulting contexts.

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*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 Residents: 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 professional educator or professional leadership certificate. Applicants who complete an educator preparation program at a non-Alabama institution must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at [www.alsde.edu](http://www.alsde.edu).*

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

*Iowa Residents: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Iowa.*

### Program Outcomes

Instructional Design major graduates will be able to:

1. Design instructional and training interventions and assessments for online, place-based, and blended delivery;
2. Apply the results of learning, task, performance, and other analyses to the design of training and instruction;
3. Apply evaluations of technologies for developing, delivering, and assessing instructional and training interventions;
4. Distinguish how different principles and theories of learning, design, and assessment influence design processes and outcomes;
5. Develop plans to manage collaborative processes and participants typically involved in an instructional design project; and
6. Respond appropriately to ethical, legal, and political factors influencing instructional design projects for diverse learners and contexts.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 39 credits

Electives: 38 credits

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

### Major Course Requirements (39 credits)

- EDU 100 Issues in Education (3 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 499 College of Education Capstone (3 credits) *Prerequisite: GEN 499*

### 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.

*Certification and Licensure Terms and Conditions: An online degree from Ashford University does not lead to immediate teacher licensure in any state. If you want to become a classroom teacher, contact your state's education authorities prior to enrolling at Ashford to determine what state-specific requirements you must complete before obtaining your teacher's license. Ashford graduates will be subject to additional requirements on a*

state-by-state basis that will include one or more of the following: student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree. None of Ashford's online education programs are CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to visit the Education Resource Organizations Directory (EROD) and to contact the licensing body of the state where they are licensed or intend to obtain licensure to verify that these courses qualify for teacher certification, endorsement, and/or salary benefits in that state prior to enrolling. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.

*\*The Council for the Accreditation of Educator Preparation (CAEP) is the resulting entity from the merger of the Teacher Education Accreditation Council (TEAC) and National Council for Accreditation of Teacher Education (NCATE).*

*Alabama Residents: 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 professional educator or professional leadership certificate. Applicants who complete an educator preparation program at a non-Alabama institution must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at [www.alsde.edu](http://www.alsde.edu).*

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

*Iowa Residents: The Bachelor of Arts in Library Science and Media does not lead to licensure in Iowa as a school librarian, also known as a school media specialist.*

### Program Outcomes

Library Science and Media major graduates will be able to:

1. Apply the concepts and tools of inquiry to create learning environments and experiences to include multiple environments;
2. Evaluate technology tools and applications for effective instructional delivery and research applications;

3. Create learning opportunities that are adapted to diverse learners and cultures;
4. Analyze media, literature and materials for inclusion in specific settings and programs, including multiple modalities; and,
5. 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: 43 credits

Major Course Requirements: 33 credits

Electives: 44 credits

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

### Major Course Requirements (33 credits)

- EDU 100 Issues in Education (3 credits)
- EDU 302 Foundations of Library and Information Science (3 credits)
- EDU 306 Library Programs and Services (3 credits)
- EDU 307 Library Collection Development and Management (3 credits)
- EDU 352 Foundations of Educational Technology (3 credits)
- EDU 400 Library Materials for Mid-grade and Young Adults (3 credits)
- EDU 367 Elementary & Secondary School Media (3 credits)
- EDU 440 Information Literacy (3 credits)
- EDU 308 Reference & Research Services (3 credits)
- EDU 401 Literature for Children (3 credits)
- EDU 499 College of Education Capstone (3 credits)  
*Prerequisite: GEN 499*

## College of Health, Human Services, and Science: Undergraduate Programs and Requirements

### Bachelor of Arts in Adult Development

*(This program is not accepting new enrollments)*

The Bachelor of Arts in Adult Development program is a generalist degree program designed to provide the foundation knowledge and skills needed to understand and work with adults in a variety of settings. The course of

study prepares students to serve and interface with adults in various stages of adulthood including adults in the work force, those with young families, retired, re-careered, interdependent, and completely dependent adults.

*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 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)
- PSY 307 The Journey of Adulthood (3 credits)
- HCS 311 Health & Wellness in Adulthood (3 credits)
- SOC 322 Sociological Aspects of Adulthood (3 credits)
- EDU 362 Adult Learning & Instruction (3 credits)
- EDU 334 Adult Learning in the Workplace (3 credits)
- \*SOC 326 Diversity & Aging (3 credits)
- PSY 323 Perception, Learning, & Cognition (3 credits)  
*Prerequisite: PSY 101 or equivalent*
- PSY 317 Cognitive Functioning in the Elderly (3 credits)  
*Prerequisite: PSY 101 or equivalent*
- EDU 352 Foundations of Educational Technology (3 credits)

- PSY 344 Issues & Trends in Adult Development (3 credits)
- PSY 326 Research Methods (3 credits)
- PSY 495 Adult Development 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 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.

*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:

1. Analyze major concepts, theoretical perspectives, and empirical findings to solve complex problems in the field of study;
2. Compose effective communications in a variety of formats for assessment, evaluation, and/or intervention purposes;
3. Apply the principles of the scientific method to assessment, evaluation, and intervention at intrapersonal and interpersonal levels;
4. Explain the value of empirical evidence, acting ethically, and acknowledging and respecting human diversity; and

5. Utilize the scientific approach to address practical problems related to the cognition, affect, and behavior of individuals in social contexts.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*39 credits

Electives: 44 credits

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

\*In this program, 6 credits from the major may also satisfy General Education requirements.

### 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 325 Communication & Conflict (3 credits)  
*Prerequisites: ENG 121 and ENG 122 or equivalents*
- PSY 304 Lifespan Development (3 credits) *Prerequisite: PSY 101*
- PSY 301 Social Psychology (3 credits) *Prerequisite: PSY 101, SSC 101 or equivalent*
- HHS 320 Cultural Awareness in the Human Services (3 credits)
- ^PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)
- PSY 326 Research Methods (3 credits)
- ABS 300 Psychological Assessment (3 credits)  
*Prerequisite: PSY 101.*
- PSY 352 Cognitive Psychology (3 credits) *Prerequisite: PSY 101 and PSY 326*
- GRO 410 Death & Dying (3 credits)
- ABS 497 Applied Behavioral Sciences Capstone (3 credits) *Prerequisite: GEN 499*

\* Satisfies General Education requirements.

^ Quantitative Reasoning Core Competency requirement must be met before taking this course.

## 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.

*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:

1. Explore the history and practice of non-allopathic health systems;
2. Examine cultural influences as related to complementary and alternative health practices;
3. Analyze complementary and alternative health usage trends;
4. Differentiate major complementary and alternative health systems;
5. Examine complementary and alternative health practices integrated into U.S. health care delivery;
6. Analyze research in complementary and alternative health; and
7. Examine components of holistic health care service and delivery.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*36 credits

Electives: 44 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (36 credits)

- \*ANT 101 Introduction to Cultural Anthropology (3 credits)
- HWE 200 Introduction to Health & Wellness (3 credits)
- HCS 326 Holistic Health (3 credits)
- HCS 316 Cultural Diversity in Health & Illness (3 credits)
- HCS 321 Foundations of Complementary & Alternative Health (3 credits)
- HCS 339 Introduction to Western Herbalism; Basic Doctrine, Energetics and Classifications (3 credits)  
*Prerequisites: HCS 321 and HCS 326*
- HCS 308 Introduction to Nutritional Concepts (3 credits)
- PSY 361 Health Psychology (3 credits)
- CAH 390 Introduction to Chinese Medicine (3 credits)
- HCS 435 Spirituality, Health, & Healing (3 credits)
- HPR 460 Analysis of Health Research (3 credits)
- HCS 495 Complementary & Alternative Health Capstone (3 credits) *Prerequisite: GEN 499 & majority of major coursework.*

\* 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.

*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:

1. Describe interdisciplinary aspects of aging;

2. Examine legal, ethical, and financial factors influencing aging independence;
3. Analyze multicultural perspectives on aging;
4. Explain the mental, physical, social, spiritual, and developmental aspects of aging; and
5. Assess contemporary theory and research in gerontology.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 36 credits

Electives: 44 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (36 credits)

- PSY 304 Lifespan Development (3 credits)
- GRO 200 Introduction to Gerontology (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits) *Prerequisite: PSY 101 or equivalent.*
- GRO 325 Aging & Health (3 credits)
- \*SOC 304 Social Gerontology (3 credits)
- HCS 435 Spirituality, Health & Healing (3 credits)
- HCS 316 Cultural Diversity in Health & Illness (3 credits)
- GRO 410 Death & Dying (3 credits)
- HCA 322 Health Care Ethics & Medical Law (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*

## 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.

*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:

1. Analyze health and human services delivery from political, socioeconomic, and psychosocial perspectives;
2. Evaluate social and human delivery systems at the individual, family, group, organization, and community levels;
3. Analyze social problems within the context of health care environments;
4. Evaluate ethical issues and challenges inherent in the provision of health and human services, and service provision;
5. Analyze human behaviors within the health and human services context;
6. Evaluate health and human services issues, challenges, and interventions;
7. Discuss the provision of health and human services from multi-cultural perspectives; and
8. 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: \*43 credits

Major Course Requirements: \*36 credits

Electives: 47 credits

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

\*In this program, 6 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (36 credits)

- HHS 201 Introduction to Human Services (3 credits)
- \*HHS 207 Communication Skills for Health & Human Service Personnel (3 credits)
- HHS 310 Health & Human Services Culture: The Helping Relationship (3 credits)
- HCA 205 Introduction to Health Care (3 credits)

- SOC 313 Social Implications of Medical Issues (3 credits)
- 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)
- HIM 301 Introduction to Health Informatics (3 credits)
- HHS 460 Research Methods in Health & Human Services (3 credits)
- HHS 497 Health & Human Services Capstone (3 credits) *Prerequisite: GEN 499*

\* 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.

*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:

1. Describe the function of the human body;
2. Examine chronic conditions and diseases;
3. Analyze lifestyle factors which affect health and wellness;
4. Assess the health and wellness status of individuals;
5. Develop personalized wellness programs using evidenced-based strategies;

6. Apply behavior change theories, motivational strategies, and counseling techniques to implementation plans of wellness programs;
7. Employ cultural competence in wellness programming; and
8. Evaluate the effectiveness of wellness programs.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*37 credits

Electives: 44 credits

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

\*In this program, 4 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (37 credits)

- HWE 200 Introduction to Health & Wellness (3 credits)
- \*HPR 205 The Human Body, Health, & Disease (4 credits)
- HCS 308 Introduction to Nutritional Concepts (3 credits) *Prerequisite: HWE 200*
- HWE 330 Musculoskeletal Anatomy & Physiology (3 credits) *Prerequisite: HPR 205*
- HCS 334 Personal Fitness & Wellness for Optimal Living (3 credits) *Prerequisites: HWE 200 and HPR 205*
- HWE 340 Exercise & Physiology (3 credits) *Prerequisites: HPR 205 and HWE 330*
- PSY 361 Health Psychology (3 credits)
- PSY 380 Counseling and Behavior Change (3 credits) *Prerequisites: HWE 200 and PSY 361*
- HWE 415 Stress Management (3 credits) *Prerequisite: HWE 200*
- HWE 420 Wellness for Special Populations (3 credits) *Prerequisites: HWE 200, HWE 330, HWE 340, and HCS 334*
- HPR 460 Analysis of Health Research (3 credits)
- HWE 498 Health & Wellness Capstone(3 credits) *Prerequisite: GEN 499 and completion of BAHW program core courses*

\* 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.

*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. For additional information, please refer to your state licensing board or agency.*

### Program Outcomes

Health Care Administration major graduates will be able to:

1. Analyze the legal and ethical issues of healthcare systems;
2. Explore cultural and social-demographic variables influencing the delivery of healthcare services;
3. Examine the provision of healthcare services within a regulatory environment;
4. Analyze the major financing systems of U.S. healthcare services;
5. Analyze the major forces driving change in the healthcare system;
6. Assess the major issues confronting community and public health services; and
7. Apply the theoretical dimensions of leadership within the health care environment.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 36 credits

Electives: 41 credits

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

### Major Course Requirements (36 credits)

- HCA 205 Introduction to Health Care (3 credits)



- SOC 313 Social Implications of Medical Issues (3 credits)
- HCA 340 Managing in Health & Human Services (3 credits) *Prerequisite: HCA 305 or 205*
- HCA 322 Health Care Ethics & Medical Law (3 credits) *Prerequisite: HCA 305 or 205*
- BUS 303 Human Resource Management (3 credits)
- HCA 375 Continuous Quality Monitoring & Accreditation (3 credits) *Prerequisite: HCA 205*
- ^ACC 281 Accounting Concepts for Health Care Professionals (3 credits) *Prerequisite: Digital Literacy competency*
- HCA 312 Health Care Finance (3 credits) *Prerequisites: HCA 305 or 205 and ACC 281*
- HCA 430 Special Populations (3 credits)
- 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 459 Senior Project (3 credits) *Prerequisite: GEN 499 & majority of major coursework*

^ Quantitative Reasoning Core Competency requirement must be met before taking this course

## Bachelor of Arts in Health Care Studies (*This program is not accepting new enrollments*)

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.

*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:

1. Explain the major components of the U. S. health care system;
2. Explain the major population factors that influence the delivery of health services;
3. Analyze driving factors influencing health care, including reform and quality;
4. Apply principles from management theory, social and health sciences;
5. Analyze non-clinical issues arising in delivering health care;
6. Discuss regulatory elements influencing health care delivery such as ethics and legal issues; and
7. 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 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 (30 credits)

- HCA 205 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 or 205*
- BUS 303 Human Resource Management (3 credits)
- HCA 415 Community & Public Health (3 credits)
- HCA 430 Special Populations (3 credits)
- HPR 231 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 the General Academic Information and Policies* section of this *Catalog*.

### Bachelor of Arts in Health Education

This public health/health promotion-based 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.

*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.*

*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.*

### Program Outcomes

Health Education major graduates will be able to:

1. Examine the individual and community needs for health education;
2. Examine the impact of social and cultural factors in health education planning, delivery, and evaluation;
3. Analyze research in health education;
4. Identify elements of effective health education;
5. Differentiate tools health educators use to bring about health change;
6. Examine the interrelationships between physical, social, mental, and cultural forces in the etiology of disease;
7. Examine behavior change theories and models in the context of health education; and
8. 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: 43 credits

Major Course Requirements: 36 credits

Electives: 41 credits

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

### Major Course Requirements (36 credits)

- HPR 231 Introduction to Health Education (3 credits)
- HPR 232 Community Health Promotion Methods (3 credits)
- HCA 322 Health Care Ethics & Medical Law (3 credits) *Prerequisite: HCA 305, HCA 205, HPR 231 or NUR 300*
- HPR 303 Health Communications (3 credits)
- HCA 340 Managing in Health & Human Services (3 credits) *Prerequisite: HCA 305 or HCA 205*
- HPR 350 Introduction to Epidemiology (3 credits)
- HCS 412 Health Promotion Planning & Evaluation (3 credits)
- HCA 415 Community & Public Health (3 credits)
- HCA 430 Special Populations (3 credits)

- HPR 450 Grant Writing and Evaluation (3 credits)
- HPR 460 Analysis of Health Research (3 credits)
- HCS 497 Health Education Capstone (3 credits) *Prerequisite: GEN 499*

## Bachelor of Arts in Health Informatics

*(This program is not accepting new enrollments)*

This degree provides a generalist orientation to the field of Health Informatics, in which students receive a broad overview of how health care data can be used to reduce costs and improve efficiency and quality of health care. Students who complete this degree acquire an understanding of how health and allied health personnel and organizations acquire, store, and utilize data. In addition, the degree introduces students to the regulatory and compliance factors impacting the design, use, and application of Health Informatics.

*Special Terms and Conditions: Successful completion of this program does not lead to certification from the American Health Information Management Association (AHIMA) or the American Society of Health Informatics Managers (ASHIM), which may be a requirement for certain positions in this field. In addition, this program is not accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIM), which is a requirement for some AHIMA certifications. Prospective students are advised to regularly review the requirements for job postings in their intended field of employment. Other factors, such as a student's criminal history, may prevent an applicant from obtaining certification or employment in this field.*

### Program Outcomes

Health Informatics major graduates will be able to:

1. Analyze the role of health informatics in health care delivery, administration, education, and research;
2. Analyze the impact of technology on health care quality, and service delivery;
3. Examine the regulatory forces impacting the acquisition, storage, maintenance, and usage of health care data;
4. Analyze components of Health Informatics systems;
5. Examine issues and trends in Health Informatics;
6. Examine emerging applications in Health Informatics; and
7. Examine research in Health Informatics.

### 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 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)

- HCA 401 Introduction to Health Care Informatics (3 credits)
- \*\*HIM 217 Electronic Health Records (3 credits) *Prerequisite: HCA 205*
- INF 220 IS Principles (3 credits) *Prerequisite: INF 103 or permission of instructor*
- INF 231 Programming Concepts (3 credits) *Prerequisite: INF 103 or permission of instructor.*
- INF 325 Telecommunications & Networking Concepts (3 credits) *Prerequisite: INF 231 or permission of the instructor*
- HCA 375 Continuous Quality Monitoring & Accreditation (3 credits) *Prerequisite: HCA 205*
- HCA 352 Legal & Ethical Aspects of Health Information Management (3 credits)
- HCA 435 Informatics Applications (3 credits)
- HCA 419 Current Topics in Informatics (3 credits)
- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)
- HHS 460 Research Methods in Health & Human Services (3 credits)
- HCA 496 Health Informatics 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.

\*\* A grade of C or higher is required.

## Bachelor of Arts in Health Marketing and Communication

*(This program is not accepting new enrollments)*

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.

*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:

1. Apply health behavior theory to develop strategies and messages to target audiences;
2. Examine health marketing and communication strategies used in raising awareness, advocacy, behavior change, and risk communication;
3. Choose marketing and communication strategies to achieve health communication objectives;
4. Analyze the strengths and weaknesses of communication channels used in health marketing;
5. Identify eHealth channels;
6. Examine current eHealth trends; and
7. 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 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)

- 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)
- HPR 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.

*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:

1. Demonstrate breadth of psychological knowledge;
2. Analyze information and data with scientific thinking;
3. Defend ethics, social justice, and diversity;
4. Illustrate professional communication skills; and
5. Apply professional skills to career planning and success.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 36 credits

Electives: 41 credits

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

### Major Course Requirements (36 credits)

- PSY 101 Introduction to Psychology (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- PSY 331 Psychology of Learning (3)
- PSY 301 Social Psychology (3 credits) *Prerequisite: PSY 101, SSC 101 or equivalent*
- PSY 302 Industrial/Organizational Psychology (3 credits)
- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits) *Prerequisite: MAT 232*
- PSY 304 Lifespan Development (3 credits) *Prerequisite: PSY 101*
- PSY 326 Research Methods (3 credits) *Prerequisite: MAT 232*
- PSY 330 Theories of Personality (3 credits) *Prerequisite: PSY 101 or equivalent*
- PSY 350 Physiological Psychology (3 credits) *Prerequisite: PSY 101 or equivalent*
- PSY 303 Abnormal Psychology (3 credits) *Prerequisite: PSY 101 or equivalent and PSY 330*
- PSY 496 Applied Project (3 credits) *Prerequisite: GEN 499*

## Bachelor of Science in Health Information Management

Health information management (HIM) is the practice of acquiring, analyzing, and protecting the medical

information that's vital to providing patient care, and providing the data that health professionals need in order to provide quality care. HIM professionals are highly trained in the latest technology and understand the workflow of healthcare providers, from large hospital systems to the private practice. They are vital to daily operations and managing electronic health records. 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](http://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.

### Criminal Convictions

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.

### Professional Practice Experiences

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.

*All Students enrolling in a degree program with a practicum requirement are expected to complete the practicum in the United States. If you anticipate that you will not be able to complete your practicum in the United States all exceptions must be approved prior to admission to the program*

*Students who reside and/or work outside the United States may be ineligible to complete practicum hours at a facility abroad; requirements and restrictions vary by country. Students must notify the Program Chair prior to enrolling in the program to discuss a potential practicum location and obtain Program Chair permission to enroll.*

### Memberships

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.

*Special Terms and Conditions: The baccalaureate degree Health Information Management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).*

*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:

1. Analyze health data structure, content, standards, clinical classification systems and reimbursement methodologies;
2. Manage strategic planning and organizational development;
3. Compare and contrast health statistics, biomedical research, quality management, and performance improvement strategies used in health care;
4. Examine driving factors influencing healthcare organization, delivery systems, healthcare privacy, confidentiality, and legal and ethical issues;
5. Evaluate emerging applications in health informatics;
6. Evaluate emerging healthcare trends in information and communication technology, information systems and data security; and
7. 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: \*43 credits

Major Course Requirements: \*70 credits

Electives: 17 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.

Students in the BSHIM program who wish to double up in major coursework must have completed at least one major

course and have a minimum 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.

### Major Course Requirements (70 credits)

- \*INF 103 Computer Literacy (3 credits)
- INF 231 Programming Concepts (3 credits) *Prerequisite: INF 103 or permission of instructor.*
- HCA 205 Introduction to Health Care (3 credits)
- HIM 105 Medical Terminology (3 credits)
- \*HIM 205 Anatomy & Physiology I (4 credits)
- HIM 206 Anatomy & Physiology II (3 credits) *Prerequisite: HIM 205*
- \*\*HIM 217 Electronic Health Records (3 credits) *Prerequisite: HCA 205*
- HIM 210 Pathophysiology (3 credits) *Prerequisites: HIM 105, HIM 205 and HIM 206*
- HIM 250 Clinical Classification Systems I (3 credits) *Prerequisites: HIM 105, HIM 205, HIM 206, HIM 210, and HIM 217*
- \*HIM 252 Legal Aspects of Health Information (3 credits) *Prerequisite HIM 217 and HCA 205*
- HIM 251 Clinical Classification Systems II (3 credits) *Prerequisites: HIM 105, HIM 205, HIM 206, HIM 210, HIM 217 and HIM 250*
- HIM 310 Healthcare Reimbursement (3 credits) *Prerequisite: HCA 205, HIM 250, and HIM 251*
- HIM 301 Introduction to Health Informatics (3 credits)
- ^HIM 360 Healthcare Statistics (3 credits) *Prerequisites: HCA 205, HIM 217, HIM 250, and HIM 251 and Quantitative Reasoning Core Competency.*
- HIM 370 Professional Practice Experience I (3 credits) *Prerequisites: HIM 105, HIM 205, HIM 206, HIM 250, HIM 251, HCA 205, HIM 310, HIM 217, HIM 252, HIM 210, and HIM 360*
- HCA 375 Continuous Quality Monitoring and Accreditation (3 credits) *Prerequisite: HCA 205*
- HIM 410 Health Informatics – A Systems Perspective (3 credits) *Prerequisite: HIM 301*
- HIM 420 Health Information Governance & Strategic Planning (3 credits) *Prerequisite: HCA 205, HIM 217, HIM 252, HIM 301, and HIM 370*
- ^HIM 450 Healthcare Management (3 credits) *Prerequisites: HCA 205, HCA 375, HIM*

105, HIM 205, HIM 206, HIM 210, HIM 217, HIM 250, HIM 251, HIM 252, HIM 310, HIM 360, and HIM 370

- HIM 435 Analyzing Healthcare Data (3 credits) *Prerequisite: HIM 301*
- ^HIM 440 Health Informatics Research Methods and Data Analysis (3 credits) *Prerequisites: HCA 205, HIM 252, HIM 360.*
- HIM 445 Healthcare Project Management (3 credits) *Prerequisite: HCA 205 and HIM 450, HCA 311, HCA 312 or ACC 281*
- ^HIM 495 Professional Practice Experience II (3 credits) *Prerequisite: Completion of BSHIM program core courses. This course must be taken at Ashford University and may not be transferred from another institution. This course is not eligible to be taken as Non-degree seeking. PPE site approval is required before this course can be scheduled.*

\* Satisfies General Education requirements.

\*\* A grade of C or higher is required.

^ This course must be taken at Ashford University and may not be transferred from another institution.

^^ Quantitative Reasoning Core Competency requirement must be met before taking this course

## Bachelor of Science in Human Services Leadership

The Bachelor of Science in Human Services Leadership is designed to prepare students with the knowledge, skills, and competencies needed to successfully lead human service organizations in a rapidly changing and challenging environment. The program will build on students' existing skills and interests in the social services to further develop their capacity to design and lead organizational approaches for the prevention and resolution of problems facing vulnerable populations in our society. Students will gain a keen sense of leadership as a means to improve the performance of human services organizations and the programs and services offered to address changing needs of increasingly diverse communities. The major coursework in the program is aligned with the national standards for human service education outlined by the Council for Standards in Human Service Organization and the human services management competencies established by the Network for Social Work Management. The primary objective of the program is to prepare human services professionals with the knowledge and skills necessary to promote effective service delivery and program management with increased attention to planning and governance. 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/obshsl](http://www.ashford.edu/pd/obshsl).

*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

Human Services Leadership major graduates will be able to:

1. Analyze the delivery of social and community services from a political, socioeconomic, and psychosocial perspective to inform human services leadership decision making;
2. Apply ethical and cultural sensitivity as a human services leader in determining the scope and provision of human services for a variety of populations;
3. Evaluate local social and human services and program offerings at the individual, family, group, organization, and community levels;
4. Analyze ethical issues and challenges inherent in the administration and provision of human services from a leadership perspective;
5. Examine the development and management of community-based human services programs that support children, adolescents, adults, and families; and
6. Originate research-based projects and develop proposals to implement public policy in the Human Services context.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*57 credits

Electives: 32 credits

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

\*In this program, 12 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (57 credits)

- ECO 203 Principles of Macroeconomics (3 credits)
- PSY 101 Introduction to Psychology (3 credits)

- \*MAT 232 Statistical Literacy (3 credits)
- HHS 201 Introduction to Human Services (3 credits)
- \*HHS 207 Communication Skills for Health & Human Service Personnel (3 credits)
- HSL 200 Direct Service Skills and Interventions in Human Services (3 credits)
- PSY 304 Lifespan Development (3 credits)  
*Prerequisite PSY 101*
- \*HSL 300 Social Welfare Policy and Social Programs: An Historical Perspective (3 credits)
- HHS 320 Cultural Awareness in the Human Services (3 credits)
- HCA 340 Managing in Health & Human Services (3 credits) *Prerequisite: HCA 305, HCA 205 or HPR 231.*
- COM 425 Communication in Organizations (3 credits)
- HIM 301 Introduction to Health Informatics (3 credits)
- PPA 303 Finance for Public Administrators I (3 credits) *Prerequisite: ECO 203*
- PPA 305 Budgeting for Public Administrators (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- \*ABS 415 Leadership & Ethics in a Changing World (3 credits)
- HCA 421 Health Care Planning & Evaluation (3 credits) *Prerequisite: Successful completion of the major of major coursework*
- HPR 450 Grant Writing and Evaluations (3 credits)
- HSL 497 Human Services Leadership Capstone (3 credits) *Prerequisite: GEN 499*

\* Satisfies General Education requirements.

^ Quantitative Reasoning Core Competency requirement must be met before taking these courses.

## Bachelor of Science in Nursing (RN to BSN)

The Bachelor of Science in Nursing (RN to BSN) program is designed for registered nurses seeking to expand their knowledge in the increasingly complex health care industry, and for students who wish to earn a Bachelor's degree as a stepping-stone for future graduate study. In this program, coursework and practice experiences cover a wide range of content from patient care quality and safety, to leadership, community health, ethics and technology. Students will address areas of need for planned change within a healthcare organization or the community and use their assessment skills to create evidence-based interventions based upon observations, practice-focused research, and learning.

*Special Terms and Conditions: The baccalaureate degree in nursing (RN-BSN) at Ashford University is a new applicant pursuing initial accreditation by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. New applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted. Please be advised that without programmatic accreditation, RN to BSN program students may not be able to transfer credits to another higher education nursing program, apply for federal scholarships or grants, obtain federal employment or join the military in an RN capacity until such accreditation is obtained. In addition, if initial accreditation is not granted prior to the conclusion of a student's program, RN to BSN program graduates should be aware that graduation from a programmatically accredited undergraduate nursing program may be an admissions requirement for entry into graduate-level study in the field.*

*Alabama Residents: State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter the practice. [www.abn.alabama.gov](http://www.abn.alabama.gov).*

### Program Outcomes

Students who successfully complete the Bachelor of Science in Nursing online degree program will be able to:

1. Apply nursing leadership concepts and skills to promote quality care and patient safety across a variety of healthcare settings;
2. Apply (a) current evidence and (b) critical thinking and (c) assessment skills to professional nursing practice;
3. Use technological and informatics systems related to health care to promote quality patient care;
4. Synthesize local and federal policies that affect health, health care delivery, and health care management;
5. Use inter-professional communication and collaborative skills to communicate with and educate peers, health care professionals, patients and their families, and the community;



6. Assess health and wellness beliefs and practices to promote health and disease prevention among individuals, families, groups, communities, and populations;
7. Articulate the value of pursuing practice excellence, through lifelong learning and engagement, to grow professionally; and
8. Integrate holistic nursing knowledge, values, skills, and attitudes into practice across the lifespan and continuum of healthcare environments.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 42 credits

Electives: 35 credits\*

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

\*Students in the Bachelor of Science in Nursing program at Ashford University may be eligible to receive up to 20 non-traditional elective credits through Prior Learning Assessment for completing the NCLEX-RN exam. Students should wait until all previous post-secondary coursework has been reviewed and then contact their Academic Advisor to determine if there is a need for the exam to be reviewed for college credit. To request the credit to be applied, students must complete the Application for NCLEX-RN Exam Credit (provided by the Academic Advisor), write a 1-3 page essay, and submit both documents to pla@ashford.edu. Prerequisite Course Requirements

The following coursework or equivalent must be successfully completed prior to enrolling in 300 level courses in the Bachelor of Science in Nursing major:

- Introduction to Sociology
- Introduction to Psychology
- Introduction to Statistics
- Human Anatomy (with lab)
- Human Physiology (with lab)

Students who have not satisfied required prerequisite coursework in transfer may enroll in the applicable Ashford University coursework below to satisfy this requirement:

- SOC 101 Introduction to Sociology
- PSY 101 Introduction to Psychology
- PSY 325 Statistics for the Behavioral & Social Sciences
- HIM 205 Anatomy and Physiology I and HIM 206 Anatomy and Physiology II

Any prerequisite coursework completed at Ashford University is applied to a student's elective credit requirements or General Education requirements.

### Major Course Requirements (42 credits)

- ENG 328 Scientific and Technical Writing (3 credits)  
*Prerequisites: ENG 122 and fulfillment of General Education Scientific Reasoning requirement*
- NUR 300 Professional Role Development and Practice in Nursing (3 credits) *Prerequisite: ENG 328*
- HCA 322 Health Care Ethics and Medical Law (3 credits) *Prerequisite: HCA 305, HCA 205, HPR 231 or NUR 300*
- NUR 302 Transcultural Nursing Care (3 credits)  
*Prerequisite: NUR 300*
- NUR 304 Health Assessment (3 credits)  
*Prerequisite: NUR 302*
- NUR 306 Nursing Research (3 credits) *Prerequisite: NUR 300*
- HIM 301 Introduction to Health Informatics (3 credits)
- GRO 325 Aging and Health (3 credits)
- NUR 400 Family Health Nursing (3 credits)  
*Prerequisites: NUR 304, NUR 306 and GRO 325*
- NUR 402 Community Health Nursing (3 credits)  
*Prerequisites: NUR 304 and NUR 306*
- NUR 404 Nursing Care and Management of Chronic Illness and Disability (3 credits) *Prerequisites: NUR 400 and NUR 402*
- NUR 406 Leading and Managing in Nursing (3 credits) *Prerequisites: NUR 304 and NUR 306*
- NUR 492 Capstone I: Nursing Practice Improvement Inquiry (3 credits) *Prerequisites: NUR 404, NUR 406 and permission of the program chair*
- NUR 494 Capstone II: Nursing Practice Improvement and Evaluation (3 credits) *Prerequisites: NUR 492 and permission of the program chair*

## 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,

## ONLINE UNDERGRADUATE PROGRAMS

and political issues that lead to an understanding of military studies.

*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:

1. Develop logical reasoning skills at a level useful in decision making and problem-solving activities;
2. Develop the ability to communicate written ideas clearly;
3. Explain the concept of power and how it can be exercised;
4. Apply historical events or perspectives to the study of the military;
5. Assess how international relations relates to the study of the military;
6. Examine the role of the military as an instrument for the preservation of peace, as well as the waging of war; and
7. Identify moral and ethical issues related to the military.

### Program Requirements

Total number of credits required: 64 credits  
 General Education Requirements: \*40 credits  
 Core Requirements: \*21 credits  
 Elective Requirement: 9 credits

\*In this program, 6 credits from the core may also satisfy General Education requirements.

### General Education Requirements (40 credits\*)

|  |   |
|--|---|
| Foundations and Skills for Lifelong Learning | EXP 105 Personal Dimensions of Education (3 credits)            |
| Digital Literacy                             | GEN 102 Digital Literacy for Life and the Workplace (3 credits) |

|                                      |   |
|--------------------------------------|---|
| Written Communication I              | ENG 121 English Composition I (3 credits)                 |
| Information Literacy                 | GEN 103 Information Literacy (3 credits)                  |
| Written Communication II             | ENG 122 English Composition II (3 credits)                |
| Oral and Interpersonal Communication | COM 200 Interpersonal Communication (3 credits)           |
| Aesthetic Awareness & Reasoning      | ENG 225 Introduction to Film (3 credits)                  |
| Critical Thinking                    | PHI 103 Informal Logic (3 credits)                        |
| Ethical Reasoning                    | <i>Fulfilled by Core Requirement</i>                      |
| Civic Responsibility                 | <i>Fulfilled by Core Requirement</i>                      |
| Intercultural and Global Awareness   | ANT 101 Introduction to Cultural Anthropology (3 credits) |
| Scientific Reasoning                 | SCI 207 Our Dependence upon the Environment (4 credits)   |
| Quantitative Reasoning               | MAT 222 Intermediate Algebra (3 credits)                  |

### Core Requirements (21 credits\*)

- POL 111 Introduction to Political Science (3 credits)  
*Satisfies Civic Responsibility requirement*
- POL 255 Introduction to International Relations (3 credits)
- HIS 103 World Civilizations I (3 credits)
- HIS 104 World Civilizations II (3 credits)
- MIL 275 Military Ethics (3 credits)  
*Satisfies Ethical Reasoning requirement*
- MIL 101 Introduction to Military Studies (3 credits)
- HSM 201 Department of Homeland Security Missions & Current Issues (3 credits)

### 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.

*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:

1. Examine the overall theories and purposes of linguistic study and research;
2. Analyze how language is acquired;
3. Predict the use of language-related technologies and their impact on professions;
4. Assess the interdisciplinary connections between language, culture, and community;
5. Analyze the principles and processes of Linguistics fields, such as phonetics, phonology, morphology, syntax, semantics, pragmatics, computational/corpus linguistics, and historical linguistics;

6. Interpret the policy issues and sociological aspects of applied linguistics; and
7. 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: \*43 credits

Major Course Requirements: \*36 credits

Electives: 47 credits

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

\*In this program, 6 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (36 credits)

- LNG 101 Introduction to Language (3 credits)
- SPA 103 Beginning Spanish I (3 credits)
- SPA 104 Beginning Spanish II (3 credits)
- LNG 310 Sounds of Language (3 credits)  
*Prerequisite: LNG 101 or LNG 321*
- LNG 320 Structures of Language (3 credits)  
*Prerequisite: LNG 101 or LNG 321*
- LNG 415 Meaning in Language (3 credits)  
*Prerequisite: LNG 101 or LNG 321*
- LNG 312 Second Language Acquisition (3 credits)  
*Prerequisite: LNG 101 or 321*
- \*LNG 360 Language & Society (3 credits)
- \*LNG 330 Language and Power: An Introduction to Discourse Analysis (3 credits) *Prerequisite: LNG 101 or LNG 321*
- LNG 450 Computational Linguistics (3 credits) *Prerequisite: LNG 101 or LNG 321*
- ANT 343 Language, Culture & Communication (3 credits) *Prerequisite: Written Communication Competency and ANT 101 or Global Awareness Competency Requirement*
- LNG 497 Applied Linguistics Capstone (3 credits) *Prerequisites: LNG 101 or LNG 321 and GEN 499*

\* 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, including, but not limited to: 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 in a democratic society of messages encoded through speech and writing, as well as through emerging modes of communication such as social media and digital media. Within the program, students will examine multiple topics in communication from persuasion and communication theory to various forms of oral, written and visual/multimedia communication, in interpersonal, group, organizational and societal contexts.

*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:

1. Communicate with fluency and clarity;
2. Select effective communication techniques appropriate to audience and context;
3. Identify barriers to effective communication in different contexts and formulate effective solutions;
4. Articulate the value of free expression to a democratic society;
5. Demonstrate sensitivity in communications between and among different groups and individuals of diverse backgrounds;
6. Demonstrate adaptability to changes in communication technology;
7. Conduct effective independent research; and
8. 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: \*43 credits

Major Course Requirements: \*36 credits

Electives: 50 credits

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

\*In this program, 9 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (36 credits)

- COM 101 Introduction to Communication (3 credits)
- \*COM 223 Persuasion in Communication (3 credits)
- \*SPE 103 Oral Communication (3 credits)
- COM 425 Communication in Organizations (3 credits)
- COM 345 Media Writing for Communication (3 credits)
- JRN 321 Visual Journalism (3 credits) *Prerequisite: JRN 301*
- COM 325 Communication & Conflict (3 credits) *Prerequisites: ENG 121 and ENG 122 or equivalents*
- COM 370 Intercultural Communication (3 credits)
- ENG 328 Scientific & Technical Writing (3 credits) *Prerequisites: ENG 122 and fulfillment of the General Education Scientific Reasoning requirement.*
- CGD 318 Public Relations Practice & Promotional Writing (3 credits)
- \*COM 355 Technology & Communication (3 credits)
- COM 480 Communication Studies Capstone (3 credits) *Prerequisite: GEN 499*

\*Satisfies General Education requirements.

### 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.

*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:

1. Synthesize the topical scope and main concepts of anthropology;
2. Assess human biological, cultural, and linguistic diversity, past and present;
3. Evaluate the importance of anthropology for understanding contemporary cultures;
4. Evaluate the ethical principles and guidelines that are the foundation for all anthropological work;
5. Apply anthropological research skills in the collection and analysis of data and artifacts; and
6. Analyze the interplay between biological and cultural factors in the human condition.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*37 credits

Electives: 50 credits

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

\*In this program, 10 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (37 credits)

- ^ANT 234 Family, Kin, & Groups (3 credits)
- \*^ANT 202 Human Origins & Prehistory (4 credits)
- ^ANT 307 Anthropology of War (3 credits)
- ^ANT 340 Anthropological Theory (3 credits)
- ^ANT 343 Language, Culture, & Communication (3 credits)
- ^ANT 315 Material Culture: Archaeology & the Human Condition (3 credits) *Prerequisite: ANT 202*
- \*^ANT 351 Anthropology of Religion, Magic, & Ritual (3 credits)
- SSC 340 Human Health & Global Environmental Change (3 credits)
- ^ANT 353 Anthropology of Gender (3 credits)

- \*^ANT 348 Native American Anthropology (3 credits)
- ANT 462 Anthropological Research Methods (3 credits) *Prerequisite: Prerequisite: All 300 level courses required for major and GEN 499*
- ANT 499 Ethnographic Study Capstone (3 credits) *Prerequisites: ANT 462, no more than 12 additional credits required before graduation, and GEN 499.*

\* Satisfies General Education requirements.

^ Written Communication Core Competency and ANT 101 or Intercultural & Global Awareness Competency Requirement must be met before taking this course.

### Bachelor of Arts in English

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.

*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:

1. Demonstrate an understanding of various literary genres and works in their historical, analytical, and sociopolitical contexts;
2. Develop the ability to write creatively, clearly, and concisely;
3. Develop critical thinking skills through intellectual inquiry;
4. Demonstrate the ability to integrate significant literary ideas and themes into a personal worldview;
5. Evaluate the power of language relative to ethnicities and gender;
6. Analyze how writing, language, and literature function to shape human culture and individual identity; and
7. Apply effective independent research skills.

### Program Requirements

Total number of credits required: 120 credits  
General Education Requirements: \*43 credits  
Major Course Requirements: \*36 credits  
Electives: 50 credits  
Students must earn a minimum of 30 upper-division credits.

\*In this program, 9 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (36 credits)

All students must take ENG 121 and ENG 122 or their equivalents prior to beginning their English major course requirements.

- \*ENG 125 Introduction to Literature (3 credits)
- ENG 301 American Literature to 1865 (3 credits)
- ENG 302 American Literature After 1865 (3 credits)
- \*ENG 345 British Literature I (3 credits)
- ENG 346 British Literature II (3 credits)
- ENG 315 Business & Professional Writing (3 credits)
- LIB 202 Women, Culture & Society (3 credits)
- ENG 317 International Voices (3 credits)  
*Prerequisites: English Proficiency*
- \*LNG 330 Language & Power: An Introduction to Discourse Analysis (3 credits)
- JRN 200 Elements of Journalism (3 credits)
- ENG 438 Literary Theory (3 credits)
- ENG 497 English Capstone (3 credits) *Prerequisite: GEN 499*

\* Satisfies General Education requirements.

## Bachelor of Arts in Environmental Studies

The Bachelor of Arts in Environmental Studies is an interdisciplinary degree that synthesizes the physical and life sciences, humanities, and social sciences. Students develop the knowledge and skills needed to analyze how human civilization interacts with our natural surroundings and to create sustainable solutions. Students are trained in ecology, conservation biology, economics, environmental chemistry, GIS, policy, renewable energy, research methodologies, statistical reasoning, and resource management. Students emerge from the program prepared to work in environmental management, planning, and regulation, or pursue a graduate degree in an environmental field.

*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:

1. Analyze environmental issues and solutions;
2. Evaluate the impacts of culture, diversity, ethics, history, law, policy, society, and technology on global environmental issues;
3. Explain environmental issues and solutions in a scientific manner;
4. Apply multidisciplinary and interdisciplinary knowledge to topics in environmental science;
5. Synthesize the complex relationship between humans and the environment; and
6. Apply quantitative analyses to research and management decisions.

### Program Requirements.

Total number of credits required: 120 credits  
General Education Requirements: \*43 credits  
Major Course Requirements: \*36 credits  
Electives: 44 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (36 credits)

- ENV 100 Introduction to Environmental Studies (3 credits)
- ENV 322 Energy & Environmental Systems (3 credits)
- ENV 325 Environmental Management (3 credits)
- ENV 326 Ecology & Evolution (3 credits) *Prerequisites: ENV 100*
- ENV 350 Conservation Biology (3 credits) *Prerequisite: ENV 326*
- ENV 333 Environmental Impact (3 credits)
- ENV 345 Business & the Environment (3 credits)
- POL 310 Environmental Policies (3 credits)
- ENV 385 Chemistry and Toxicology (3 credits)
- \*/\*\*GEO 308 Geographic Information Systems (3 credits)
- BUS 308 Statistics for Managers (3 credits)  
*Prerequisite: Quantitative Reasoning Core Competency*

- \*\*ENV 497 Environmental Studies Capstone (3 credits) *Prerequisite: GEN 499*

\* 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.

## 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.

*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:

1. Utilize appropriate historical sources in the completion of written and/or oral narratives and analysis;
2. Interpret events, institutions, and human communities in their historical contexts;
3. Assess historical phenomena in terms of continuity, change, causation, and significance;
4. Analyze major issues, trends and debates with respect to the historiography of specific topics and themes;
5. Evaluate historical events and trends from global perspectives that examine interaction between societies and cultures; and
6. Assess the significance of social and cultural developments within broader historical contexts.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*36 credits

Electives: 50 credits

Students must earn a minimum of 30 upper-division

credits.

\*In this program, 9 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (36 credits)

- \*HIS 103 World Civilizations I (3 credits)
- \*HIS 104 World Civilizations II (3 credits)
- \*HIS 205 United States History I (3 credits)
- HIS 206 United States History II (3 credits)
- POL 303 The American Constitution (3 credits)
- SSC 320 Global Socioeconomic Perspectives (3 credits)
- HIS 378 Historiography & Historical Methodologies (3 credits)  
*Prerequisites: ENG 122 and HIS 206*
- HIS 340 Recent American History (3 credits)  
*Prerequisites: ENG 122 and HIS 206*
- HIS 311 Gender in History (3 credits)  
*Prerequisites: ENG 122 and HIS 206*
- HIS 355 Decolonization in Asia, Africa and the Americas *Prerequisites: ENG 122, HIS 204 and HIS 206*
- HIS 379 The Atlantic World (3 credits)  
*Prerequisites: ENG 122, HIS 104 and HIS 206*
- HIS 497 History Capstone: Advanced Research Project (3 credits) *Prerequisite: GEN 499 and all major course requirements*

\* 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.

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*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:

1. Demonstrate a comprehension of relevant bodies of law, the intelligence community, and international, political, social, and cultural environments;
2. Develop critical thinking skills for effective problem solving relative to crisis management issues, principles, and procedures;
3. Understand the importance of the historic, cultural, and diversity aspects of selected populations;
4. Demonstrate the ability to write a substantive report or analysis using strong research skills and technical writing proficiency;
5. Evaluate data and analyze the validity of the information;
6. Create a report that demonstrates the ability to retrieve information from relevant websites including the pertinent governmental websites and repositories of information; and
7. Evaluate the ethical implications of Homeland Security measures.

### Program Requirements

Total number of credits required: 120 credits  
General Education Requirements: \*43 credits  
Major Course Requirements: \*36 credits  
Electives: 44 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (36 credits)

- HSM 101 Introduction to Homeland Security and Emergency Management (3 credits)
- HSM 201 Department of Homeland Security Missions and Current Issues (3 credits)
- \*POL 111 Introduction to Political Science (3 credits)
- CRJ 306 Criminal Law & Procedure (3 credits)
- CRJ 310 Applied Constitutional Issues (3 credits)
- SOC 333 Research Methods (3 credits)
- HSM 315 Emergency Planning (3 credits)

- HSM 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*

\* Satisfies General Education requirements.

### Bachelor of Arts in Journalism and Mass Communication

The Bachelor of Arts in Journalism and Mass Communication prepares students with the necessary skills to explore career opportunities as reporters, journalists, writers, editors, and in other areas of communication focused on presentation of news and information. Students who major in this degree program will explore the various aspects of print, broadcast, and digital media systems. Students will also learn to critically examine news and information media, conduct audience analyses, and learn skills to produce news for various media platforms. Additionally, students will learn to consider legal and ethical principles associated with the dissemination of information in the media.

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### Program Outcomes

Journalism and Mass Communication major graduates will be able to:

1. Demonstrate an understanding of the rights, roles and responsibilities of news media professionals;
2. Apply the principles of Freedom of Speech and Freedom of the Press in a domestic and global society;
3. Demonstrate an understanding of diverse cultures and groups in a domestic and global society in relation to mediated communications;



4. Apply ethical principles in the pursuit of truth, accuracy, fairness, and diversity;
5. Demonstrate the ability to develop accurate, timely, and impactful mediated messages while applying the appropriate theories and concepts in the presentation of information and images;
6. Demonstrate the ability to conduct research, apply basic numerical and statistical concepts, evaluate information using the appropriate methods, and write clearly in the forms and styles appropriate for the profession; and
7. Demonstrate the ability to think critically, creatively, and independently in the development of news, and in the evaluation of their own work, and the work of others.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: 36 credits

Electives: 50 credits

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

\*In this program, 9 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (36 credits)

- \*JRN 101 Digital & Media Literacy (3 credits)
- JRN 200 Elements of Journalism (3 credits) *Prerequisite: ENG 121 and ENG 122 or equivalents*
- JRN 201 Multimedia News Writing and Editing (3 credits) *Prerequisite: JRN 200*
- JRN 301 Newsgathering & Reporting (3 credits) *Prerequisite: JRN 201*
- \*LNG 330 Language and Power (3 credits) *Prerequisite: LNG 101 or LNG 321*
- \*LNG 360 Language and Society (3 credits)
- JRN 321 Visual Journalism (3 credits) *Prerequisite: JRN 301*
- JRN 330 Media Law and Ethics (3 credits) *Prerequisites: JRN 200 and JRN 201*
- JRN 412 Advanced Editorial & Feature Writing (3 credits) *Prerequisite: JRN 301*
- JRN 341 Specialized Journalism (3 credits) *Prerequisite: JRN 301*
- JRN 450 Investigative Journalism (3 credits)

- JRN 497 Journalism & Mass Communication Capstone (3 credits) *Prerequisite: All Major Core courses and GEN 499*

## 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.

*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:

1. Develop management and leadership skills appropriate to law enforcement administration;
2. Evaluate the practices and systems for maintaining individual rights;
3. Develop an understanding of police responsibility, ethics, and rights;
4. Analyze criminal behavior;
5. Demonstrate an understanding of race, crime, and social policy;

6. Develop an understanding of the character traits necessary for becoming a responsible, moral law enforcement leader;
7. Evaluate the guidelines for policing in today's communities; and
8. 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: \*43 credits

Major Course Requirements: \*36 credits

Electives: 44 credits

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

\*In this program, 3 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (36 credits)

- LEA 101 Introduction to Concepts in Law Enforcement Administration (3 credits)
- LEA 300 Policing Models for the 21<sup>st</sup> Century (3 credits)
- \*LEA 200 Ethical Leadership in Law Enforcement (3 credits)
- LEA 301 Supervision & Human Resource Management in Law Enforcement (3 credits)
- HSM 315 Emergency Planning (3 credits)
- CRJ 306 Criminal Law & Procedures (3 credits)
- LEA 413 Investigations Management (3 credits)
- PPA 305 Budgeting for Public Administrators (3 credits)
- CRJ 310 Applied Constitutional Issues (3 credits)
- ENG 315 Business & Professional Writing (3 credits)  
*Prerequisites: ENG 122 and junior standing or permission of the instructor*
- LEA 444 Training Management (3 credits)
- LEA 497 Law Enforcement Administration Capstone (3 credits) *Prerequisite: GEN 499*

\* 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.

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### Program Outcomes

Liberal Arts major graduates will be able to:

1. Demonstrate appropriate comparative and analytical communication skills across disciplines;
2. Develop skills to conduct effective independent research;
3. Develop and apply culturally diverse communication skills between and among different groups and individuals in a global environment;
4. Apply critical thinking skills in analyzing, environmental, social, and political issues;
5. Develop the ability to integrate viewpoints from different disciplines; and
6. Analyze the values that influence interactions among people, groups, and nations.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*33 credits

Electives: 50 credits

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

\*In this program, 6 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (33 credits)

- \*LIB 101 The Art of Being Human (3 credits)
- LIB 102 Human Questions (3 credits)
- LIB 301 Liberal Arts Seminar (3 credits)
- \*LIB 202 Women, Culture & Society (3 credits)
- LIB 315 The Environment & the Human Spirit (3 credits) *Prerequisite: ENG 122 or equivalent*
- LIB 316 Historical Contexts & Literature (3 credits)

- ENG 317 International Voices (3 credits)  
*Prerequisites: English Proficiency*
- ENG 438 Literary Theory (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) *Prerequisite: GEN 499*

\* 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.

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### Program Outcomes

Military Studies major graduates will be able to:

1. Examine the interrelationship between grand strategy and war;
2. Analyze issues concerning the role of the military within its chronological and geographical context;
3. Examine how military and civilian authority should co-exist, both in the United States and in deployments abroad;
4. Assess the moral and ethical concerns raised through the study of the relationship of the military to society;
5. Analyze the importance of the military as an instrument for the preservation of peace, as well as the waging of war; and

6. Evaluate the character traits necessary for becoming amoral and effective leader.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*36 credits

Electives: 50 credits

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

\*In this program, 9 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (36 credits)

- MIL 101 Introduction to Military Studies (3 credits)
- \*MIL 275 Military Ethics (3 credits)
- \*POL 111 Introduction to Political Science (3 credits)
- SSC 340 Human Health & Global Environmental Change (3 credits)
- MIL 312 Peacekeeping (3 credits)
- ENG 315 Business & Professional Writing (3 credits)  
*Prerequisites: ENG 122 and junior standing or permission of the instructor*
- \*POL 255 Introduction to International Relations (3 credits)
- SSC 330 Peacemaking: A Global Study of Conflict Resolution & Activism (3 credits)
- MIL 350 Studies in Military Leadership (3 credits)
- HSM 323 Revolution & Terrorism in the Modern World (3 credits)
- POL 303 The American Constitution (3 credits)
- MIL 497 Military Studies Capstone (3 credits) *Prerequisite: GEN 499*

\* 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.

*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:

1. Demonstrate an understanding of the ways in which power and authority are embedded in the structures and workings of the government and politics;
2. Analyze political issues and develop methods to resolve them through effective and creative communication;
3. Develop the ability to undertake in-depth analyses of political behavior as it applies to various political theories in democracy and representation;
4. Assess critically the causes and implications of conflict, compromise, and cooperation at the local, national, transnational, and global levels; and
5. Evaluate public policy as it relates to political behavior, rights, and justice.

### Program Requirements

Total number of credits required: 120 credits  
 General Education Requirements: \*43 credits  
 Major Course Requirements: \*36 credits  
 Electives: 47 credits

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

\*In this program, 6 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (36 credits)

- \*POL 111 Introduction to Political Science (3 credits)
- POL 201 American National Government (3 credits)
- \*POL 255 Introduction to International Relations (3 credits)
- POL 303 The American Constitution (3 credits)
- POL 310 Environmental Policies (3 credits)
- HSM 323 Revolution & Terrorism in the Modern World (3 credits)
- SSC 330 Peacemaking: A Global Study of Conflict Resolution and Activism (3 credits)

- POL 353 Comparative Politics (3 credits)
- SSC 340 Human Health & Global Environmental Change (3 credits)
- POL 470 Introduction to Political Analysis (3 credits)  
Prerequisite: 18 credit hours in Political Science
- POL 480 Methodology in Political Science (3 credits)  
Prerequisite: POL 470
- POL 497 Political Science Capstone (3 credits) *Prerequisite: GEN 499*

\* 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.

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### Program Outcomes

Social and Criminal Justice major graduates will be able to:

1. Analyze criminal justice issues within the systems of law enforcement, the judiciary, and corrections;
2. Evaluate the application of the social justice principles of equality, solidarity, and human rights toward building a just society;
3. Apply knowledge of cultural sensitivity and diversity awareness to social and criminal justice;
4. Deconstruct the relationship between law enforcement, the judiciary, and corrections;
5. Interpret the relationship between social justice and criminal justice; and
6. 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: \*43 credits

Major Course Requirements: \*36 credits

Electives: 47 credits

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

\*In this program, 6 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (36 credits)

- \*SOC 120 Introduction to Ethics & Social Responsibility (3 credits)
- CRJ 310 Applied Constitutional Law (3 credits)
- CRJ 201 Introduction to Criminal Justice (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 333 Research Methods (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*

\* 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 Program explores global environmental, health, social and technological issues and social change that shape our world from an interdisciplinary perspective. The program brings together diverse disciplines in a comprehensive manner, enabling students to develop a meaningful understanding of the complex associations and influences within a topic and to become global thinkers.

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*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:

1. Evaluate fundamental social science concepts;
2. Integrate knowledge from the social sciences to examine a variety of perspectives about contemporary issues;
3. Evaluate the importance and influence of diversity within and among cultures and societies;
4. Communicate theoretical perspectives, findings, and interpretations of contemporary issues in the social sciences;
5. Analyze contemporary issues in the social sciences using critical thinking and ethical reasoning skills; and
6. Apply qualitative and quantitative research methods to explain and analyze issues of global and contemporary significance

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*36 credits

Electives: 47 credits

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

\*In this program, 6 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (36 credits)

- \*SSC 101 Introduction to Social Science (3 credits)
- POL 255 Introduction to International Relations (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SSC 320 Global Socioeconomic Perspectives (3 credits)
- SSC 330 Peacemaking: A Global Study of Conflict Resolution & Activism (3 credits)
- SSC 340 Human Health and Global Environmental Change (3 credits)
- ANT 340 Anthropological Theory (3 credits)  
*Prerequisite: Written Communication Competency and ANT 101 or Global Awareness Competency Requirement*

- ANT 353 Anthropology of Gender (3 credits)  
*Prerequisite: Written Communication Core Competency and ANT 101 or Global Awareness Competency Requirement*
- \*COM 370 Intercultural Communication (3 credits)
- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits) *Prerequisite: MAT 232*
- ANT 462 Anthropological Research Methods (3 credits) *Prerequisite: All 300 level courses required for major and GEN 499*
- ANT 499 Ethnographic Study Capstone (3 credits)  
*Prerequisites: ANT 462, no more than 12 additional credits required before graduation, and GEN 499.*

\* Satisfies General Education requirements.

^ Quantitative Reasoning Core Competency requirement must be met before taking this course.

*Note: SSC 101 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: POL 255, LIB 320, ANT 353, and SOC 308. For additional details, see *Transfer Concentration Guidelines* in the *General Academic Information and Policies* section of this *Catalog*.

### Bachelor of Arts in Sociology

The BA in sociology is focused on the study of humans in society, and specifically in reference to their identifying groups (race, gender, sexuality, etc.) and the unique issues they can face. Sociology majors study social theory and social structures, research methods and the making and implementation of social policy. This allows majors to understand the cause of social issues, provide solutions, and influence positive social change. Graduates of the program are prepared for entry-level social research, analysis, public and social services, as well as workplace and community advocacy and activism positions.

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*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:

1. Defend knowledge of foundational sociological concepts; specifically, concepts of diversity, social responsibility, human rights, and dignity and respect for others in society;
2. Assess a variety of classical and contemporary sociological theoretical perspectives;
3. Evaluate research methodologies within the sociological context;
4. Critically evaluate sociological issues; and
5. Apply sociological tools to impact societal issues.

### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*33 credits

Electives: 50 credits

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

\*In this program, 6 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (33 credits)

- \*SOC 101 Introduction to Sociology (3 credits)
- SOC 203 Social Problems (3 credits)
- SOC 205 Social Theory (3 credits)
- SOC 333 Research Methods (3 credits)
- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits) *Prerequisite: MAT 232*
- \*SOC 301 Identity & Social Inequality (3 credits)
- SOC 304 Social Gerontology (3 credits)
- SSC 320 Global Socioeconomic Perspectives (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 307 Gender & Sexuality (3 credits)
- SOC 401 Engaging in Sociology (3 credits)  
*Prerequisites: SOC 101, SOC 333 and SOC 301*

\* 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)
- MGT 330 Management for Organizations (3 credits)

### Business Economics Minor (18 credits)

*Please note: This minor is not available to students majoring in Business Economics.*

- BUS 308 Statistics for Managers (3 credits)  
*Prerequisite: Quantitative Reasoning Core Competency*
- ECO 203 Principles of Macroeconomics (3 credits)
- 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)

### Communication Studies Minor (18 credits)

*Please note: This minor is not available to students majoring in Communication Studies.*

- COM 101 Introduction to Communication (3 credits)
- COM 223 Persuasion in Communication (3 credits)
- COM 325 Communication & Conflict (3 credits)  
*Prerequisites: ENG 121 and ENG 122 or equivalents*
- COM 345 Media Writing for Communication (3 credits)
- COM 370 Intercultural Communication (3 credits)
- COM 425 Communication in Organizations (3 credits)

## Cultural Anthropology Minor (18 credits)

*Please note: This minor is not available to students majoring in Cultural Anthropology.*

### Required Courses:

- ANT 234 Family, Kin, & Groups (3 credits)  
*Prerequisite: Written Communication Competency and ANT 101 or Intercultural & Global Awareness Competency Requirement*
- ANT 307 Anthropology of War (3 credits)  
*Prerequisite: Written Communication Competency and ANT 101 or Global Awareness Competency Requirement*
- ANT 351 Anthropology of Religion, Magic, & Ritual (3 credits)  
*Prerequisite: Written Communication Competency and ANT 101 or Global Awareness Competency Requirement.*

### Choose from three of the following courses:

- ANT 340 Anthropological Theory (3 credits)  
*Prerequisite: Written Communication Competency and ANT 101 or Global Awareness Competency Requirement*
- ANT 343 Language, Culture, & Communication (3 credits)  
*Prerequisite: Written Communication Competency and ANT 101 or Global Awareness Competency Requirement*
- ANT 353 Anthropology of Gender (3 credits)  
*Prerequisite: Written Communication Core Competency and ANT 101 or Global Awareness Competency Requirement*
- ANT 348 Native American Anthropology (3 credits)  
*Prerequisite: Written Communication Core Competency and ANT 101 or Global Awareness Competency Requirement*
- ANT 315 Material Culture: Archaeology & the Human Condition (3 credits) *Prerequisite: ANT 202*

## Educational Psychology Minor (18 credits)

*Please note: This minor is not available to students majoring in Psychology*

### Required Courses:

- PSY 101 Introduction to Psychology (3 credits)
- PSY 331 Psychology of Learning (3 credits)
- PSY 323 Perception, Learning, & Cognition (3 credits)  
*Prerequisite: PSY 101 or equivalent*

- EDU 338 Human Development & Learning (3 credits)
- PSY 352 Cognitive Psychology (3 credits)  
*Prerequisites: PSY 101, and PSY 326*

Choose one of the following courses:

- ECE 353 Cognitive Development of Infants & Young Children (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits) *Prerequisite: PSY 101 or equivalent*

## 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)

## Environmental Studies Minor (18 credits)

*Please note: This minor is not available to students majoring in Environmental Studies.*

### Required Courses:

- ENV 100 Introduction to Environmental Studies (3 credits)
- ENV 322 Energy & Environmental Systems (3 credits)
- ENV 325 Environmental Management (3 credits)

### Choose three of the following courses:

- ENV 326 Ecology & Evolution (3 credits)
- ENV 350 Conservation Biology (3 credits)
- ENV 333 Environmental Impact (3 credits)
- ENV 345 Business & the Environment (3 credits)
- POL 310 Environmental Policies (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 Quantitative Reasoning Core 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*

### Global Studies Minor (18 credits)

- LIB 318 Peacemaking: A Study of Conflict Resolution (3 credits)
- ENG 317 International Voices (3 credits)  
*Prerequisites: English Proficiency*
- POL 255 Introduction to International Relations (3 credits)
- POL 353 Comparative Politics (3 credits)
- ENV 322 Energy & Environmental Systems (3 credits)
- LIB 320 Global Socioeconomic Perspectives (3 credits)

### Health and Wellness Minor (18 credits)

*Please note: This minor is not available to students majoring in Health and Wellness.*

- HWE 200 Introduction to Health and Wellness (3 credits)
- HCS 308 Introduction to Nutritional Concepts (3 credits) *Prerequisite: HWE 200*
- HCS 334 Personal Fitness and Wellness for Optimal Living (3 credits)  
*Prerequisites: HPR 205 and HWE 200*
- HWE 330 Musculoskeletal Anatomy and Physiology (3 credits)  
*Prerequisite: HPR 205*
- HWE 340 Exercise and Physiology (3 credits)  
*Prerequisites: HPR 205 and HWE 330*
- HWE 420 Wellness for Special Populations (3 credits)  
*Prerequisites: HWE 200, HWE 330, HWE 340, and HCS 334*

### Health Care Administration Minor (18 credits)

*Please note: This minor is not available to students majoring in Health Care Administration.*

- HCA 205 Introduction to Health Care (3 credits)
- HCA 340 Managing in Health & Human Services (3 credits)  
*Prerequisite: HCA 305 or HCA 205*

- HCA 322 Health Care Ethics & Medical Law (3 credits)  
*Prerequisite: HCA 305 or HCA 205*
- 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*

### Health Education Minor (18 credits)

*Please note: This minor is not available to students majoring in Health Education.*

- HPR 231 Introduction to Health Education (3 credits)
- HPR 232 Community Health Promotion Methods (3 credits)
- HPR 303 Health Communication (3 credits)
- HPR 350 Introduction to Epidemiology (3 credits)
- HCA 340 Managing in Health and Human Services (3 credits) *Prerequisite: HCA 305 or 205*
- HCS 412 Health Promotion Planning and Evaluation (3 credits)

### Health Psychology Minor (18 credits)

*Please note: This minor is not available to students majoring in Psychology.*

- PSY 101 Introduction to Psychology (3 credits)
- GRO 202 Psychology of Aging (3 credits)
- HCS 316 Cultural Diversity in Health & Illness
- PSY 350 Physiological Psychology (3 credits)  
*Prerequisite: PSY 101 or equivalent*
- PSY 361 Health Psychology (3 credits)
- PSY 380 Counseling and Behavior Change (3 credits)  
*Prerequisites: HWE 200 and PSY 361*

### Homeland Security and Emergency Management Minor (18 credits)

*Please note: This minor is not available to students majoring in Homeland Security and Emergency Management.*

- HSM 101 Introduction to Homeland Security & Emergency Management (3 credits)
- HSM 201 Department of Homeland Security Missions & Current Issues (3 credits)
- HSM 315 Emergency Planning (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)

### Humanities Minor (18 credits)

*Please note: This minor is not available to students majoring in Liberal Arts.*

- LIB 101 The Art of Being Human (3 credits)
- LIB 102 Human Questions (3 credits)
- LIB 315 The Environment & the Human Spirit (3 credits)  
*Prerequisite: ENG 122 or equivalent*
- LIB 316 Historical Contexts & Literature (3 credits)
- LIB 202 Women, Culture & Society (3 credits)
- LIB 332 Science & Culture (3 credits)

### Human Resources Management Minor (18 credits)

*Please note: This minor is not available to students majoring in Human Resources 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)

### Identity Studies Minor (18 credits)

- SOC 301 Identity & Social Inequality (3 credits)
- SOC 307 Gender & Sexuality (3 credits)
- SOC 308 Race & Ethnicity (3 credits)
- LIB 202 Women, Culture & Society (3 credits)
- ANT 348 Native American Anthropology (3 credits)  
*Prerequisite: Written Communication Competency and ANT 101 or Global Awareness Competency Requirement*
- ANT 351 Anthropology of Religion, Magic & Ritual (3 credits)  
*Prerequisite: Written Communication Competency and ANT 101 or Global Awareness Competency Requirement*

### 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 or permission of instructor.*
- INF 231 Programming Concepts (3 credits)  
*Prerequisite: INF 103 or permission of instructor.*
- INF 322 Database Management Systems (3 credits)  
*Prerequisite: INF 231 and Quantitative Reasoning Core Competency*
- INF 325 Telecommunications & Networking Concepts (3 credits)  
*Prerequisite: INF 231 or permission of the instructor*
- INF 340 Business Systems Analysis (3 credits)  
*Prerequisite: Digital Literacy Competency*
- PRM 300 Introduction to Project Management (3 credits)

### Instructional Design Minor (18 credits)

*Please note: This minor is not available to students majoring in Instruction Design, or students majoring in Education Studies with an Instructional Design Specialization.*

- EDU 120 Principles of Instructional Design (3 credits)
- EDU 337 Collaboration in the Virtual Classroom (3 credits)  
*Prerequisites: EDU 120 and EDU 232*
- EDU 356 Emerging Issues in Educational Technology (3 credits)  
*Prerequisites: EDU 120 and EDU 232*
- EDU 358 Assessment of Student Learning (3 credits)  
*Prerequisites: EDU 120 and EDU 232*
- EDU 362 Adult Learning & Instruction (3 credits)
- ESE 370 Learning & the Brain (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)

## International Security and Military Studies Minor (18 credits)

- MIL 350 Studies in Military Leadership (3 credits)
- MIL 312 Peacekeeping (3 credits)
- MIL 275 Military Ethics (3 credits)
- LIB 318 Peacemaking: A Study of Conflict Resolution (3 credits)
- LIB 323 Revolution and Terrorism in the Modern World (3 credits)
- HSM 433 Counter Terrorism & Intelligence Analysis (3 credits)

## Journalism & Mass Communication Minor (18 credits)

*Please note: This minor is not available to students majoring in Journalism & Mass Communication.*

- JRN 200 Elements of Journalism (3 credits)  
*Prerequisite: ENG 121, ENG 122*
- JRN 201 Multimedia News Writing & Editing (3 credits)  
*Prerequisite: JRN 200*
- JRN 301 Newsgathering & Reporting (3 credits)  
*Prerequisite: JRN 201*
- JRN 341 Specialized Journalism (3 credits)
- JRN 333 Ethics in Journalism (3 credits)  
*Prerequisite: JRN 200*
- JRN 410 Journalism Law (3 credits) *Prerequisite: JRN 200*

## Law Enforcement Administration Minor (18 credits)

*Please note: This minor is not available to students majoring in Law Enforcement Administration.*

- LEA 101 Introduction to Law Enforcement Administration (3 credits)
- LEA 200 Ethical Leadership (3 credits)
- LEA 301 Supervision & Human Resource Management in Law Enforcement (3 credits)
- LEA 300 Policing Models for the 21<sup>st</sup> Century (3 credits)
- PPA 305 Budgeting for Public Administrators (3 credits)
- LEA 444 Training Management (3 credits)

## Literature Minor (18 credits)

*Please note: This minor is not available to students majoring in English.*

### Required Courses:

- ENG 317 International Voices (3 credits)  
*Prerequisites: English Proficiency*
- ENG 380 Literary Research (3 credits)
- ENG 497 English Capstone (3 credits)  
*Prerequisite: GEN 499*

### Choose three of the following courses:

- 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 341 Studies in Literary Genres (3 credits)
- ENG 438 Literary Theory (3 credits)

## Logistics Management Minor (18 credits)

- BUS 445 Total Quality Management (3 credits)
- INF 220 IS Principles (3 credits)  
*Prerequisite: INF 103 or permission of instructor.*
- MGT 323 Principles of Supply Chain Management  
*Prerequisites: MGT 330*
- MGT 400 Logistics Management (3 credits)
- MGT 330 Management for Organizations (3 credits)
- MGT 401 Hazardous Materials Management (3 credits) *Prerequisite: MGT 330*

## Long Term Care Administration Minor (18 credits)

*Please note: This minor is not available to students majoring in Health Care Administration.*

- HCA 333 Introduction to Long Term Care (3 credits)
- BUS 303 Human Resource Management (3 credits)
- HIM 217 Electronic Health Records (3 credits)  
*Prerequisite: HCA 205*
- HCA 312 Health Care Finance (3 credits)  
*Prerequisites: ACC 281 and HCA 305 or HCA 205*
- HCA322 Healthcare Ethics and Medical Law (3 credits)  
*Prerequisite: HCA 305 or HCA 205.*
- HCA 375 Continuous Quality Monitoring & Accreditation (3 credits) *Prerequisite: HCA 205.*

*Special Terms and Conditions: The Minor in Long Term Care Administration is not a licensure program. Ashford*

*University cannot confirm whether this course or program meets requirements for professional licensure in any state. For information regarding professional licensure requirements in your state, you should contact the applicable testing agency and licensing board/agency in your state and determine whether the program meets requirements for licensure in the state where you reside.*

### 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: Quantitative Reasoning Core Competency*
- BUS 308 Statistics for Managers (3 credits)  
*Prerequisite: Quantitative Reasoning Core Competency*
- BUS 445 Total Quality Management (3 credits)
- BUS 446 Production Operations Control (3 credits)
- INF 336 Project Procurement Management (3 credits)  
*Prerequisite: INF 231 or permission of the instructor*
- INF 340 Business Systems Analysis (3 credits)  
*Prerequisite: Digital Literacy 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)
- BUS 340 Business Communication (3 credits)
- MGT 330 Management for Organizations (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- BUS 318 Organizational Behavior (3 credits)  
*Prerequisite: BUS 201 or MGT 330*

- 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 111 Introduction to Political Science (3 credits)
- POL 303 The American Constitution (3 credits)
- POL 310 Environmental Policies (3 credits)
- POL 353 Comparative Politics (3 credits)
- POL 255 Introduction to International Relations (3 credits)

### Project Management Minor (18 credits)

*Please note: This minor is not available to students majoring in Project Management.*

- INF 336 Project Procurement Management (3 credits)  
*Prerequisite: INF 231 or permission of the instructor*
- INF 337 Integrated Cost & Schedule Control (3 credits)  
*Prerequisites: ACC 205, and MAT 332 or BUS 308*
- MGT 380 Leadership for Organizations (3 credits)
- BUS 445 Total Quality Management (3 credits)
- PRM 300 Introduction to 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, SSC 101 or equivalent*
- PSY 330 Theories of Personality (3 credits)  
*Prerequisite: PSY 101 or equivalent*
- PSY 303 Abnormal Psychology (3 credits)  
*Prerequisite: PSY 101 or equivalent and PSY 330*
- PSY 331 Psychology of Learning (3 credits)
- 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)

**Social Sciences Minor (18 credits)**

*Please note: This minor is not available to students majoring in Social Science.*

- SSC 101 Introduction to Social Science (3 credits)
- POL 255 Introduction to International Relations (3 credits)
- LIB 320 Global Socioeconomic Perspectives (3 credits)
- SSC 330 Peacemaking: A Study of Conflict Resolution & Activism (3 credits)
- SSC 340 Human Health and Global Environmental Change (3 credits)
- ANT 353 Anthropology of Gender (3 credits)  
*Prerequisite: Written Communication Core Competency and ANT 101 or Global Awareness Competency Requirement*

**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 205 Social Theory (3 credits)
- SOC 301 Identity and Social Inequality (3 credits)
- SOC 333 Research Methods (3 credits)
- SOC 401 Engaging in Sociology (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)
- SRM 401 Sport Finance (3 credits) *Prerequisite: ACC 205*
- 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)
- LIB 320 Global Socioeconomic Perspectives (3 credits)
- HIS 355 Decolonization in Asia, Africa and the Americas (3 credits) *Prerequisites: HIS 204 and English Proficiency*
- HIS 379 The Atlantic World (3 credits)

**Writing Minor (18 credits)**

*Please note: This minor is not available to students majoring in English.*

- ENG 315 Business and Professional Writing (3 credits) *Prerequisites: ENG 122 and junior standing.*
- ENG 438 Literary Theory (3 credits)

- ENG 328 Scientific & Technical Writing (3 credits)  
*Prerequisites: ENG 122 and fulfillment of the General Education Science requirement.*
- JRN 200 Elements of Journalism (3 credits)  
*Prerequisites: ENG 121 and ENG 122 or equivalents*
- COM 345 Media Writing for Communication (3 credits)
- LNG 330 Language & Power: An Introduction to Discourse Analysis (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.

### 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)

### 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 351 Listening & Speaking in a Second Language (3 credits)
- ELL 353 Reading & Writing in a Second Language (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, Human Resources Management, 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 Quantitative Reasoning Core Competency*
- BUS 405 Principles of Investments (3 credits)  
*Prerequisite: BUS 401*
- ECO 316 Financial Institutions & Markets (3 credits)  
*Prerequisite: ECO 100 or ECO 203*

## 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, Psychology, Health Information Management and Nursing (RN to BSN).

- HIM 301 Introduction to Health Informatics (3 credits)
- HIM 217 Electronic Health Records (3 credits)  
*Prerequisite: HCA 205*
- HIM 410 Health Informatics-A Systems Perspective (3 credits)
- HIM 435 Analyzing Healthcare Data (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 or permission of instructor.*
- INF 322 Database Management Systems (3 credits)  
*Prerequisites: INF 231 and Quantitative Reasoning Core Competency*
- INF 325 Telecommunications & Networking Concepts (3 credits)  
*Prerequisite: INF 231 or permission of the instructor*
- INF 340 Business Systems Analysis (3 credits)  
*Prerequisite: Digital Literacy 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 323 Principles of Supply Chain Management  
*Prerequisite: MGT 330*
- MGT 400 Logistics Management (3 credits)
- 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 degree program 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: Quantitative Reasoning Core Competency*
- BUS 445 Total Quality Management (3 credits)
- BUS 446 Production Operations Control (3 credits)
- INF 336 Project Procurement Management (3 credits) *Prerequisite: INF 231 or permission of the instructor*

### 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 231 or permission of the instructor*
- INF 337 Integrated Cost & Schedule Control (3 credits) *Prerequisite: ACC 205, and MAT 332 or BUS 308*
- BUS 445 Total Quality Management (3 credits)
- PRM 300 Introduction to 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*



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## Sports and Recreation Management Specialization (12 credits)

*Available in Bachelor of Arts in Business Administration,  
Organizational Management and Public Administration  
degree programs only.*

- ACC 205 Principles of Accounting I (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- SRM 401 Sport Finance (3 credits)
- SRM 410 Contemporary Issues in Sports Marketing & Management (3 credits)

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# SECTION SEVEN: CLINTON CAMPUS UNDERGRADUATE PROGRAMS

## Overview

The Clinton Campus undergraduate programs combine traditional face-to-face classes with the convenience of online classes through the Forbes School of Business & Technology™ at Ashford University.

## Admission Policies and Procedures

### Conditional Admission Requirements

Applicants seeking admission to a Clinton, Iowa bachelor's degree program must meet the following admission requirements prior to the start of the first course at Ashford University:

- Be a resident of Iowa or Illinois;
- Have the ability to attend one 4.5-hour weekday evening session per week at the Ashford campus;
- Have access to a computer with an Internet connection and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in the *General Academic Information & Policies* section of this *Catalog*;
- Have the ability to study in English indicated by one of the following<sup>\*\*</sup>:
  - Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English<sup>^</sup>;
  - Received a GED that was taken in English<sup>^</sup>;
  - 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
  - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required. Copies of official scores must be submitted prior to

provisional enrollment, and official scores must be submitted for full admission; and

- Completion of admissions interview with Clinton Campus President or designee.

*\*\*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 was not completed in the United States, additional documentation may be required. Please contact the Registrar's Office for further information*

Conditionally admitted students who do not achieve provisional or full admission status after one attempt in the Ashford Promise, are allowed a second period of conditional admission in order to be provisionally or fully admitted.

Attendance in the first course (online or face-to-face) is confirmation of a student's intent to matriculate and, therefore, constitutes an attempt. Subsequent withdrawal from the course or institution, whether administrative or student-initiated, concludes an attempt.

Failing to meet Basic Academic Requirements (BAR) attaining a cumulative course grade of C- or better as of Day 6 of Week 3 in the first course(s) also concludes an attempt.

Students who fail to meet Basic Academic Requirements are denied admission.

Students who are administratively withdrawn for failing to submit required Financial Aid documents during the conditional admission period are required to submit the required documents as a prerequisite to a subsequent attempt.

Ashford University reserves the right to deny admission or re-admission to any applicant. Ashford University does not admit students based on an "ability-to-benefit" test. 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 Third Consecutive Conditional Admission Period or Ashford Promise

Provisional admission status must be attained by the end of the second (2<sup>nd</sup>) 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 (2<sup>nd</sup>) attempt of the Ashford Promise must wait six months 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 third (3<sup>rd</sup>) 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](mailto: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 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 students via email.*

### Additional Conditional Admission Requirements for Applicants with International Academic Credentials for Bachelor's Degree Programs

The following admission requirements are applicable to applicants relying on academic credentials earned outside the United States. Please note that visa services are not provided and that the University will not vouch for a nonimmigrant alien student's status or associated charges. In addition to the conditional admission requirements outlined in the admission policy for Clinton, Iowa Bachelor's degree programs, copies of documentation indicating that the student meets the following admission requirements are required for conditional admission:

- Submit copies of an official evaluation from an approved evaluation service indicating that the student has met one of the following requirements:
  - Completion of a two-year program from an appropriately accredited post-secondary institution, as defined by Ashford University transfer credit policies.
  - Achievement of 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: Applicants who have already had their international credentials evaluated prior to applying to Ashford University may petition the Registrar's Office for acceptance of evaluations from other credible agencies.*

### Provisional Admission Requirements for Bachelor's Degree Programs

Students must meet the following requirements in order to be provisionally admitted to a Clinton, Iowa Bachelor's degree program at Ashford University:

- Attain a cumulative course grade of C- or better by Day 6 of Week 3 in their first online course; and
- Attend Week 4 of their first online or face-to-face 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, 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.

### Transfer Credit Evaluation for Bachelor's Degree Programs

Upon being granted conditional admission to an undergraduate degree program, the Ashford University Registrar's Office staff will begin requesting transcripts of

a student's prior postsecondary education using the signed Transcript Request form.

The Registrar's Office will request official transcripts of all prior postsecondary education, as provided by the student in the application for admission, as well as any school appearing in the student's National Student Clearinghouse record. This includes:

- College or university transcripts from any regionally or approved nationally accredited postsecondary educational institution attended.
- Military credits evaluated for equivalency to college credits.

Students are responsible for submitting official documentation of any postsecondary credit previously earned through examination or credit earned through non-collegiate instruction to be evaluated for applicability to Ashford University program requirements.

Once transcripts of all prior postsecondary education have been received, the Registrar's Office staff will complete the student's transfer credit evaluation.

At the conclusion of the second (2<sup>nd</sup>) attempted Ashford University face-to-face course in a degree seeking program, if any transcripts of prior postsecondary education have not yet been received, the Registrar's Office staff will proceed with the transfer credit evaluation of any transcripts of postsecondary education received to date. The student is then admitted on Academic Watch due to failure to provide confirmation of a combined cumulative grade point average of 2.0 or higher in all prior postsecondary education. Additional transcripts may be submitted for evaluation at a later date, should they become available.

If it is determined prior to the conclusion of the second (2<sup>nd</sup>) attempted Ashford University face-to-face course that certain transcripts are unable to be provided, students may sign and submit an Authorization to Close File form thereby waiving potential transfer credits from previously attended schools, in order to expedite the transfer credit evaluation process. Any student who signs an Authorization to Close File form, thereby waiving potential transfer credits from previously attended schools, is admitted on Academic Watch due to failure to provide confirmation of a combined cumulative grade point average of 2.0 or higher in all prior postsecondary education. These transcripts may be submitted for evaluation at a later date, should they become available.

Students are responsible for reviewing their transfer credit evaluation as well as their scheduled courses with their Academic Advisor and informing them of any courses that they feel are duplicative or equivalent in content to previously completed coursework or non-traditional learning.

Students may submit official transcripts to Ashford University for review of transfer credits at any time.

## Full Admission Requirements for Bachelor's Degree Programs

The following requirements must be met prior to the conclusion of the second (2<sup>nd</sup>) attempted Ashford University face-to-face course in a degree seeking program. To start the third (3<sup>rd</sup>) face-to-face course, students must complete all the requirements subsequently outlined.

- Official TOEFL or IELTS scores, if required for admission.
  - Students that meet the English Language requirement with 30 transferable credits must submit the official transcript(s) where these credits were earned.
- 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.

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.

Students for whom the aforementioned required documentation does not apply, are fully admitted at the time of their transfer credit evaluation, in accordance with the *Transfer Credit Evaluation* policy. Students with no history of postsecondary education are fully admitted upon successful completion of the Conditional Admission Period.

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 that 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.

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 File form, thereby waiving potential transfer credits from previously attended schools and failing to provide confirmation of a cumulative GPA of 2.0 or higher, is admitted on Academic Watch. Students on Academic Watch are required to have achieved a cumulative Ashford University GPA of 2.0 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.

*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 the following:

- 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 the student has 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 six months have elapsed since their last appeal was received by the University. 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 for Bachelor's Degree Programs

In addition to meeting requirements for full admission outlined in the admission policy for Clinton, Iowa Bachelor's degree programs, applicants relying on academic credentials earned outside the United States must submit an official evaluation sent 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.

### Clinton, Iowa Undergraduate Program Grant

Students enrolled in a Clinton, Iowa undergraduate program are eligible for the Clinton, Iowa Undergraduate Program Grant as long as they remain continuously enrolled (or on an approved Academic Leave), attend the in-person instructional requirements for each required face-to-face course, and maintain satisfactory academic progress. Grants are applicable to courses for which tuition is in excess of \$149 per credit hour.

# Academic Policies and Procedures

## Academic Calendar

The academic calendar is continuous (also known as non-term) rather than defined by semesters. In Clinton, Iowa undergraduate programs, students begin one five-week online course at the same time as one 10-week face-to-face course. Each 10-week course begins at the end of the preceding one. Students will typically take one five-week online course concurrent with each 10-week face-to-face course throughout the program, although exceptions may occur. Opportunities to enroll and begin courses in a Clinton, Iowa undergraduate degree program may be as frequent as five times per year.

There is an annual two-week Winter Break when courses are not scheduled. The Winter Break for 2018-2019 occurs from December 18, 2018 to December 31, 2018.

## Program Enrollment and Cancellation

Initial enrollment in Ashford University undergraduate programs is arranged through a University Enrollment Services Advisor. New students should contact an Enrollment Services 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 Academic Advisors to register, add courses, or change their course schedule. Any change in the original registration must be communicated to the student's Academic Advisor.

Students have the right to cancel the Enrollment Agreement and obtain a full refund of charges through attendance in Week 3 (day 21 of the first course). Applicants who want to cancel an enrollment agreement must contact their Enrollment Services Advisor prior to attending in Week 4 of their first online or face-to-face course. Applicants who cancel enrollment will be allowed one more period of conditional admission at Ashford University. Individuals who cancel their enrollment two times while in conditional standing may re-apply to Ashford University no earlier than six months from their last date of attendance.

Ashford University reserves the right to cancel or terminate the agreement if the applicant fails to meet basic academic requirements during conditional admission, violate the Student Community Standards, fail to make satisfactory academic progress, fail to make payment in accordance with the terms of his or her student finance agreement, and/or fails to meet attendance requirements as outlined in this Catalog. Applicants who are denied admission may be allowed one more period of conditional admission at Ashford University. Individuals who are

denied admission two times while in conditional standing may re-apply to Ashford University no earlier than six months from their last date of attendance.

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

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

## Attendance Policy for Undergraduate Courses

Students are expected to attend each week of a course. Attendance is defined as attending an in-person class session or participating in an academic activity within the online classroom such as 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 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(s) 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.

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

Students are required to attend the weekly in-person class sessions with Clinton, Iowa Bachelor's Programs. Exceptions for mitigating circumstances such as student injury/ illness, death of a student's family member, or other reasons resulting in undue hardship to the student

must be approved by the Clinton Campus President or designee.

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 Enrollment Services Advisor to reschedule their enrollment in the program.*

### **Academic Participation**

In addition to meeting attendance requirements, students 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 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. While students cannot be tardy in an asynchronous learning environment, nor can they cut class in a traditional sense, acceptance of late or make-up work is at the discretion of the instructor and does not waive attendance requirements.

### **Academic Leave**

Students who need to take a break in attendance must complete the Clinton, Iowa Undergraduate Program Academic Leave Request form. Academic Leave requests will be reviewed for consideration by the Clinton Campus President.

Students may be required to enroll in additional online courses concurrently within the Clinton, Iowa Undergraduate Program if a core course is not successfully completed at the time it is scheduled.

Students who do not return from Academic Leave on their scheduled return date may be withdrawn from the program. Exceptions may be made at the discretion of the Campus President.

## **Clinton, Iowa Bachelor's Program Academic Policies**

### **Residency Requirements in Bachelor's Programs**

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. Students are not required to complete their final course toward degree completion at Ashford University.

### **Bachelor's Program Course Sequencing**

All Bachelor's program students are required to successfully complete EXP 105 Personal Dimensions of Education as their first course. Students with zero (0) traditional college-level transferable credits are also required to successfully complete an online orientation prior to enrolling in credit-bearing coursework as outlined in the *Admission Policies and Procedures for Online Bachelor's Degree Programs*. Following successful completion of orientation, students are required to successfully complete EXP 105. 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 to successfully complete the course. EXP 105 cannot be replaced or waived by credit in transfer, 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 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.
- Earned nine (9) credits or more at Ashford University with a cumulative grade point average of 3.0 or higher.

Students may request changes to course registration by contacting their Enrollment Services Advisor, or



Academic Advisor and should include any appropriate supporting documentation. It is the student's responsibility to inform his or her Enrollment Services Advisor and Academic Advisor of potential equivalent transfer courses and to provide appropriate supporting documentation prior to each course start date.

### General Education Course Sequence:

The following General Education course sequence is the standard for the University. On occasion, courses may be substituted to satisfy specific General Education requirements.

- EXP 105 Personal Dimensions of Education (3 credits)
- GEN 102 Digital Literacy for Life & the Workplace (3 credits)
- ENG 121 English Composition I (3 credits)
- GEN 103 Information Literacy (3 credits)
- ENG 122 English Composition II (3 credits)
- COM 200 Interpersonal Communication (3 credits)
- ENG 225 Introduction to Film (3 credits)
- PHI 103 Informal Logic (3 credits)
- PHI 208 Ethics & Moral Reasoning (3 credits)
- POL 201 American National Government (3 credits)
- ANT 101 Introduction to Cultural Anthropology (3 credits)
- SCI 207 Our Dependence upon Environment (4 credits)
- MAT 222 Intermediate Algebra (3 credits)
- GEN 499 General Education Capstone (3 credits)  
*Capstone prerequisite: Completion of a minimum of 75 credits*

### Graduation Requirements for Bachelor's Degrees

To be eligible for a Bachelor's degree, a student must successfully accomplish the following:

- Completion of a minimum of 120 total credits; including:
  - Minimum of 30 credits completed at the University as a matriculated student (residency requirement); and
  - Minimum of 30 credits of upper-division coursework, including 18 credits of upper-division coursework in the chosen major (upper-division requirement).
- Completion of the General Education requirements, including competencies;

- Completion of all required major, minor, and specialization course requirements; and
- Minimum cumulative grade point average of 2.00 in all coursework attempted at the 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.

Program will be noted on the transcript as a Bachelor of Arts in Business Administration. Programs with transfer concentrations or specializations are also noted on the transcript.

## Forbes School of Business & Technology

### 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.

*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:

1. Examine the role of competitive advantage in business environments using strategic and operational methods;
2. Compare and contrast regional, national, and international business environments;

3. Evaluate the legal, social, political, and economic environments of business;
4. Analyze financial information and other business data to ensure effective managerial decision-making;
5. Design effective solutions by diagnosing organizational problems; and
6. Create a strategic business plan.

### Program Requirements

Total number of credits required: 120 credits  
 General Education Requirements: \*43 credits  
 Major Course Requirements: \*45 credits  
 Electives: 35 credits  
 Students must earn a minimum of 30 upper-division credits.

\*In this program, 3 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- \*INF 220 IS Principles (3 credits) *Prerequisite: INF 103 or permission of instructor.*
- ACC 201 Principles of Financial Accounting (3 credits)
- ACC 202 Principles of Managerial Accounting (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 340 Business Communications (3 credits)
- BUS 311 Business Law I (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- ^MGT 302 Foundations of Productions & Operations Management (3 credits) *Prerequisites: ACC 206 or ACC 202, BUS 308 and MGT 330*
- BUS 357 International Business (3 credits)
- ^BUS 401 Principles of Finance (3 credits) *Prerequisites: ACC 201 or ACC 205 or ACC 208 or ACC 281*

- BUS 402 Strategic Management & Business Policy (3 credits) *Prerequisites: BUS 201 or MGT 330; ACC 201 or ACC 205, ECO 203 or ECO 204; GEN 499*

\* Satisfies General Education requirements.

^ Quantitative Reasoning Core Competency requirement must be met before taking these courses.

*Major courses will be offered at the Clinton, Iowa campus.*

### Elective Courses Offered at the Clinton, Iowa Campus (18 credits)

- BUS 317 Introduction to Advertising (3 credits)
- BUS 319 The Social Responsibility of Organizations (3 credits) *Prerequisites: ENG 121 and ENG 122.*
- MGT 415 Group Behavior in Organizations (3 credits)
- MGT 435 Organizational Change (3 credits)
- BUS 370 Organizational Development (3 credits) *Prerequisite: BUS 201 or MGT 330 or HCA 459*
- MGT 380 Leadership for Organizations (3 credits)

### 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: ECO 203, INF 220, BUS 303, and BUS 340. For additional details, see Transfer Concentration Guidelines in the General Academic Information and Policies section of the Catalog.

# SECTION EIGHT: ONLINE MASTER'S PROGRAMS

## Overview

The following online Master's programs are offered through the Ashford University's Forbes School of Business™, the College of Education; the College of Health, Human Services, and Science; and the College of Liberal Arts.

## Admission Policies and Procedures for Master's Programs

### Conditional Admission Requirements (Master's Programs)

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 graduate-level 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 requirements and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in the *General Academic Information & Policies* section of this *Catalog*;
3. Have the ability to study in English indicated by one of the following:
  - Earned a Bachelor's degree in which the primary language of instruction was English; or
  - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 550 paper-based or 79 internet-based is required. For the IELTS, a minimum score of 6.5 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-COED);
- 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).

\*Credits earned from Colleges and Schools with this accreditation will be reviewed on a case by case basis to determine if the accrediting body was approved and in good standing when credits were earned.

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.

### Additional Conditional Admission Requirements for Post Baccalaureate Students

Applicants seeking admission to the Post Baccalaureate program must:

- Have a GPA of 3.0 or higher on a 4.0 scale in the content courses applicable to the certificate being sought. They must submit official transcripts from the regionally-accredited institution from which they earned a baccalaureate or advanced degree
- Submit the Statement of Eligibility (SOE) from the Florida Department of Education (FLDOE).
- Provide a two- to three-page professionally formatted letter of intent which explains why they aspire to enter the teaching profession and which includes their philosophy of education.
- Demonstrate a “good fit” disposition toward the teaching profession by earning a passing score on the Candidate Disposition Self-Assessment (Attachment 01), which measures the following:
  - Professional and Ethical Conduct
  - Communication and Collaboration
  - Individual and Cultural Sensitivity
  - Work Habits and Emotional Management
  - Self-Reflection and Professional Development
  - Effective Learning Environment
- Self-disclose any and all past criminal history events during the application process.
- Candidates who have criminal history will meet with the certificate analyst to determine whether they have committed a disqualifying offense.
- Candidates may be referred to the Office of Professional Practices for a more detailed review and determination.
- Sign an agreement that expresses the understanding of the guidelines and demands for the required field experience hours.

### Evaluation of Additional Conditional Admission Requirements for Post Baccalaureate Students

Additional Conditional Admission Requirements for Post Baccalaureate students will be evaluated by a faculty committee and recommendations will be made to the Department of Education Studies (DES) chair and the director of teacher certificates using the following criteria:

- A verified and eligible SOE from the FLDOE
- Official transcripts from the candidates’ previous coursework will be evaluated and GPA checked to ensure that the cumulative 3.0 and completion of a

baccalaureate or advanced degree from a regionally accredited institution requirement is met.

- Writing samples will be analyzed to ensure grammar, syntax, and content comprehension are consistent with those comparable to a successful undergraduate student.
- Results from disposition assessments will be analyzed according to a rubric to ensure the candidates’ attitudes are consistent to those necessary for educators in diverse, inclusive classrooms.
- The quality of the references provided to highlight the candidates’ viability to become future educators.
- Successful submission of other required paperwork (tuberculosis skin test, code of conduct, FTCE General Knowledge Test).

The DES chair and director of teacher certificates will review faculty committee recommendations, then provide recommendations for program admission to candidates to the Executive Dean of the College of Education, who will make the final admissions approvals.

### Appeal Procedure for a Third Consecutive Conditional Admission Period or Ashford Promise

Provisional admission status must be attained by the end of the second (2<sup>nd</sup>) 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 (2<sup>nd</sup>) 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 third (3<sup>rd</sup>) 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](mailto: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 students via email.

## Provisional Admission Requirements

Students must attend beyond Week 3 of their first course in order to be provisionally admitted to a Master's degree program at Ashford University:

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.

## Transfer Credit Evaluation for Master's Degree Programs

Records Management staff will begin requesting official transcripts from schools where any graduate-level credit was earned, using the signed Transcript Request form.

This includes:

- College or university transcripts from institutions where graduate credit was earned.
- Military credits evaluated for equivalency to graduate-level college credits.

Once these transcripts have been received, the Registrar's Office staff will complete the student's transfer credit evaluation.

At the conclusion of the third (3rd) attempted Ashford University course in a degree-seeking program, if any transcripts from institutions where graduate credit was earned have not yet been received, the Registrar's Office staff will proceed with the transfer credit evaluation of any transcripts received to date. Additional transcripts may be submitted for evaluation at a later date, should they become available.

If it is determined prior to the conclusion of the third (3rd) attempted Ashford University course that certain transcripts where graduate credit was earned are unable to be provided, students may sign and submit an additional

Authorization to Close File form thereby waiving potential transfer credits from previously attended schools, to expedite the transfer credit evaluation process. These transcripts may be submitted for evaluation at a later date, should they become available.

Students are responsible for reviewing their transfer credit evaluation as well as their scheduled courses with their Academic Advisor and informing them of any courses that they feel are duplicative or equivalent in content to previously completed coursework.

Students may submit official transcripts to Ashford University for review of transfer credits at any time.

## 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 graduate-level degree indicating a minimum GPA of 2.0 with a degree conferral date prior to the start of the first course at Ashford University.
- 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 3.0 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 or IELTS 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.

## Additional Full Admission Requirements for Post Baccalaureate Students

To be fully admitted, students with the Post Baccalaureate programs must:

- Have a confirmed GPA of 3.0 or higher on a 4.0 scale in the content courses applicable to the certificate being sought. They must submit official transcripts from the regionally-accredited institution from which they earned a baccalaureate or advanced degree.
- Have submitted the Statement of Eligibility from the Florida Department of Education.
- Provided a two- to three-page professionally formatted letter of intent which explains why they aspire to enter the teaching profession and which includes their philosophy of education.
- Demonstrated a “good fit” disposition toward the teaching profession by earning a passing score on the Candidate Disposition Self-Assessment, which measures the following:
  - professional and ethical conduct
  - communication and collaboration
  - individual and cultural sensitivity
  - work habits and emotional management
  - self-reflection and professional development
  - effective learning environment
- Self-disclosed any and all past criminal history events during the application process to the EPI.
  - Candidates who have criminal history will meet with the certificate analyst to determine whether they have committed a disqualifying offense.
  - Candidates may be referred to the Office of Professional Practices for a more detailed review and determination.
- Signed an agreement that expresses the understanding of the guidelines and demands for the required field experience hours.

## 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 the student has 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.*

## MACC 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. Students who submit official transcripts indicating that they have earned a Bachelor's degree in Accounting or Finance 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 590 General Cost Accounting.

### MBA Program-Specific Requirements

Master of Business Administration students who submit official transcripts indicating that they have earned a Bachelor's degree or higher 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.

### MISM Program-Specific Requirements

Students who have successfully completed undergraduate or graduate-level coursework in management information systems, information systems or computer science with a grade of "B-" or higher within the last ten (10) years will be exempt from ISM 500 Introduction to Management of Information Systems.

Students who have successfully completed undergraduate or graduate-level coursework in computer programming with a grade of "B-" or higher within the last ten (10) years or who have earned a certificate in computer programming/coding from a recognized non-traditional training provider (e.g. coding boot camp, etc.) within the last ten (10) years will be exempt from ISM 510 Introduction to Computer Programming for Business Applications.

Students are responsible for notifying the University if they believe they have met these requirements through previous college coursework during the application process.

### MPA Program-Specific Requirements

Master of Public Administration students who submit official transcripts indicating that they 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.

### MPH Program-Specific Requirements

Students are required to complete a practicum consisting of ninety (90) contact hours, which may be paid or unpaid. As practical knowledge and skills are essential to a successful career in public health, a planned, supervised, and evaluated practicum is an essential component of a public health professional degree program. The goal of the practicum is to provide an opportunity for students to synthesize, integrate, and apply practical skills, knowledge, and training learned through courses, to gain professional experience in a public health work environment, and to work on public health practice projects that are of particular interest to the student.

Prior to beginning a supervised practicum and/or employment in most health care facilities students may need to provide or successfully complete:

- Background checks
- Blood-borne pathogen training
- Liability coverage
- HIPPA training
- Proof of current immunizations (required of the state) including a two-step TB test (within a year of clinical practicum), MMR or titers, Tdap (10 yr. booster), Varicella, Hepatitis B immunizations or titers, Influenza or record of decline, and/or health clearance from a physician.

Practicum Locations Potential locations for practicum include:

- Health care offices
- Public health offices
- Community health centers
- Non-profit organizations
- State health offices, or
- Other health-related organizations

Students can only complete their Professional Practice Experiences in states where this program is available. All Students enrolling in a degree program with a practicum requirement are expected to complete the practicum in the United States. If students anticipate that they will not be able to complete their practicum in the United States all exceptions must be approved prior to admission to the program.

Students who reside and/or work outside the United States may be ineligible to complete practicum hours at a facility abroad; requirements and restrictions vary by country. Students must notify the Program Chair prior to enrolling in the program to discuss a potential practicum location and obtain Program Chair permission to enroll.

### **Practicum Equivalent Experience**

Although there are no exemptions or waivers of the practicum, in rare situations it is possible to receive *Practicum Equivalent Experience*, reducing the total number of practicum hours needed to be completed through Ashford University by up to 30 contact hours. This request can only be approved if a student provides evidence of substantial prior public health experience relevant to program-specific competencies. In general, this substantiation would include one or more years of relevant, full-time public health work prior to matriculation in the program. Students who wish to apply for *Practicum Equivalent Experience* must submit a *Student Petition to Waive Practicum Hours Form* during their first course. This timeframe allows students to plan a practicum should prior experience not be sufficient.

### **MSCJ Program-Specific Requirements**

Master of Science in Criminal Justice students who have earned an undergraduate degree in criminal justice or have successfully completed undergraduate coursework in criminal justice, criminal law and constitutional law with a grade of “C” or higher will be exempt from the requirement to take CRJ 501 Criminal Justice, Criminal Law & the Constitution. Students are responsible for notifying the University if they believe they have met these requirements through previous college coursework during the application process.

### **Additional Requirements for Applicants to the Master of Science in Finance Program**

#### **Conditional Admission**

Applicants seeking admission to the Master of Science in Finance degree program are required to meet the following requirements:

Have a bachelor's or graduate-level degree in accounting, business administration, economics, or finance from a regionally accredited or approved nationally accredited college or university with a grade point average (GPA) of 2.0 or above. Students with a grade point average of 2.0 to 2.74 will be placed on Academic Watch; or if a degree is not earned in the above disciplines, a bachelor's or graduate-level degree and successful completion of 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 eligible for admission to the program.\*

\*Unofficial or official transcripts showing an earned bachelor's or graduate-level degree in the area of accounting, business administration, economics, or finance or an earned bachelor's degree or graduate degree and successful completion of 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 must be submitted with the Application for Admission.

#### **Full Admission**

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 accounting, business administration, economics, or finance 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, or official transcripts from the regionally accredited or approved nationally accredited institution showing an earned baccalaureate or graduate level degree indicating a minimum GPA of 2.0 with a degree conferral date prior to the start of the first course at Ashford University and successful completion of 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.

#### **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. Please note that visa services are not provided for enrollment in online programs and that the University will not vouch for a nonimmigrant alien student's status or associated charges.

#### **Provisional Admission Requirements**

In addition to the requirements for provisional admission outlined in the admission policy for Master's programs, copies of documentation indicating that the student meets the following admission requirements are required for provisional admission:



- Submit copies of an official evaluation from an approved evaluation service indicating that the student has met the following requirements:
  - The equivalent of a regionally or approved nationally accredited Bachelor's degree from the United States.
  - 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.

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 Master's 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 Master's 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 Master's-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 the General Academic Information & Policies section; and
4. Have the ability to study in English indicated by one of the following:
  - Earned a Bachelor's degree in which the primary language of instruction was English;
  - 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
  - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 550 paper-based or 79 internet-based is required. For the IELTS, a minimum score of 6.5 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 Master's programs is continuous (also known as non-term), 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 Master's 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 2018-2019 occurs from December 18, 2018 to December 31, 2018.

## Attendance Policy for Masters 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 Zone).

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.

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

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 Enrollment Services Advisor to reschedule their enrollment in the program.*

## Additional Attendance Policy Requirements for Post Baccalaureate Courses

Students in Post Baccalaureate courses are required to complete the synchronous components of the Student Teaching Seminar courses. Exceptions must be approved through the Associate Dean, College of Education.

## Academic Participation

In addition to meeting attendance requirements, students attending 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. While students cannot be tardy in an asynchronous learning environment, nor can they cut class in a traditional sense, acceptance of late or make-up 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 an Academic 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 an Academic Advisor for assistance with this exception.

The University can make exceptions in which a 45 day break in attendance may be granted on a case-by-case basis.

## 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 MACC, MBA, MISM, MPA or MSCJ 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 *General Academic Information and Policies* section of this *Catalog* for more information.

# Forbes School of Business: Master's Programs and Requirements

## Master of Accountancy

### Degree Focus

The Master of Accountancy program focuses on preparing students for professional careers in accounting. The graduate program develops technical knowledge and application skills as well as enhances students' analytical, communication, and decision-making skills. The Master of Accountancy helps prepare students for careers in public, corporate, and non-business accounting positions. This graduate degree offers innovative, high-quality learning opportunities for the corporate, governmental, and not-for-profit segments of the marketplace. Students may select one of the specializations to focus study areas.

*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 should contact individual state boards of accounting for additional information relating to licensure requirements prior to enrolling. These requirements include, but are not limited to, education and work experience and any potential restrictions, such as age minimums or prior criminal convictions. A list of state accounting boards is available here:*

*[www.nasba.org/stateboards](http://www.nasba.org/stateboards). Students seeking licensure or certification in a particular profession should carefully research the requirements prior to enrollment. Requirements vary by state. Prospective students also should regularly review the state's policies and procedures relating to licensure as those policies are subject to change. 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 and graduates may have to complete additional coursework to be eligible to sit for certain professional certification exams.*

*Students who do not have an undergraduate accounting degree or substantial coursework in accounting will most likely be unable to meet state requirements to sit for the CPA examination.*

*Additionally, students may wish to seek a Certified Management Accountant (CMA) designation. Information on the CMA exam can be found at their website ([www.imanet.org](http://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. This degree program is not accredited by International Assembly for Collegiate Business Education.*

*California Students: This program alone does not lead to licensure. In order to sit for the Certified Public Account (CPA) examination, a total of 150 semester credits must be completed, of which includes obtaining a baccalaureate degree. Ashford students who transfer in undergraduate general education credits may need to determine that they are meeting the requirements during their program of study. The completion of Ashford's Bachelor of Arts in Accounting and its Master of Accountancy degrees do meet the educational requirements to sit for the CPA examination. Applicants must provide the California Board of Accountancy (CBA) with satisfactory evidence of having completed a minimum of 12 months of general accounting experience, a CBA-accepted ethics examination that must be passed within two years of submitting the CPA application, a criminal history background check by fingerprint via a Live Scan service and the completion of a Criminal Conviction Disclosure Form to disclose any misdemeanor or felony convictions. For additional details regarding the CA requirements for obtaining a CPA license, please visit: <http://www.dca.ca.gov/cba/applicants/applbook.pdf>.*

*Missouri Residents: Prospective students who wish to sit for the Certified Public Accountant (CPA) examination in the State of Missouri must meet the following requirements:*

- A minimum of a baccalaureate degree

- Minimum of 150 semester hours are required to sit for the exam
  - Minimum of 33 semester hours in accounting (at least one (1) course in Auditing and at least 18 semester hours of the accounting courses must be upper division accounting). Please note: Accounting Law and Business Law courses are not acceptable toward the accounting requirement regardless of the department in which they were offered.
  - Minimum of 27 semester hours in general business (e.g., marketing, management, economics, finance, etc.).

*Texas Residents: Prospective students who wish to sit for the Certified Public Accountant (CPA) examination in the State of Texas should be aware that the state requires 15 credits of traditional face-to-face classroom education in order to qualify to sit for the CPA examination. Any online coursework completed at Ashford University will not meet the traditional face-to-face classroom education requirement.*

### Program Outcomes

Master of Accountancy graduates will be able to:

1. Develop technical knowledge and competency in the field of accountancy;
2. Evaluate how to research complex accounting issues using professional resources;
3. Articulate applied concepts and principles to real world problems;
4. Assess the relevancy, accuracy, and value of financial and nonfinancial information; and
5. Appraise ethical issues and decision alternatives by incorporating professional codes of conduct and social responsibility.

### 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.

Students who submit official transcripts indicating that they have earned a Bachelor's degree in Accounting or Finance 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 590 General Cost Accounting.

### Core Requirements (39 credits)

- BUS 600 Management Communications with Technology Tools(3 credits)
- BUS 607 Business Law for the Accountant (3 credits)
- ECO 610 Global Economics (3 credits)
- \*BUS 591 Financial Accounting & Analysis (3 credits)
- \*MAT 540 Statistical Concepts for Research (3 credits)
- \*BUS 590 General Cost Accounting (3 credits)
- ACC 640 Advanced Managerial & Cost Accounting (3 credits)
- ACC 610 Advanced Federal Taxation (3 credits)
- ACC 614 Auditing & Fraud Detection (3 credits)
- ACC 618 Professional Ethics for the Accountant (3 credits)
- ACC 622 Accounting Information Systems (3 credits)
- ACC 626 Accounting in a Global Environment (3 credits)
- ACC 630 Advanced Government & Non-Profit Accounting (3 credits)

*\*Students who waive MAT 540, BUS 591, and BUS 590 are required to take 39 total program credits in order to meet graduation requirements.*

### Specialization Requirements (9 credits)

#### Accounting Specialization

- ACC 611 Advanced Tax Research (3 credits)
- ACC 612 Advanced Financial Accounting (3 credits)
- ACC 695 Accounting Capstone (3 credits)

#### Audit Specialization

- ACC 616 Forensic Accounting (3 credits)
- ACC 617 Current Issues in Advanced Auditing (3 credits)

- ACC 697 Audit Capstone (3 credits)

## Graduation Requirements

To be eligible for the Master of Accountancy degree, a student must successfully complete the following:

- The approved program consisting of 48 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 Accountancy.

*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 Leadership

### Degree Focus

The ability to interpret, empathize, and act quickly in a global context is essential for leaders to perform in the future business environment. This includes the ability to span different cultures, economies, politics, and geographies; think systemically across multiple networks, deal with rapid change and layers of complexity; speak the language of global business; and see the world from the perspective of others. A growing number of organizations are seeking leaders who can both adapt to these complexities and excel at coaching others to be similarly adaptive and agile.

The program prepares aspiring and ascendant leaders in organizations through a focus on balancing skills at three levels: 1) an inner leadership focus based on self-awareness, reflection, and a commitment to ongoing growth; 2) competency in leveraging interpersonal relationships managing conflict and building highly effective teams; and 3) a systems focus allowing the translation of the external environment to set effective strategies and drive execution.

*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 Learning Outcomes

Master of Arts in Leadership graduates will be able to:

1. Assess one's leadership strengths critical to effective leadership in today's organizations and global economy;
2. Implement leadership strategies that build relationships spanning different cultures, economies, political philosophies, and geographic regions;
3. Examine issues in navigating the complexities of diverse cultural contexts from multiple perspectives and with a global mindset;
4. Apply relevant leadership theory to address contemporary leadership challenges; and
5. Integrate knowledge of global finance, macroeconomics, strategy, and marketing into leadership decisions and interactions.

## Program Requirements

- ORG 6499 Cultural Diversity & Individual Differences (3 credits)
- ORG 6504 Leadership & Management (3 credits)
- LDR 6220 The Focused Leader (3 credits)
- INT 6230 Leading Across Boundaries (3 credits)
- RES 5240 Applied Research Methods (3 credits)
- ORG 6522 Fundamentals of Coaching (3 credits)
- INT 6250 Glocalization: Leading Across Cultures & International Communication (3 credits)
- ORG 6520 Professional Ethics, Standards of Practice & Law (3 credits)
- LDR 6270 Financial Leadership & Management (3 credits)
- LDR 6280 Strategic Leadership (3 credits)
- LDR 6285 Leadership Integrative Project Capstone (3 credits)

## Graduation Requirements

To be eligible for the Master of Arts in Leadership, 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 Leadership.

*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 Organizational Development and Leadership

**This program is no longer accepting new enrollments**

### Degree Focus

The Master of Arts in Organizational Development and Leadership program is designed for students who have a baccalaureate degree in any academic discipline and who seek careers in the application of psychological science and principles to improving the design, development, structure, and operation of organizations.

The Master of Arts in Organizational Development and Leadership is designed both for students who desire Master's level preparation to practice and for those preparing to enter a doctoral program in the field.

*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 Development and Leadership will be able to:

1. Apply the methods and principles of psychological research in organizations;
2. Analyze the complexity of organizational systems and functions;
3. Distinguish concepts and skills that are fundamental to ethical practices in the field;
4. Assess individuals' and organizations' performance and need for development;
5. Evaluate the impact of social and cultural diversity in organizations;
6. Design solutions and innovations to maximize individual and organizational performance;
7. Evaluate the quality of training and other organizational solutions.

### Program Requirements (39 credits)

- ORG 6499 Cultural Diversity & Individual Differences (3 credits)
- ORG 6504 Leadership & Management (3 credits)
- RES 5240 Applied Research Methods (3 credits)
- ORG 6503 Organizational Theories & Systems (3 credits)
- ORG 6523 Teams in Organizations (3 credits)
- ORG 6534 Human Resources Management (3 credits)
- ORG 6520 Professional Ethics, Standards of Practice & Law (3 credits)
- ORG 6506 Leading Organizational Change (3 credits)
- ORG 6512 Training & Development (3 credits)
- ORG 6505 Diagnosing Organizations (3 credits)
- PSY 5420 Principles of Social Psychology (3 credits)
- ORG 6511 Introduction to Human Performance Management (3 credits)
- ORG 6522 Fundamentals of Coaching (3 credits)

### Graduation Requirements

To be eligible for the Master of Arts in Organizational Development and Leadership degree, a student must successfully complete the following:

- The approved program consisting of 39 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 Development and Leadership.

*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 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.

*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:

1. Evaluate the role of management practice in organizations and the managerial processes to effectively implement an organizational communication plan;
2. Analyze common behavioral factors that are present in organizations;
3. Analyze the factors that shape the legal environment of an organization;
4. Develop processes and policies to manage human capital in organizations;
5. Evaluate the importance of ethics and corporate social responsibility; and
6. 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)

#### **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.

*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:

1. Solve managerial problems using critical thinking skills and quantitative analysis;
2. Evaluate the moral and ethical principles practiced in the organizational setting;
3. Analyze the use of managerial and leadership skills used to develop productive teams;
4. Evaluate the influence of internal and external forces within organizations;
5. Research business information to support the decision making process;
6. Assess internal and external communication practices used in business; and
7. 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 630 Managerial Accounting (3 credits)
- BUS 640 Managerial Economics (3 credits)
- BUS 650 Managerial Finance (3 credits)
- BUS 644 Operations Management (3 credits)
- BUS 687 MBA Capstone (3 credits) *Prerequisites: Successful completion of MBA program core courses*

*\*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 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)

**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 Seminar (3 credits)

**Marketing Specialization**

- MKT 640 Brand Publishing (3 credits)
- MKT 635 Market Research (3 credits)
- BUS 695 Marketing 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 Human Resource Management

### Degree Focus

The Master of Human Resource Management (MHRM) degree offers a robust, HR-specific curriculum preparing students with the competencies needed to add value to organizations through effective HR strategies. The program is designed to equip students with the problem-solving, data-driven decision-making, and strategic management skills needed in today's rapidly changing business environment. Students will be prepared to address the social, ethical, legal, and economic issues facing virtual, domestic, and internationally focused organizations and provide strategic leadership in the core areas of Human Resource Management. The MHRM degree is aligned with national standards in Human Resource Management using well-defined, HR curriculum content and competencies identified by the Society for Human Resource Management (SHRM). The curriculum focuses on critical content areas, including change management, employee and labor relations, legal and ethical issues, compensation and benefits, training and development, workforce planning and talent management, organizational development, HR information systems, and globalization.

*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. Successful completion of this program by itself does not provide Society for Human Resource Management (SHRM) HR certification or the SHRM Assurance of Learning® Assessment Certificate of Learning. Students in their final year of study (and have a minimum of 500 hours of relevant experience) may be eligible to apply for the SHRM Certified Professional (SHRM-CP) exam. For details regarding eligibility requirements please visit: <https://www.shrm.org/certification/apply/EligibilityCriteria/Pages/default.aspx>.*

### Program Outcomes

Master of Human Resource Management graduates will be able to:

1. Evaluate organizational needs as strategic business partner in the core areas of Human Resource Management;

2. Assess change management initiatives to fulfill strategic organizational objectives;
3. Analyze internal and external business environments and management strategies of virtual, domestic, and internationally focused organizations;
4. Assess issues of diversity as they affect the human resource function;
5. Construct strategies for planning, recruiting, selecting, training, and retaining employees to ensure human resources supports organizational goals; and
6. Evaluate regulatory, legal, and ethical issues when developing and administering policies and procedures in the workplace.

### Core Requirements (39 credits)

- BUS 600 Management Communications with Technology Tools (3 credits)
- OMM 618 Human Resources Management (3 credits)
- OMM 640 Business Ethics & Social Responsibility (3 credits)
- HRM 610 Employment Law & Labor Relations (3 credits)
- HRM 620 Job Analysis & Design (3 credits)  
*Prerequisite: HRM 610*
- HRM 630 Workforce Planning & Talent Management (3 credits) *Prerequisite: HRM 620.*
- HRM 640 Performance Management: Metrics & Measurement of Human Resources (3 credits)  
*Prerequisite: HRM 630.*
- HRM 650 Managing a Global & Diverse Workforce (3 credits) *Prerequisite: HRM 640.*
- BUS 661 Leading Organizational Change (3 credits)
- BUS 680 Training & Development (3 credits)
- BUS 681 Compensation & Benefits (3 credits)
- BUS 692 Strategies in Human Resource Management (3 credits)
- HRM 660 Organizational Development (3 credits)  
*Prerequisite: HRM 650*

### Graduation Requirements

To be eligible for the Master of Human Resource Management degree, a student must successfully complete the following:

- The approved program consisting of 39 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 Human Resource 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 Information Systems Management

### Degree Focus

The Master of Information Systems Management (MISM) program focuses on efficient management of information technology and effective business integration. The MISM degree will assist graduates in managing information flow within organizations and leveraging technology to facilitate operational excellence. Students examine foundational elements, such as strategic technology planning, technology operations, and data management, and incorporate core technical knowledge for managing wider technology functions and processes in organizations. In certain courses, students apply what they have learned using a virtual lab. The MISM degree prepares students for employment in fields that leverage data analysis and information technology. Students may select from one of three specializations in the program: Business Intelligence, Project Management, or IT Organizational Management and Leadership.

*Special Terms and Conditions: Successful completion of this program by itself does not provide licensure or certification in any state, regardless of concentration or specialization. Students seeking industry certification are strongly encouraged to carefully research the requirements prior to enrollment. 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 Information Systems Management graduates will be able to:

1. Assess business needs and appropriate technological solutions using analytical and critical thinking;
2. Evaluate the interrelationships between user needs, business goals, and technology solutions;
3. Apply strategic planning methods for long term technological solutions;
4. Integrate dynamic business data demands using ease-of-use technology solutions; and

5. Apply effective project management business technology management, and budgeting models to enterprise issues.

### Program-Specific Requirements

Students who have successfully completed undergraduate or graduate-level coursework in management information systems, information systems or computer science with a grade of "B-" or higher within the last ten (10) years will be exempt from ISM 500 Introduction to Management of Information Systems.

Students who have successfully completed undergraduate or graduate-level coursework in computer programming with a grade of "B-" or higher within the last ten (10) years or who have earned a certificate in computer programming/coding from a recognized non-traditional training provider (e.g. coding boot camp, etc.) within the last ten (10) years will be exempt from ISM 510 Introduction to Computer Programming for Business Applications.

### Prerequisite Requirements (6 credits)

- \*ISM 500 Introduction to Management of Information Systems (3 credits)
- \*ISM 510 Introduction to Computer Programming for Business Applications (3 credits)

### Core Requirements (27 credits)

- BUS 600 Management Communications with Technology Tools (3 credits)
- OMM 622 Financial Decision Making (3 credits)
- INF 630 Systems Analysis and Design (3 credits)
- ISM 640 Computer Networking and Telecommunication Design (3 credits)  
*Prerequisites: BUS 600 and INF 630*
- ISM 641 Database Design and Management (3 credits)  
*Prerequisites: BUS 600 and INF 630*
- ISM 642 Information Security and IT Governance (3 credits) *Prerequisites: BUS 600 and INF 630*
- ISM 643 Leadership in Business Systems Development (3 credits) *Prerequisites: OMM 622 and ISM 641*
- ISM 644 Legal and Ethical Issues in Technology (3 credits) *Prerequisites: OMM 622 and ISM 642*
- ISM 645 Information Technology Strategic Planning (3 credits) *Prerequisites: OMM 622, ISM 642 and ISM 643*

\*Students who waive ISM 500 or ISM 510 are required to take 39 total program credits in order to meet graduation requirements. Students who waive ISM 500

and ISM 510 are required to take 36 total program credits in order to meet graduation requirements.

### Specialization Requirements (9 credits)

#### Business Intelligence Specialization

- ISM 680 Big Data Applications (3 credits)
- ISM 681 Business Intelligence Systems (3 credits)
- ISM 682 Advanced Data Management and Acquisition Capstone (3 credits)

#### IT Organizational Management and Leadership Specialization

- OMM 640 Business Ethics and Social Responsibility (3 credits)
- BUS 661 Leading Organizational Change (3 credits)
- ISM 670 IT Organizational Management and Leadership Capstone (3 credits)

#### Project Management Specialization

- ISM 650 Information Systems Project Methodologies I (3 credits)
- ISM 651 Information Technology Methodologies II (3 credits)
- ISM 652 Project Management Capstone – Strategic Project Management (3 credits)

### Graduation Requirements

To be eligible for the Master of Information Systems Management 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 Information Systems 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 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.

*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:

1. Develop critical thinking skills relevant to public administration contexts;
2. Evaluate the impact of political influences on the public sector decision-making process;
3. Analyze the needs of various stakeholders in the development of public policy;
4. Assess the effectiveness of public administration strategies for dealing with urban planning and redevelopment;
5. Evaluate public administration trends and strategies for financing government operations; and
6. Assess the role and function of public administration in today's multicultural environment.

### Program-Specific Requirements

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.

### 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)
- \*MAT 540 Statistical Concepts for Research (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 MAT 540 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.*

## Master of Science in Finance

### Degree Focus

The Master of Science in Finance degree will offer a robust and finance-specific educational curriculum that prepares students with the competencies needed to find gainful employment within the fields of Financial Analytics or Management. Upon successful completion of the Master of Science in Finance degree, students will be prepared for a career in a variety of business fields including financial planning, financial services, banking, real estate, corporate financial management, risk management and insurance, and securities sales and management. Employment sectors include private, government or non-profit organizations. This program was

designed to enhance lifetime value in that it lays the foundation for continued growth in the financial industry.

*Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state. 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 Science in Finance graduates will be able to:

1. Apply appropriate principles of valuation for financial assets and securities;
2. Assess investment and financial practices to assess the organization's value;
3. Design appropriate risk management strategies based on an evaluation of an organization's financial risk;
4. Evaluate the trade-off between risk and return in investment management;
5. Utilize ethical and professional standards in the financial decision making process;
6. Measure the return on investment of corporate initiatives and policies for organizational strategic decision making; and
7. Make financial recommendations for an organization with consideration to a global perspective.

### Program-Specific Requirements

Applicants must have a Bachelor's or graduate-level degree in accounting, business administration, economics, or finance or successful completion of 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 to be admitted. See *Admission Policies and Procedures for Graduate Programs* for full details.

### Major Course Requirements (39 credits)

- FIN 671 Financial Analysis and Security Valuation (3 credits)
- FIN 678 Statistics for Financial Managers (3 credits)
- FIN 675 Financial Economics (3 credits)
- FIN 676 Financial Accounting (3 credits)
- FIN 689 Advanced Financial Management and Analysis (3 credits)
- FIN 674 Strategic Cost Analysis (3 credits)
- FIN 677 International Finance (3 credits)

- FIN 681 Money Banking & Financial Institutions (3 credits)
- FIN 683 Investment Analysis (3 credits)
- FIN 679 Advanced Corporate Finance (3 credits)
- FIN 672 Financial Instruments & Derivatives
- FIN 673 Applied Portfolio Management (3 credits)
- FIN 680 Corporate Finance Capstone (3 credits)

### Graduation Requirements

To be eligible for the Master of Science in Finance degree, a student must successfully complete the following:

- The approved program consisting of 39 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 Science in Finance

*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: Master's Programs and Requirements

### Master of Arts in Curriculum and Instruction

The Master of Arts in Curriculum and Instruction provides a path for educators in P-12 and other training-related fields seeking to advance their knowledge and skills in designing and adapting curriculum and instruction for the 21st century. Intended to be practical and application-based, the program provides opportunities to optimize teaching and learning systems with technology integration. Foundations of current theory, global educational issues, trends, and best practices pertaining to high-quality instruction and curriculum design will inspire 21st-century educators to be innovative agents of change and respond to contemporary challenges through creativity and critical thinking.

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*education authorities prior to enrolling at Ashford to determine what state-specific requirements you must complete before obtaining your teacher's license. Ashford graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following: student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree. None of Ashford's online education programs are CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to visit the Education Resource Organizations Directory (EROD) and to contact the licensing body of the state where they are licensed or intend to obtain licensure to verify that these courses qualify for teacher certification, endorsement, and/or salary benefits in that state prior to enrolling. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.*

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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

Master of Arts in Curriculum and Instruction graduates will be able to:

1. Analyze evidence and standards-based instructional strategies aligned with learning and development theories to support highly effective instruction and inclusive learning environments;
2. Appraise qualities of effective curricula and technology designed to include a variety of learners and abilities in inclusive settings;
3. Design student-centered learning opportunities, assessments, and curriculum aligned with learning standards and empirically-based instructional design strategies promoting 21st century skills, creativity, and cultural relevance;
4. Construct effective methods of collaboration, communication and partnership with colleagues, community, and related stakeholders;
5. Evaluate educational action research drawing on critical analysis, research, and methods of various disciplines to address local or global educational issues; and

6. Relate personal learning with professional growth, advancement, and the ability to impact learners and other professionals in the field.

### Major Course Requirements (30 credits)

- ECI 601 Introduction to Curriculum & Instruction: The Science of Learning and Teaching (3 credits)
- ECI 605 Contemporary Educational Issues, Trends, and Challenges (3 credits) *Prerequisite: ECI 601*
- ECI 610 21st Century Curriculum, Standards, & Assessment (3 credits) *Prerequisite: ECI 601*
- ECI 615 Intentional Approaches to Intervention (3 credits) *Prerequisite: ECI 601*
- ECI 630 Authentic Technology Integration in the Classroom (3 credits) *Prerequisite: ECI 601*
- ECI 680 Collaborative Approaches to Curriculum Alignment and Design (3 credits) *Prerequisite: ECI 601*
- EDU 620 Meeting Individual Student Needs with Technology (3 credits) *Prerequisite: EDU 673 or ESE 601 or ECI 601*
- ECI 685 Transforming Curriculum & Instruction Through Empowering Leadership (3 credits) *Prerequisites: ECI 601 and EDU 650 or ECI 680*
- EDU 694 Capstone 1: Educational Research (3 credits) *Prerequisite: ECI 685 or EDU 620*
- EDU 696 Capstone 2: Culminating Project (3 credits) *Prerequisite: EDU 694*

### Graduation Requirements

To be eligible for the Master of Arts in Curriculum and Instruction 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 Curriculum and Instruction.

*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 Early Childhood Education Leadership

**Degree Focus**

The Master of Arts in Early Childhood Education Leadership program prepares professionals in early childhood education to address the developmental needs of young children in a variety of settings using ethical practice, innovative technology, and research-based advocacy. The program is designed to empower students from a variety of backgrounds and experiences in the growing field of early childhood education. This program is open to learners with a Bachelor's degree in Early Childhood Education or a related field and those who are currently or have been previously employed in the field of early childhood education.

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**Program Outcomes**

Master of Arts in Early Childhood Education Leadership graduates will be able to:

1. Evaluate evidence-based theories and strategies aligned with early development and learning needs to support high quality learning environments;
2. Assess effective communication and collaboration strategies to positively influence partnerships with community agencies and families with young children;
3. Evaluate early childhood curricula designed to promote development and learning across all domains of development;
4. Evaluate effective assessment and evaluation strategies, tools, and procedures designed to improve outcomes for young children, families, and programs;
5. Design discipline-specific action research based on relevant theory and research methodology;
6. Propose ethical solutions that promote educational transformation in the field of early childhood education; and
7. Construct a personal definition of leadership as an early childhood education professional.



## Program-Specific Requirements

Applicants to the Master of Arts in Early Childhood Education Leadership must have:

- Earned a bachelor's degree\* from a regionally accredited or an approved nationally accredited university in early childhood education or a related field; or
- Current or previous employment in the field of early childhood education.

\* Unofficial or official transcripts showing an earned undergraduate degree in Early Childhood Education or a related field must be submitted with the Application for Admission.

## Core Requirements (30 credits)

- ECE 600 Leadership, Innovation, & Social Justice in Early Childhood Education (3 credits)
- ECE 624 Advanced Topics in Child Development, Learning, & Developmentally Appropriate Practices (3 credits) *Prerequisite: ECE 600 or EDU 650*
- ECE 631 Building Family & Community Partnerships (3 credits) *Prerequisite: ECE 600 or EDU 650*
- ECE 642 Quality Curriculum in Early Childhood Education (3 credits) *Prerequisite: ECE 600 or EDU 650*
- ECE 657 Assessment to Support Young Children and Families (3 credits)
- ECE 660 Action Research & Inquiry in Education (3 credits) *Prerequisite: ECE 631, ECE 642 and ECE 657*
- ECE 671 Management & Administration of Early Childhood Programs (3 credits) *Prerequisite: ECE 600 or EDU 650*
- ECE 672 Personnel Management & Staff Development for Early Childhood Administrators (3 credits)
- ECE 673 Advocacy, Policy, and Social Justice in Early Childhood Education (3 credits) *Prerequisite: ECE 671*
- ECE 695 Professional and Ethical Leadership in Early Childhood Education- Capstone Course (3 credits) *Prerequisite: All MAECEL core course requirements.*

## Graduation Requirements

To be eligible for the Master of Arts in Early Childhood Education Leadership 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 Early Childhood Education Leadership.

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## 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.

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### **Program Outcomes**

Master of Arts in Education graduates will be able to:

1. 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;
2. 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;
3. Design a variety of evidence-based assessments used for ongoing evaluation of student progress, and to guide teacher and learner decision making;
4. Execute an action research study that draws on the research and methods of various disciplines to address local or global educational issues;
5. 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;
6. Engage in continuous professional growth through leadership in educational environments and the demonstration of legal and ethical behavior in professional practices;
7. Use knowledge of subject matter and central concepts of the discipline(s) to create technology-enriched learning environments that promote learner achievement and innovation;
8. 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
9. 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)**

*Note: Degree-seeking students are required to complete courses in the correct sequence. For this program, the*

*specialization courses may be taken after completion of ESE 601. The last two courses completed as part of this program should be EDU 694 and EDU 696.*

- EDU 650 Teaching, Learning and Leading in the 21st Century (3 credits)
- EDU 692 Creativity, Culture, & Global Contexts in Education Decision Making (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*
- ESE 601 Students with Exceptionalities in the School Setting (3 credits)
- EDU 694 Capstone I: Educational Research (3 credits) *Prerequisite: EDU 620*
- EDU 696 Capstone II: Culminating Project (3 credits) *Prerequisite: EDU 694*

### **Specialization Requirements (12 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)

#### **Curriculum and Instruction Specialization (12 credits)**

- ECI 601 Introduction to Curriculum and Instruction: The Science of Learning and Teaching (3 credits)
- ECI 610 21st Century Curriculum, Standards, and Assessment (3 credits) *Prerequisite: ECI 601*
- ECI 615 Intentional Approaches to Intervention (3 credits) *Prerequisite: ECI 601*
- ECI 685 Transforming Curriculum and Instruction Through Empowering (3 credits) *Prerequisite: ECI 601 and EDU 650*

#### **Early Childhood Education Specialization (12 credits)**

- ECE 624 Advanced Topics in Child Development, Learning & Developmentally Appropriate Practices (3 credits) *Prerequisite: ECE 600 or EDU 650*
- ECE 631 Building Family & Community Partnerships (3 credits) *Prerequisite: ECE 600 or EDU 650*
- ECE 642 Quality Curriculum in Early Childhood Education (3 credits) *Prerequisite: ECE 600 or EDU 650*
- ECE 671 Management & Administration of Early Childhood (3 credits) *Prerequisite: ECE 600 or EDU 650*

#### **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 586 Foundations of American Higher Education (3 credits)
- EDU 587 Adult Learning and Development (3 credits)
- EDU 588 Student Services (3 credits)
- EDU 589 Issues and Innovations in Higher Education (3 credits)

#### **School Leadership in the 21<sup>st</sup> 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)

- EDU 647 Families, Communities & Diversity (3 credits)
- ESE 603 Law & Ethics in Special Education (3 credits) *Prerequisite: ESE 601*
- ESE 610 Assessment & Evaluation of Students with Mild to Moderate Disabilities (3 credits)
- ESE 634 Education-Based Collaborative Relationships (3 credits) *Prerequisite: ESE 601*

### 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.

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### Master of Arts in Education

**This version of the program is no longer accepting new enrollments**

#### Degree Focus

The Master of Arts in Education is designed for students who have a baccalaureate degree in any academic discipline and who seek careers in the field of higher education. The curriculum in this program focuses on the foundational theories, current research, emerging trends, and a personalized opportunity for students to pursue a chosen area of interest. Students will investigate the historical, theoretical, and philosophical foundations in the field of education to identify a problem, propose a solution, implement the solution, and communicate the results of their findings. The Master of Arts in Education provides an opportunity to go beyond the known educational strategies and pedagogical theories. The core courses in this program provide the foundation of knowledge and skills you will need to provide leadership to diverse populations in the field of education.

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## Program Outcomes

Master of Arts in Education graduates will be able to:

1. 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;
2. 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;
3. Design a variety of evidence-based assessments used for ongoing evaluation of student progress, and to guide teacher and learner decision making;
4. Execute an action research study that draws on the research and methods of various disciplines to address local or global educational issues;
5. 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;

6. Engage in continuous professional growth through leadership in educational environments and the demonstration of legal and ethical behavior in professional practices;
7. Use knowledge of subject matter and central concepts of the discipline(s) to create technology-enriched learning environments that promote learner achievement and innovation;
8. 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
9. 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.

## Program Requirements (30 credits)

- ORG 6499 Cultural Diversity & Individual Differences (3 credits)
- EDU 5101 Learning Theory (3 credits)
- EDU 5250 Foundations of Learning (3 credits)
- ORG 6520 Professional Ethics, Standards of Practice & Law (3 credits)
- EDU 5450 Educational Trends (3 credits)
- RES 5240 Applied Research Methods (3 credits)
- EDU 5650 Current Education Research (3 credits)
- EDU 6100 Identifying Solutions in Education (3 credits)
- EDU 6200 Implementing Solutions in Education (3 credits)
- EDU 6300 Communication Methods in Education (3 credits)

## Graduation Requirements

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- The approved program consisting of 30 credits; and
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The degree will be noted on the transcript as a Master of Arts in Education.

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## Master of Arts in Special Education

### Degree Focus

The Master of Arts in Special Education is an online degree program for adult learners with a previously earned bachelor's degree in any discipline. The program is intended for non-certified teachers who are interested in working with children with disabilities as well as certified teachers and employed non-licensed education professionals seeking job advancement or added knowledge within the field.

Educational experiences in the Master of Arts in Special Education program will blend academic scholarship, analytical thinking, effective communication, and workplace relevance while providing students the flexibility of the online learning modality. The online courses will be embedded with structured video observations, simulations, and interviews with key personnel in the field, enabling students to apply concepts, knowledge, and skills in classroom settings. The Master of Arts in Special Education program will provide an in-depth knowledge base on classroom instruction, laws, assessment, and communication skills needed for a career in the special education field. This program requires the use of an e-Portfolio, which may have an out-of-pocket cost associated with it, depending on the specific product selected by the student.

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*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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*Alabama Residents: 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 professional educator or professional leadership certificate. Applicants who complete an educator preparation program at a non-Alabama institution must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at [www.alsde.edu](http://www.alsde.edu)*

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

*Iowa: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Iowa.*

*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 <http://www.epsb.ky.gov/mod/page/view.php?id=220>.*

*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 Special Education graduates will be able to:

1. Design appropriate learning experiences for students with exceptionalities that are informed by diverse cultural experiences and varied patterns of learning and development;

2. Create a safe, inclusive, culturally responsive environment that cultivates active and effective learning for students with exceptionalities;
3. Plan cross-disciplinary learning experiences that promote individualized academic and social abilities, attitudes, values, interests, and career options for students with exceptionalities;
4. Synthesize results from multiple evidence-based assessments to guide educational decisions for individuals with exceptionalities;
5. Incorporate cross-disciplinary skills using evidenced-based instructional strategies for students with exceptionalities;
6. Evaluate how ethical principles and practice standards influence special education laws, regulations and individual professional accountability;
7. Construct an action research proposal that addresses local or global issues related to individuals with exceptionalities; and
8. Integrate positive collaborative practices with various stakeholders to address the needs of students with exceptionalities across a range of learning experiences.

### Core Requirements (30 credits)

- ESE 601 Students with Exceptionalities in the School Setting (3 credits)
- ESE 603 Law & Ethics in Special Education (3 credits) *Prerequisite: ESE 601*
- ESE 610 Assessment & Evaluation of Students with Mild to Moderate Disabilities (3 credits)
- ESE 634 Education-Based Collaborative Relationships (3 credits) *Prerequisite: ESE 601*
- ESE 645 Lesson Design for Students with Mild to Moderate Disabilities (3 credits) *Prerequisite: ESE 601*
- ESE 656 Positive Behavior Supports in the Classroom (3 credits) *Prerequisite: ESE 601*
- EDU 620 Meeting Individual Students Needs with Technology (3 credits) *Prerequisites: EDU 673 or ESE 601*
- ESE 668 Evidenced-Based Instructional Methods for Students with Mild to Moderate Disabilities (3 credits) *Prerequisite: ESE 601*
- EDU 694 Capstone I: Education Research (3 credits) *Prerequisite: EDU 620*
- EDU 696 Capstone II: Culminating Project (3 credits) *Prerequisite: EDU 694*

### Graduation Requirements

To be eligible for the Master of Arts in Special Education 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 Special Education.

*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 focuses on developing expertise in designing, implementing, and facilitating Instructional Technology in a variety of learning environments. Learners connect theory and practice in the design of learning solutions for a digital age. Competencies build knowledge and skills to integrate current and emerging instructional technologies into educational and professional settings. Professional opportunities include instructional technology leaders, consultants and coaches, online educators, school or college technology experts, and educational entrepreneurs.

*Certification and Licensure Terms and Conditions: An online degree from Ashford University does not lead to immediate teacher licensure in any state. If you want to become a classroom teacher, contact your state's education authorities prior to enrolling at Ashford to determine what state-specific requirements you must complete before obtaining your teacher's license. Ashford graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following: student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree. None of Ashford's online education programs are CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to visit the Education*

*Resource Organizations Directory (EROD) and to contact the licensing body of the state where they are licensed or intend to obtain licensure to verify that these courses qualify for teacher certification, endorsement, and/or salary benefits in that state prior to enrolling. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.*

*\*The Council for the Accreditation of Educator Preparation (CAEP) is the resulting entity from the merger of the Teacher Education Accreditation Council (TEAC) and National Council for Accreditation of Teacher Education (NCATE).*

*Alabama Residents: 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 professional educator or professional leadership certificate. Applicants who complete an educator preparation program at a non-Alabama institution must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at [www.alsde.edu](http://www.alsde.edu).*

*California Students: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of California. In order to obtain teacher licensure, a baccalaureate or higher degree, except in professional education, from a regionally-accredited college or university is required. Residents that meet the education requirement must also complete a CA state approved teacher preparation program which includes coursework, a supervised student teaching experience and a formal recommendation by the institution where the preparation program was completed. They also must pass the state exams which includes California Basic Educational Skills Test™ (CBEST®) and California Subject Examinations for Teachers® (CSET®). A criminal history background check by fingerprint via a Live Scan service must be passed that may include an investigation into felony and misdemeanor convictions. For additional details regarding the CA requirements for obtaining a single subject teaching credential, please visit:*

*<http://www.ctc.ca.gov/credentials/leaflets/cl560c.pdf>. For additional details regarding the CA requirements for obtaining a multiple subject teaching credential, please visit: <http://www.ctc.ca.gov/credentials/leaflets/cl561c.pdf>.*

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

*Iowa: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Iowa.*

*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 <http://www.epsb.ky.gov/mod/page/view.php?id=220>.*

*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:

1. Generate a shared and learner-focused instructional vision;
2. Synthesize data to draw conclusions that inform the design of effective learning solutions;
3. Design effective learning solutions by blending theory and accepted practice;
4. Create strategies for safe, legal, and ethical use of digital information and technology;
5. Propose solutions for equitable access to digital tools and technology;
6. Construct solutions specific to target audiences and learning environments;
7. Facilitate effective and engaging learning events; and
8. Prescribe a variety of technologies for teaching and learning in a digital world.

*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 620 or EDU 652*



- 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 602 Assessing Knowledge and Skills in the Online Learning Environment (3 credits) *Prerequisite: EDU 600*
- EDU 601 Promoting Student Success in the Online Learning (3 credits) *Prerequisite: EDU 602*
- EDU 609 Online Teaching Internship (3 credits) *Prerequisite: EDU 601*
- 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.*

### Master of Science in Instructional Design and Technology

#### Degree Focus

The Master of Science in Instructional Design & Technology (MSIDT) program will prepare students for ethical practice in the areas of effective learning analysis, design, development, implementation, and evaluation. Serving varied audiences in diverse educational settings, the MSIDT program will provide relevant connections between theoretical concepts and real world application, take students through the rigors of the instructional design process as they design and develop learning/performance solutions to an identified problem or need, allow students to tailor course work to individual instructional design interests, and incorporate the development and refinement of a work-ready ePortfolio throughout the program.

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

*\*The Council for the Accreditation of Educator Preparation (CAEP) is the resulting entity from the merger of the Teacher Education Accreditation Council (TEAC) and National Council for Accreditation of Teacher Education (NCATE).*

*Alabama Residents: 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 professional educator or professional leadership certificate. Applicants who complete an educator preparation program at a non-Alabama institution must apply for an Alabama professional*

*educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at [www.alsde.edu](http://www.alsde.edu).*

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*Iowa Residents: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Iowa.*

*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 <http://www.epsb.ky.gov/mod/page/view.php?id=220>.*

*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 Science in Instructional Design and Technology graduates will be able to:

1. Apply fundamental research and communication skills into the instructional design process using instructional designer professional foundations;
2. Conduct comprehensive needs and instructional analyses as part of a learning project including an examination of target populations, environmental and learning characteristics, instructional materials, and multi-media and adaptive technologies;
3. Create learning and performance solutions using learning theory, instructional design techniques and strategies to meet the needs of diverse learners and purposes;
4. Implement and Evaluate learning and performance solutions based on instructional design proposals and learning projects; and
5. Model instructional designer management skills throughout the instructional design process.

### Core Requirements (36 credits)

- IDT 601 Instructional Analysis I (3 credits)
- IDT 602 Instructional Analysis II (3 credits)  
*Prerequisite: IDT 601*

- IDT 603 Instructional Design and Technology I (3 credits) *Prerequisite: IDT 602*
- IDT 604 Instructional Design and Technology II (3 credits) *Prerequisite: IDT 603*
- IDT 605 ID Project Management (3 credits) *Prerequisite: IDT 604*
- IDT 606 ID Technology Research (3 credits) *Prerequisite: IDT 605*
- IDT 607 Evaluation of Instructional Systems (3 credits) *Prerequisite: IDT 606*
- IDT 608 Database Systems and Management (3 credits) *Prerequisite: IDT 607*
- IDT 609 Advanced Instructional Design and Technology (3 credits) *Prerequisite: IDT 608*
- IDT 610 Advanced Instructional Design and Technology II (3 credits) *Prerequisite: IDT 609*
- IDT 611 Final Project Phase I (3 credits) *Prerequisite: IDT 610*
- IDT 612 ID Final Project Phase II (3 credits) *Prerequisite: IDT 611*

### Graduation Requirements

To be eligible for the Master of Science in Instructional Design and Technology 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 Science in Instructional Design and 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.*

### Post Baccalaureate Teaching Certificate

#### Degree Focus

This Post Baccalaureate Teaching Certificate program in the Education Studies Department within the College of Education collaboratively leverages strengths from, K-12 educators, and faculty expertise to provide students a rigorous and relevant curriculum, which is aligned to Florida Exceptional Accomplished Practices (FEAP) and Assessments (TPA), as well as the Florida Teacher Certification Examinations (FTCE). A main goal of this

program is to get students access to live classroom experiences that help translate and bridge course theory into practice. A secondary goal of this program is to highlight alignment of Florida Department of Education (FLDOE) assessments, and Council for the Accreditation of Educator Preparation (CAEP) standards into the course discussion to engage students in the type of intellectual conversations that will enable them to hit the ground running and be productive and contributing educators in the field.

### Program Outcomes

The Program Standards and PLOs are aligned with the Council for Accreditation for Educator Preparation (CAEP) and the Florida Department of Education (FLDOE). They align with the College of Education's Conceptual Framework and Strategic Plan and exemplify the rigor expected of Ashford University's high quality degree programs. The graduates of the Post Baccalaureate Teaching Certificate will be able to:

1. Explain the role of culture in student achievement, and the meaning of culturally sensitive pedagogy as it relates to awareness of school socialization issues as a community and as a part of the larger community. Bloom's Level 5 (InTASC 2) (CAEP 1);
2. Demonstrate ability to teach integrated literacy skills across curriculum. Bloom's Level 3 (InTASC 4, 5, 7) (CAEP 1);
3. Relate knowledge in content areas including concepts, procedures, and processes, and tools of inquiry to instruction. Bloom's Level 6 (InTASC 4) (CAEP 1);
4. Prepare to deliver skillful instruction, including the pedagogical knowledge skills and dispositions necessary for professional decision making. Bloom's Level 5 (InTASC 5, 7) (CAEP 2);
5. Develop evaluation systems that employ a variety of assessment tools and technological tools. Bloom's Level 5 (InTASC ) (CAEP 5);
6. Incorporate effective communication in a professional manner, orally, written and through digital means with peers, teachers, students, and professors using standard English and grammar. Bloom's Level 5 (InTASC 10) (CAEP 3);
7. Design positive and motivating learning environments that encourage development of critical thinking, problem solving, academic, and social performance skills. Bloom's Level 5 (InTASC 3) (CAEP 2, 3);
8. Synthesize theories of teaching and learning development to provide appropriate instructional

opportunities targeted to differentiated student learning. Bloom's Level 5 (InTASC 8) (CAEP 1,2);

9. Model effective interpersonal skills with: students, family members, peers, and the larger community. Bloom's Level 4 (InTASC 9, 10) (CAEP 2,3);
10. Model awareness of and sensitivity to all learners and the diverse needs of every child. Bloom's Level 4 (InTASC 2) (CAEP 2,3); and
11. Model professional behavior, ethics, skills and dispositions including being a reflective practitioner and awareness of individual and cultural diversity. Bloom's Level 5 (InTASC 9, 10) (CAEP 2,3,4).

### Special Terms and Conditions:

*Students who successfully complete all Post Baccalaureate Teaching Certificate program requirements and are US citizens can earn Florida Professional Teacher Certification in one of [forty-two subject areas](#) (valid for five (5) years, and a Florida Reading Endorsement Certificate (Competency Two (2)). The Department of Education Studies (DES) team in the Ashford University College of Education can work with students to complete and submit all necessary forms to the Florida Bureau of Educator Certification. The Florida Department of Education's process is to notify program completers to submit fingerprints for background clearance. Following clearance, the Florida Department of Education's process is to award program completers the Florida Professional Teacher Certification in the subject area for which it was earned and send a hard copy of that certificate to the program completers as proof that professional teaching credentials have been obtained.*

**Reciprocity:** Transferring a Florida teacher certification to a student's home state:

Program completers must research reciprocity requirements according to the [NASDTEC](#) interstate agreements. The Department of Education Studies (DES) will support in this process. DES will assist in providing any information on the necessary paperwork required by the receiving jurisdiction to assist program completers in obtaining reciprocity to their home state. Program completers must know that certificate completion alone will not lead to immediate teacher licensure. Ultimately, it is the responsibility of the program completer to complete the reciprocity licensure process.

### Program Specific Requirements Core Requirements (9 Credits)

- EPP 511 English Language Learners in the Classroom (3 credits)
- EPP 530 Serving Exceptional Learners (3 credits)
- EPP 531 Assessing Learners (3 credits)

**Certificate-Level Requirements (18-24 Credits)**

**Elementary Education (24 credits)**

- EPP 520 Effective Classroom Management in Elementary Classroom (3 credits)
- EPP 540 Elementary Social Science Methods (3 credits)
- EPP 541 Elementary STEM Methods I (3 credits)
- EPP 542 Elementary STEM Methods II (3 credits)
- EPP 543 Elementary Integrated Reading Methods (3 credits)
- EPP 551 Student Teaching and Seminar I (3 credits)
- EPP 552 Student Teaching and Seminar II (3 credits)
- EPP 553 Student Teaching and Seminar III (3 credits)

**Secondary Education (18 credits)**

- EPP 521 Effective Classroom Management in Secondary Classrooms (3 credits)
- EPP 561 Secondary English Methods (3 credits) OR EPP 562 Secondary History-Social Science Methods (3 credits) OR EPP 564 Secondary STEM Methods (3 credits)
- EPP 563 Secondary Integrated Reading Methods (3 credits)
- EPP 571 Student Teaching and Seminar I (3 credits)
- EPP 572 Student Teaching and Seminar II (3 credits)
- EPP 573 Student Teaching and Seminar III (3 credits)

**Post Baccalaureate Teaching Certificate Graduation Requirements**

To be eligible for the Post Baccalaureate Teaching Certificate, students must:

- Complete all required coursework (33 credits for Post Baccalaureate Teaching Certificate - Elementary Education or 27 credits for the Post Baccalaureate Teaching Certificate - Secondary Education).
- Pass the Subject Area Examination, General Knowledge Test and Professional Education Test.
- Complete all Student Teaching requirements.
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The program of study will be noted on the transcript as a Post Baccalaureate Teaching Certificate – Elementary Education or as a Post Baccalaureate Teaching Certificate – Secondary Education.

*Note: The date of conferral recorded on the student’s transcript and certificate will reflect the date the student completes all academic degree requirements. However,*

*release of transcripts, certificates, and verifications for program completion 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: Master’s Programs and Requirements

## Master of Arts in Counseling

**This program is no longer accepting new enrollments**

### Degree Focus

In the Master of Arts in Counseling, Clinical Mental Health Counseling Specialization program students take a core curriculum that includes the study of theoretical and applied psychology and counseling with the objectives of understanding human development, child and adult psychopathology and treatment, professional ethics, assessment and statistics, and counseling techniques.

This program is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which may be a requirement for licensure in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field. Prospective students are also advised to regularly review the state’s policies and procedures relating to licensure as those policies are subject to change.

*Please note: A criminal record may prevent an applicant from obtaining state licensure. Please refer to individual state licensing boards for additional information relating to licensure requirements.*

### Program Specific Requirements

#### Student Professional Liability Insurance Requirements

Students accepted into the Master of Arts in Counseling, Addiction Counseling, Clinical Mental Health Counseling, or Marriage, Couples, and Family Counseling, degree programs are required to have proof of professional liability insurance in order to register for their first term of Practicum. Due to the liabilities associated with direct care, students need to be insured during clinical Practicum and Internship training. Professional liability insurance can be purchased from one of several insurance carriers. Students are required to provide proof of coverage to the Director of Clinical Training (DCT). The DCT will notify the Registrar’s Office of anyone that should be disenrolled

from a Practicum or Internship experience for failure to provide proof of or maintain the appropriate insurance coverage.

### **Background Check Consent Policy**

Prospective Master of Arts in Counseling students must sign the appropriate consent(s) for a background check at the time of application. The consent form permits the University to conduct a background check at the time of application and at any point after the student's enrollment in the program. A copy of the signed consent(s) will be maintained in the permanent student record.

### **Refusal to Submit to a Background Check Policy**

Refusal to request the criminal background check or falsification of information regarding the background check will preclude the student from enrollment, matriculation, continued training, or graduation, if applicable.

### **Clinical Practicum or Counseling Practicum or Internship**

Students who are completing a clinical or counseling Practicum or Internship must be enrolled as a degree seeking student in either the Master of Arts in Counseling program.

Students who enter the program with a clinical Master's degree may receive credit for up to 700 hours of Practicum. The number of transferable Practicum hours is determined by the University Registrar in consultation with the Director of Clinical Training. Students in the Master of Arts in Counseling program are required to complete a total of 700 hours of Practicum and Internship.

Students who are completing a Practicum or counseling Internship in Colorado must obtain registration with the Colorado Department of Regulatory Agencies (DORA) prior to beginning their Practicum experience at the University, and all students in the Master of Arts in Counseling program must have personal liability insurance prior to beginning practicum. Students will be required to provide documentation of registration with DORA if they are completing Practicum hours in Colorado, and documentation of a current professional liability policy for all clinical or counseling Practicum experiences.

The Practicum experience gives students the opportunity to integrate Core Competencies, Clinical Proficiencies, and academics as they apply their learning in a real world clinical setting. Students build the skills they will need to be successful in the mental health profession. The Practica also give students the chance to discover the clinical relationship skills and techniques that work for them in the clinical setting and the client populations with which they are most effective. The level of professionalism and enthusiasm, with which students approach their Practica,

has a direct bearing on their success and the quality of their learning experience.

In the Clinical Practica, students must understand their professional obligations to clients and to the University. They must strive to maintain appropriate relationships and demeanor whenever clients are present. As the American Psychological Association (APA) Code of Conduct states, "Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and adapt their methods and needs to different populations."

Students in the Master of Arts in Counseling program complete their Practicum and Internship hours in community settings, with the approval of the Director of Clinical Training. Supervision for MA Counseling students should be provided by licensed mental health professionals, including those with doctorates in Counselor Education and Supervision, those with a Master's Degree in Counseling who are Licensed Professional Counselors, or by those who are licensed psychologists, as approved by the Director of Clinical Training.

Additional requirements for Practicum and Internship eligibility may be found in their respective handbooks.

### **Transfer of Clinical and Counseling Practicum Hours**

For students in the Master of Arts in Counseling program, Ashford University may accept up to 300 hours of Practicum or Internship or up to three semester credits from approved accredited institutions when those Practicum or Internship hours are demonstrated to be from a Master of Arts in Counseling program (with an Addiction Counseling, Clinical Mental Health Counseling or Marriage, Couples, and Family Counseling Specialization or equivalent degree) that has similar standards of training as Ashford University. In such cases, the student must take at least an additional 400 hours of Practicum and/or Internship in the Ashford University Master of Arts in Counseling, Addiction Counseling, Clinical Mental Health Counseling or Marriage, Couples, and Family Counseling Specialization program. Final determination of the acceptance of Practicum hours will be made by the Director of Clinical Training.

### **Program Outcomes**

1. Develop a professional counseling orientation and identity using ethical counseling practices;
2. Exhibit appropriate multicultural counseling skills in various counseling capacities;
3. Relate human growth and development theories to clinical practice;
4. Utilize career development theories and strategies in counseling situations;

5. Apply counseling theories to helping relationships;
6. Connect group counseling and group work theories and skills;
7. Evaluate assessment and testing materials; and
8. Apply knowledge of various research methods to program evaluation.

### Program Requirements

#### First Year

- CSL 5530 Cultural Diversity & Individual Differences (3 credits)
- CSL 5101 Professional Orientation & Issues in Counseling (3 credits)
- CSL 5280 Ethics, Laws & Standards of Professional Practice (3 credits)
- CSL 5290 Theories & Techniques of Counseling & Psychotherapy (3 credits)
- CSL 6210 Survey of Psychopathology (3 credits)
- CSL 6470 Theories & Techniques of Group Counseling & Psychotherapy (3 credits)
- CSL 5130 Life Span Development (3 credits)
- CSL 5420 Principles of Social Psychology (3 credits)
- CSL 6120 Lifestyle & Career Development (3 credits)
- CSL 6160 Family Systems & Dynamics (3 credits)

#### Second Year

- CSL 5410 Physiological Bases of Behavior (3 credits)
- CSL 5610 Psychometrics: Tests & Measurements (3 credits)
- CSL 6851 Counseling Practicum (1 credit)
- CSL 6501 Psychology of Personality (1 credit)
- CSL 6230 Treatment of Family Violence (3 credits)
- CSL 6852 Counseling Practicum (1 credit)
- CSL 6140 Assessment of Children & Adolescents (3 credits)
- CSL 5400 Understanding, Interpreting, & Applying Statistical Concepts (3 credits)
- CSL 6853 Counseling Internship (1 credit)
- CSL 6820 Treatment of Children & Adolescents (3 credits)
- CSL 6370 Addiction Counseling (3 credits)
- CSL 6854 Counseling Internship (1 credit)
- CSL 6855 Counseling Internship (1 credit)

#### Third Year

- CSL 6856 Counseling Internship (1 credit)

- CSL 6857 Counseling Internship (1 credit)

### Graduation Requirements

To be eligible for the Master of Arts in Counseling degree, a student must successfully complete the following:

- The approved program consisting of 61 credits;
- Completion of all practicum and internship requirements; 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 Counseling.

*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 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.

*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:

1. Apply health care financial and accounting concepts in organizational decision making;
2. Apply principles of leadership in the developing of strategic goals, achieving organizational outcomes, and modeling professional values;
3. Formulate health care decisions consistent with legal and ethical standards;
4. Utilize health care information technology and statistical reasoning in organizational planning and decision-making;
5. Demonstrate sensitivity to diversity in the health care setting;
6. Evaluate health care outcomes using quality improvement and risk standards;
7. Apply health care economic perspectives in the interpretation of health policy;
8. Apply problem-solving approaches in the resolution of health care issues; and
9. 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 630 Global & Population Health Comparative Systems (3 credits)
- MHA 616 Health Care Management Information Systems (3 credits)
- MHA 605 Business Intelligence (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)

## 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.*

## Master of Arts in Human Development

**This program is no longer accepting new enrollments.**

### Degree Focus

The Master of Arts in Human Development is an engaging program that focuses on the varying and constant developmental and transformational changes across the life span. This program is designed for persons who want to understand stages of human development and apply effective practices to address pressing public issues and social needs related to factors that shape human development such as emotional, cognitive, cultural, environmental, ethical, and social structures.

This program prepares individuals who plan to serve in roles as instructors, trainers, curriculum developers, consultants, public policy influencers, or for those who seek to be more authentic in their own leadership in organizations and communities. Graduates of the program will be prepared to conduct applied research and apply human development knowledge in their work with organizations and groups. This program also prepares graduates to engage stakeholders in open and mindful dialogue for the purpose of social change for the common good.

*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 Learning Outcomes**

1. Evaluate theories, issues, views, policies, and practices of human lifespan development;
2. Analyze issues in human development to support decision making from practical, ethical, cultural, scientific, legal, personal, individual, and collective perspectives;
3. Evaluate professional literature and quantitative, qualitative, and mixed methods research on human development;
4. Construct models and plans for personal and professional development using human lifespan development theory, ideals, research, policy, reflection, and practice; and
5. Develop clear, effective, and professional written, oral, and visual communication skills around the current theories and practices within human lifespan development.

### **Program Requirements (30 credits)**

#### **Core Course Requirements (15 credits)**

- ORG 6499 Cultural Diversity & Individual Differences (3 credits)
- PSY 5130 Life Span Development (3 credits)
- RES 5240 Applied Research Methods (3 credits)
- ORG 6520 Professional Ethics, Standards of Practice & Law (3 credits)
- HUD 6910 Human Development Capstone (3 credits)

#### **Electives (15 credits)**

- HUD 5110 Human Sexuality (3 credits)
- HUD 5420 Interdisciplinary Theories of Gerontology (3 credits)
- HUD 5430 Physical & Psychological Aspects of Aging (3 credits)
- HUD 5440 Optimizing Aging: Learning, Leisure, & Social Interaction (3 credits)
- HUD 5320 Advanced Theories of Adult Personal Transformation (3 credits)
- HUD 5330 Personality Development (3 credits)
- HUD 5340 Resiliency, Transformation, & Life's Challenges (3 credits)
- SOC 5610 Structure & Function of Nonprofit & Government Organizations (3 credits)

- SOC 5630 Community Organizations & Analysis (3 credits)
- HUM 5060 Granting Writing (3 credits)

### **Graduation Requirements**

To be eligible for the Master of Arts in Human Development 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 Human Development.

*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 Human Services**

#### **Degree Focus**

This advanced program of study provides students with a broad range of human service-relevant, advanced, challenging, stimulating courses that allow them to tailor their degree to their respective professional needs. Students learn how to successfully review, evaluate, and modify programs, apply various research methods, analyze human services-relevant theories and policies, lifespan and human diversity topics, and ethics, laws and standards as they apply to the field of human services.

*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 Learning Outcomes**

Master of Arts in Human Services graduates will be able to:

1. Develop a historical context of human services;



2. Evaluate various human systems as they relate to the human services field;
3. Explain human service delivery systems in relation to populations served, organizations, and models of service delivery;
4. Develop research and written communication skills applied to the human services field;
5. Construct a program plan, program review, and community-needs assessment;
6. Explain knowledge, theory, and skills pertaining to interventions and direct services;
7. Examine operational, organizational and administrative aspects of human services;
8. Explain the need to ethically remain mindful and respectful of each client's values; and
9. Synthesize values and personal world views for self-awareness, professional development, and personal development.

### **Program Requirements (24 credits)**

- ORG 6499 Cultural Diversity & Individual Differences (3 credits)
- HUM 5010 Overview of Human Services (3 credits)
- PSY 5130 Life Span Development (3 credits)
- RES 5240 Applied Research Methods (3 credits)
- ORG 6520 Professional Ethics, Standards of Practice & Law (3 credits)
- HUM 6100 Group Theories & Human Services (3 credits)
- HUM 5300 Human Services Delivery Skills & Processes (3 credits)
- HUM 5100 Integrative Project for Human Services (3 credits)

### **Specialization Requirements (9 credits)**

#### **Standard Specialization**

##### **Choose three classes from this list:**

- HUD 5420 Interdisciplinary Theories of Gerontology (3 credits)
- HUM 5060 Grant Writing (3 credits)
- HUM 5210 Recruiting & Coaching Volunteers (3 credits)
- HUM 5220 Non-Profit Principles & Practices (3 credits)
- HUM 5500 Human Services Administration (3 credits)
- ORG 5574 Criminal Justice Organizations & their Functions (3 credits)

- ORG 5650 Contemporary Issues in Mental Health Care Compliance (3 credits)
- ORG 6343 Intervention Strategies in Wellness Programs (3 credits)
- ORG 6504 Leadership & Management (3 credits)
- ORG 6570 Victimology: Theory, Research & Policy (3 credits)
- ORG 6660 Fiscal Administration in Mental Health Care Systems (3 credits)
- PSY 6160 Family Systems & Dynamics (3 credits)
- SOC 5510 Sociology of Health and Medicine (3 credits)
- SOC 5610 Structure and Function of Nonprofit and Government Organizations (3 credits)

#### **Mental Health Administration Specialization**

- HUM 5500 Human Services Administration (3 credits)
- ORG 5650 Contemporary Issues in Mental Health Care Compliance (3 credits)
- ORG 6660 Fiscal Administration in Mental Health Care Systems (3 credits)

#### **Nonprofit Management Specialization**

- HUM 5210 Recruiting & Coaching Volunteers (3 credits)
- HUM 5220 Non-Profit Principles & Practices (3 credits)
- ORG 6504 Leadership & Management (3 credits)

#### **Graduation Requirements**

To be eligible for the Master of Arts in Human Services, 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 Human Services.

*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 Psychology

### Degree Focus

The Master of Arts in Psychology program guides students through an in-depth exploration of the discipline. At the core of the program is the “generalist model,” a conceptual framework emphasizing an understanding of the processes that underlie human experience and behavior, as well as core knowledge, theories, and research in the field of psychology.

*Special Terms and Conditions: The Master of Arts in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional. 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 or licensure. Students seeking licensure or certification in the field of psychology should carefully research the requirements prior to enrollment. Requirements vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.*

*California Students: This program does not lead to licensure. According to the California Board of Psychology, candidates for licensure must have a doctorate degree in clinical or counseling psychology. The Board of Behavioral Sciences which governs licensure for LMFT, LPC, LPCC, and LCSW, requires candidates to meet didactic requirements and rigorous practicum/supervised professional hours that range between 500 to 2000 hours depending on the type of license. Coursework in the MAPSY may partially meet didactic requirements for CA licensure but that evaluation is done by the respective boards, and the purpose of the program is not designed to prepare students for licensure of any type. A criminal history background check by fingerprint via a Live Scan service must be passed that may include an investigation into felony and misdemeanor convictions. For additional details regarding the CA requirements for obtaining licensure, please visit: <http://www.psychology.ca.gov/licensees/>.*

*Washington Students: This program may not necessarily qualify a student for licensure in Washington State. All Washington students should contact the Health Professions Quality Assurance Division of the Washington Department of Health at (360) 236-4700 to inquire about the criteria for licensure.*

### Program Outcomes

Master of Arts in Psychology graduates will be able to:

1. Apply ethical principles and standards of psychology to academic and professional activities;

2. Explain psychological concepts using the professional standards of the discipline;
3. Analyze major concepts, theories, methodologies, and historical trends in psychology;
4. Evaluate the scientific merit of the professional literature in psychology; and
5. Integrate psychological theory and research.

### Core Requirements (36 credits)

- PSY 600 Introduction to Graduate Study in Psychology (3 credits)
- PSY 605 Developmental Psychology (3 credits)
- PSY 610 Applied Social Psychology (3 credits)
- PSY 615 Personality Theories (3 credits)
- PSY 620 Learning & Cognition (3 credits)
- PSY 625 Biological Bases of Behavior (3 credits)  
*Prerequisites: PSY 600, PSY 605, PSY 610, PSY 615 and PSY 620*
- PSY 630 Psychopharmacology (3 credits)  
*Prerequisite: PSY 625*
- PSY 635 Research Design & Methods (3 credits)
- PSY 640 Psychological Testing & Assessment (3 credits) *Prerequisite: PSY 635*
- PSY 645 Psychopathology (3 credits)
- PSY 650 Introduction to Clinical & Counseling Psychology (3 credits) *Prerequisite: PSY 645*
- PSY 699 Master of Arts in Psychology Capstone (3 credits)

### Graduation Requirements

To be eligible for the Master of Arts in Psychology 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 Psychology.

*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 Psychology

**This version of the program is no longer accepting new enrollments**

### Degree Focus

The Master of Arts in Psychology program is a graduate degree in psychology designed primarily for students who wish to meet one of the following goals: (a) prepare for careers as psychological researchers or technicians in behavioral or mental health research organizations, (b) gain education in psychological foundations and research methodologies, demonstrate their ability to succeed in graduate-level work and in conducting graduate-level research in preparation for entering a Doctoral program, or (c) gain further depth of knowledge in the science of psychology.

Students in the program build a solid foundation of knowledge in the science of psychology, including psychometric theory, statistics and research methodology, human development, learning theory and behavior, and the biological, cognitive, emotional, and social bases of behavior.

*Special Terms and Conditions: The Master of Arts in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional. 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 or licensure. Students seeking licensure or certification in the field of psychology should carefully research the requirements prior to enrollment. Requirements vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.*

*California Students: This program does not lead to licensure. According to the California Board of Psychology, candidates for licensure must have a doctorate degree in clinical or counseling psychology. The Board of Behavioral Sciences which governs licensure for LMFT, LPC, LPCC, and LCSW, requires candidates to meet didactic requirements and rigorous practicum/supervised professional hours that range between 500 to 2000 hours depending on the type of license. Coursework in the MAPSY may partially meet didactic requirements for CA licensure but that evaluation is done by the respective boards, and the purpose of the program is not designed to prepare students for licensure of any type. A criminal history background check by fingerprint via a Live Scan service must be passed that may include an investigation into felony and misdemeanor convictions. For additional details regarding the CA requirements for obtaining licensure, please visit: <http://www.psychology.ca.gov/licensees/>.*

*Washington Students: This program may not necessarily qualify a student for licensure in Washington State. All Washington students should contact the Health Professions Quality Assurance Division of the Washington Department of Health at (360) 236-4700 to inquire about the criteria for licensure.*

### Program Outcomes

1. Apply ethical principles and standards of psychology to academic and professional activities;
2. Explain psychological concepts using the professional standards of the discipline;
3. Analyze major concepts, theories, methodologies, and historical trends in psychology;
4. Evaluate the scientific merit of the professional literature in psychology; and
5. Integrate psychological theory and research.

### Program Requirements (39 credits)

- ORG 6499 Cultural Diversity & Individual Differences (3 credits)
- PSY 5130 Life Span Development (3 credits)
- PSY 5420 Principles of Social Psychology (3 credits)
- PSY 6290 Learning Theory & Behavioral Applications (3 credits)
- RES 5240 Applied Research Methods (3 credit)
- RES 5400 Understanding, Interpreting, & Applying Statistical Concepts (3 credits)
- ORG 6520 Professional Ethics, Standards of Practice & Law (3 credits)

### Specialization Requirement

#### Criminal Justice

- ORG 5571 Traditional Criminological Theories (3 credits)
- ORG 5574 Criminal Justice Organizations & their Functions (3 credits)
- ORG 6570 Victimology: Theory, Research & Policy (3 credits)
- ORG 6572 Law Enforcement & Communities (3 credits)
- ORG 6580 Correctional Philosophies & Strategies (3 credits)
- ORG 6574 Law & Society (3 credits)

### Graduation Requirements

To be eligible for the Master of Arts in Psychology degree, a student must successfully complete the following:

- The approved program consisting of 39 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 Psychology.

*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 Health

### Degree Focus

The Master of Public Health program in the College of Health, Human Services, and Science examines the socio-environmental issues responsible for health-related behaviors that lead to morbidity, mortality and health disparities. Master of Public Health students will be able to gain knowledge and an understanding of the biological and social determinants of health while exploring key public health issues through epidemiology, biostatistics and research. Upon graduation, students will be able to create, plan, administer, and evaluate public health programs in diverse settings, including research institutions, health care facilities, community organizations, schools, and governmental agencies both large and small. Students can follow either a generalist track or pursue a specialization in Health Services Administration. The program integrates seven interdisciplinary themes throughout all coursework: Integration of Science and Practice, Quantitative Foundations, Health Policy, Structural Determinants of Health Systems Thinking, Leadership, Diversity and Culture.

*Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of track. 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 student's criminal history may prevent them from obtaining licensure, certification, or employment in this field.*

*The Master of Public Health program is not accredited by the Council on Education for Public Health (CEPH). CEPH is an independent accrediting organization whose mission is to serve the public interest*

*by establishing and enforcing quality Accreditation Standards for Public Health programs. Academic leadership intends to pursue CEPH programmatic accreditation once eligible to apply.*

### Program Outcomes

Master of Public Health graduates will be able to:

1. Design and conduct assessments that integrate the concepts, methods, and tools of public health data collection, analysis, interpretation, and evidence-based reasoning to determine the health status and/or health needs of a population;
2. Demonstrate effective communication skills and the ability to interact with both diverse individuals and communities utilizing public health education, community empowerment, and information dissemination;
3. Integrate public health theories, models, and concepts across a broad range of disciplines (social, scientific, behavioral, etc.) into public health research and practice to produce or impact an intended public health outcome;
4. Apply quantitative and qualitative research findings found in medical, public health, and social science journals to the identification and pursuit of opportunities for promoting health and preventing disease across the lifespan and for enhancing public health preparedness;
5. Evaluate how the biological, environmental, socioeconomic, behavioral, and cultural determinants of health influence the global and societal burden of disease and contribute to health disparities;
6. Apply systems thinking concepts to effectively implement and manage public health interventions as members of interdisciplinary teams; and
7. Evaluate how the legal, ethical, economic, and regulatory dimensions of health care and public health system influence public health policies.

### Practicum Requirements

Students are required to complete a practicum consisting of ninety (90) contact hours, which may be paid or unpaid. As practical knowledge and skills are essential to a successful career in public health, a planned, supervised, and evaluated practicum is an essential component of a public health professional degree program. The goal of the practicum is to provide an opportunity for students to synthesize, integrate, and apply practical skills, knowledge, and training learned through courses, to gain professional experience in a public health work environment, and to work on public health practice projects that are of particular interest to the student.

Prior to beginning a supervised practicum and/or employment in most health care facilities students may need to provide or successfully complete:

- Background checks
- Blood-borne pathogen training
- Liability coverage
- HIPPA training
- Proof of current immunizations (required of the state) including a two-step TB test (within a year of clinical practicum), MMR or titers, Tdap (10 yr. booster), Varicella, Hepatitis B immunizations or titers, Influenza or record of decline, and/or health clearance from a physician.

### Practicum Locations

Potential locations for practicum include:

- Health care offices
- Public health offices
- Community health centers
- Non-profit organizations
- State health offices, or
- Other health-related organizations

Students can only complete their Professional Practice Experiences in states where this program is available. All Students enrolling in a degree program with a practicum requirement are expected to complete the practicum in the United States. If students anticipate that they will not be able to complete their practicum in the United States all exceptions must be approved prior to admission to the program

Students who reside and/or work outside the United States may be ineligible to complete practicum hours at a facility abroad; requirements and restrictions vary by country. Students must notify the Program Chair prior to enrolling in the program to discuss a potential practicum location and obtain Program Chair permission to enroll.

### Practicum Equivalent Experience

Although there are no exemptions or waivers of the practicum, in rare situations it is possible to receive *Practicum Equivalent Experience*, reducing the total number of practicum hours needed to be completed through Ashford University by up to 30 contact hours. This request can only be approved if a student provides evidence of substantial prior public health experience relevant to program-specific competencies. In general, this substantiation would include one or more years of relevant, full-time public health work prior to matriculation in the program. Students who wish to apply for *Practicum Equivalent Experience* must submit a

*Student Petition to Waive Practicum Hours Form* during their first course. This timeframe allows students to plan a practicum should prior experience not be sufficient.

### Core Requirements (27 credits)

- MPH 601 Introduction to Public Health Concepts (3 credits)
- MPH 602 Social and Biological Determinants of Public Health (3 credits) *Prerequisite: MPH 601*
- HIA 625 Principles of Biostatistics (3 credits)
- MPH 603 Applied Behavioral Science (3 credits) *Prerequisite: MPH 602, HIA 625*
- MPH 604 Principles of Epidemiology (3 credits) *Prerequisite: MPH 603*
- MPH 606 Health Services Administration (3 credits) *Prerequisite: MPH 604*
- MPH 605 Environmental Health Sciences (3 credits) *Prerequisite: MPH 606*
- ^MPH 650 Public Health Practicum I (1 credit) *Prerequisite: Practicum Site approval.*
- ^MPH 651 Public Health Practicum II (1 credit) *Prerequisite: MPH 650*
- ^MPH 652 Public Health Practicum III (1 credit) *Prerequisite: MPH 651*
- ^MPH 699 Public Health Capstone/Culminating Experience (3 credits) *Prerequisite: MPH 605.*

When practicum is incomplete and all courses in the Master of Public Health degree are complete, students must register in ^MPH 653 Public Health Practicum Extension (1 credit) consecutively until the Practicum is complete.

^ This course must be taken at Ashford University and may not be transferred from another institution.

### Tracks (15 credits)

#### Generalist Track

- MPH 607 Global Health (3 credits) *Prerequisite: HIA 625*
- MPH 608 Health Communication Practice and Theory (3 credits) *Prerequisite: MPH 605*
- MPH 609 Public Health Education Methods (3 credits) *Prerequisite: MPH 605*
- MPH 610 Public Health Program Planning and Implementation (3 credits) *Prerequisite: MPH 609*
- MPH 611 Public Health Program Assessment and Evaluation (3 credits) *Prerequisite: MPH 610*

### Health Care Administration Track

- MPH 621 Public Health Systems (3 credits)  
*Prerequisite: HIA 625*
- MHA 618 Health Economics (3 credits)
- MHA 620 Health Policy Analyses (3 credits)
- MHA 622 Health Care Ethics & Law (3 credits)
- MPH 623 Human Resources Management (3 credits)  
*Prerequisite: MHA 622*

### Graduation Requirements

To be eligible for the Master of Public Health degree, a student must successfully complete the following:

- The approved program consisting of 42 credits;
- Practicum requirements; 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 Health.

*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 Liberal Arts: Master's Programs and Requirements

### Master of Arts in Public Sociology

#### Degree Focus

Public Sociology is an applied sociological discipline with a clear intent to make an impact in society. The program involves development in applied research and policy driven work, advocacy and activism, and empirically-based problem solving; deepening our collective understanding of public issues in a social context and seeking to influence positive social change. Students will acquire expertise and skills to apply sociological theory and research methods to address contemporary public issues and social problems in organizations and communities in a local, national, and international context. The program is designed to prepare graduates who want to understand social structures and systems and apply effective practices to address pressing public issues and social needs in public, nonprofit, community, and other

institutions, as well as manage resources for projects, programs and organizations. Graduates of the program will also be prepared to conduct social science research and apply sociological knowledge in preparation for doctoral studies.

*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 Learning Outcomes

Master of Arts in Public Sociology graduates will be able to:

1. Model knowledge of foundational and advanced sociological concepts; specifically, concepts of diversity, social responsibility, human rights, and dignity and respect for others in society;
2. Synthesize a variety of classical and contemporary sociological theoretical perspectives;
3. Integrate a broad range of varied research methodologies and ethical approaches within the sociological context;
4. Critically specify sociological issues in the local, national, and international context;
5. Devise solutions using sociological tools to impact societal issues in the local, national, and international context; and
6. Propose strategies for management of projects, programs and resources in the field of public sociology; specifically within the role of community engagement, advocacy and activism in the local, national, and international context.

#### Program Requirements

- ORG 6499 Cultural Diversity & Individual Differences (3 credits)
- SOC 5110 Sociological Theory (3 credits)
- PSY 5420 Principles of Social Psychology (3 credits)
- RES 5240 Applied Research Methods (3 credits)
- RES 5400 Understanding, Interpreting, & Applying Statistical Concepts (3 credits)
- HUM 5060 Grant Writing (3 credits)

- SOC 5610 Structure & Function of Nonprofit & Government Organizations (3 credits)
- SOC 5620 Sociology of Work in Contemporary Society (3 credits)
- SOC 5630 Community Organizations & Analysis (3 credits)
- SOC 6910 Public Sociology Capstone (3 credits)

### Graduation Requirements

To be eligible for the Master of Arts in Public Sociology, 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 Public Sociology.

*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 Science in Criminal Justice

### Degree Focus

The Ashford University Master of Science in Criminal Justice program prepares students for professional careers in the field of criminal justice. The rapid advance of technology and the specter of terrorism have created an expanding need for criminal justice professionals with advanced skills to grapple with the criminal justice issues of the 21st century.

The Master of Science in Criminal Justice program develops students' knowledge and skills in the areas of criminal law, criminal justice, forensics and crime scene investigations, cybercrime and technology, management, constitutional processes, ethics, victimology, comparisons of criminal justice systems, and other current and related topics. The Master of Science in Criminal Justice program also provides students with an understanding of social problems and social responsibility perspectives.

*Special Terms and Conditions: Successful completion of this program by itself may not qualify a student for employment with a federal, state or local law enforcement agency. State and local police agencies require training and certification specified by the individual state's Police Officer Standards and Training (P.O.S.T.) Board and are often provided post-hire at a police academy. Other federal, state and local agencies as well as private entities*

*have individualized requirements. Prospective students are advised to contact individual agencies and states' P.O.S.T. boards for additional information relating to these requirements. 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.*

*Please note: The Master of Science in Criminal Justice, Forensic Science specialization is not intended to prepare students for direct employment as forensic investigators or analysts. The Forensic Science specialization is not a pathway to employment as a forensic scientist. In addition, the Forensic Science specialization is not intended to prepare students for professional examinations required as a function of employment in the capacity of forensic investigator or analyst.*

### Program Outcomes

Master of Science in Criminal Justice graduates will be able to:

1. Analyze the major systems of criminal justice and how the functions of police, prosecution, courts, and corrections are interrelated;
2. Evaluate the issues and management of personnel administration in criminal justice;
3. Analyze the judicial processes of the U.S. Constitution;
4. Explain ethical issues within the criminal justice system;
5. Evaluate research regarding criminal justice and public policy and its effect on society, victims, and rehabilitation;
6. Apply forensic methods and crime scene investigation to real-world situations; and
7. Assess research and methods used to investigate a key empirical or theoretical issue relating to criminal justice.

### Program-Specific Requirements

Master of Science in Criminal Justice students who submit official transcripts indicating that they have earned an undergraduate degree in criminal justice or have successfully completed undergraduate coursework in criminal justice, criminal law and constitutional law with a grade of C or higher will be exempt from the requirement to take CRJ 501 Criminal Justice, Criminal Law & the Constitution. 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.

### **Core Requirements (30 credits)**

- \*CRJ 501 Criminal Justice, Criminal Law & the Constitution (3 credits)
- CRJ 510 Criminal Justice Policy & Theory (3 credits)
- CRJ 512 Criminological Theory (3 credits)
- CRJ 514 Constitutional & Judicial Processes (3 credits)
- CRJ 520 Research Methods in Criminal Justice (3 credits)
- CRJ 522 Psychological Factors in Criminal Justice (3 credits)
- CRJ 524 Ethics in Criminal Justice (3 credits)
- CRJ 613 Comparative Criminal Justice Systems (3 credits)
- CRJ 615 Victimology (3 credits)
- CRJ 697 Capstone: Evaluation & Program Analysis in Criminal Justice (3 credits)

*\*Students who waive CRJ 501 are required to take 36 total program credits in order to meet graduation requirements.*

### **Specialization Requirements (9 credits)**

#### **Cybercrime & Technology Specialization**

- CRJ 621 Cybercrime Investigation (3 credits)
- CRJ 626 Computer Forensics (3 credits)
- CRJ 631 Security & Protection for Cybercrime (3 credits)

#### **Forensic Science Specialization**

- CRJ 622 Introduction to Forensic Science (3 credits)
- CRJ 627 Advanced Forensic Science (3 credits)
- CRJ 632 Crime Scene Investigation & Management (3 credits)

#### **Homeland Security Specialization**

- CRJ 623 Homeland Security (3 credits)
- CRJ 628 Terrorism: Threats & Strategy (3 credits)
- CRJ 633 Risk Assessment (3 credits)

#### **Law Enforcement & Corrections Administration Specialization**

- CRJ 620 Organizational Behavior in Law Enforcement & Corrections (3 credits)
- CRJ 625 Employment & Policy Law for Law Enforcement & Corrections Administrators (3 credits)

- CRJ 630 Budgeting for Finance Law Enforcement & Corrections Administrators (3 credits)

### **Graduation Requirements**

To be eligible for the Master of Science in Criminal Justice degree, a student must successfully complete the following:

- The approved program consisting of 39 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 Science in Criminal Justice.

*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: HYBRID GRADUATE PROGRAMS

## Overview

The Master of Business Administration program is offered in a hybrid format (online and in-residence requirements) through the Forbes School of Business & Technology™ at the Clinton Campus of Ashford University.

## Admission Policies and Procedures

### Conditional Admission Requirements (Hybrid Graduate Programs)

Applicants seeking admission to a hybrid graduate 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 graduate level 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 requirements and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in the *General Academic Information & Policies* section of this *Catalog*;
3. Have the ability to attend in-residence and synchronous instructional requirements for each core course in the program, as follows:
  - Attend a 1-2 hour synchronous webinar, Skype, or teleconference that will be scheduled during Week 1 of each core course.
  - Attend a 7-8 hour in-residence class at the Clinton, Iowa campus on a scheduled Saturday of Week 3, 4, or 5 of each core course.
4. Have the ability to study in English indicated by one of the following:
  - Earned a Bachelor's degree in which the primary language of instruction was English; or
  - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 550 paper-

based or 79 internet-based is required. For the IELTS, a minimum score of 6.5 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 Council for Continuing Education and Training (ACCET);
- Accrediting Commission of Career Schools and Colleges (ACCSC, formerly known as ACCSCT, NATTS, or CCAACICS)
- Accrediting Council for Independent Colleges and Schools (ACICS, formerly known as AICS or CCAACICS)\*;
- Association of Institutions of Jewish Studies (AIJS);
- Association of Theological Schools in the United States and Canada, Commission on Accrediting (ATS);
- Council on Occupational Education (COE, formerly known as SACS-COED);
- Distance Education and Training Council, Accrediting Commission (DETC, formerly known as NHSC);
- National Accrediting Commission of Career Arts and Sciences (NACCAS);
- Transnational Association of Christian Colleges and Schools, Accreditation Commission (TRACS); and
- Accrediting Bureau of Health Education Schools (ABHES).

\*Credits earned from Colleges and Schools with this accreditation will be reviewed on a case by case basis to determine if the accrediting body was approved and in good standing when credits were earned.

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 Third (3<sup>rd</sup>) Consecutive Conditional

Admission Period or Ashford Promise Provisional admission status must be attained by the end of the second (2<sup>nd</sup>) 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 (2<sup>nd</sup>) attempt of the Ashford Promise must wait six months 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 third (3<sup>rd</sup>) 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](mailto: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 students via email.

### Provisional Admission Requirements

Students must attend beyond Week 3 of their first course in order to be provisionally admitted to a Master's degree program at Ashford University:

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.

### Transfer Credit Evaluation for Graduate Degree Programs

Upon being granted provisional admission to a graduate degree program, the Ashford University Registrar's Office staff will begin requesting official transcripts from schools where any graduate-level credit was earned, using the signed Transcript Request form.

This includes:

- College or university transcripts from institutions where graduate credit was earned
- Military credits evaluated for equivalency to graduate-level college credits

Once these transcripts have been received, the Registrar's Office staff will complete the student's transfer credit evaluation.

At the conclusion of the third (3<sup>rd</sup>) attempted Ashford University course in a degree-seeking program, if any transcripts from institutions where graduate credit was earned have not yet been received, the Registrar's Office staff will proceed with the transfer credit evaluation of any transcripts received to date. Additional transcripts may be submitted for evaluation at a later date, should they become available.

If it is determined prior to the conclusion of the third (3<sup>rd</sup>) attempted Ashford University course that certain transcripts where graduate credit was earned are unable to be provided, students may sign and submit an *Authorization to Close File* form thereby waiving potential transfer credits from previously attended schools to expedite the transfer credit evaluation process. These transcripts may be submitted for evaluation at a later date, should they become available.

Students are responsible for reviewing their transfer credit evaluation as well as their scheduled courses with their Academic Advisor and informing them of any courses that they feel are duplicative or equivalent in content to previously completed coursework. Students may submit

official transcripts to Ashford University for review of transfer credits at any time.

## 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 graduate level degree indicating a minimum GPA of 2.0 with a degree conferral date prior to the start of the first course at Ashford University.
- 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 3.0 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 or IELTS 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 the student has 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 six months have elapsed since their last appeal was received by the University. 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 or higher 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.

## Hybrid Graduate Program Grant

Students enrolled in a hybrid graduate program are eligible for the Hybrid Graduate Program Grant as long as they remain continuously enrolled, attend the in-residence and synchronous instructional requirements for each core course in the program, and maintain satisfactory academic progress. Grants are applicable to courses for which tuition is in excess of \$250 per credit hour.

# Academic Policies and Procedures

## Academic Calendar

The academic calendar for Ashford University graduate programs is continuous (also known as non-term) 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. Cohorts are anticipated to begin in the spring and fall of each calendar year.

Most courses are six weeks long with an annual two-week Winter Break when courses are not scheduled. The Winter Break for 2018-2019 occurs from December 18, 2018 to December 31, 2018.

## Attendance Policy for 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 Zone).

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.

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

Students are required to complete the synchronous and in-residence requirements within Hybrid Graduate Programs. Exceptions for mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student must be approved by the Clinton Campus President.

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 42 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 Enrollment Services Advisor to reschedule their enrollment in the program.*

## Academic Participation

In addition to meeting attendance requirements, students attending 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. While students cannot be tardy in an asynchronous learning environment, nor can they cut class in a traditional sense,

acceptance of late or make-up work is at the discretion of the instructor and does not waive attendance requirements.

### Academic Leave

Students who need to take a break in attendance must complete the Hybrid Graduate Program Academic Leave Request available within the Student Portal. Academic Leave will be reviewed for consideration by the Campus President.

Students may be required to enroll in additional online courses concurrently within the Hybrid Undergraduate program if a core course is not successfully completed at the time it is scheduled.

Students who do not return on their scheduled return date from Academic Leave may be withdrawn from the program. Exceptions may be made at the discretion of the Campus President.

### SMART Track Program

Students enrolled in an Ashford University Bachelor's degree program may be eligible to enroll in up to nine (9) applicable credits for the MBA program 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 & Technology

### Master of Business Administration - Hybrid Format

#### 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.

*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:

1. Solve managerial problems using critical-thinking skills and quantitative analysis;
2. Evaluate the moral and ethical principles practiced in the organizational setting;
3. Analyze the use of managerial and leadership skills used to develop productive teams;
4. Evaluate the influence of internal and external forces within organizations;
5. Research business information to support the decision-making process;
6. Assess internal and external communication practices used in business; and
7. 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) - Hybrid Format**

- 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 630 Managerial Accounting (3 credits)
- BUS 640 Managerial Economics (3 credits)
- BUS 650 Managerial Finance (3 credits)
- BUS 644 Operations Management (3 credits)
- BUS 687 MBA Capstone (3 credits) *Prerequisites: Successful completion of MBA program core courses.*

\*Students who waive MAT 540 and BUS 591 are required to take 36 total program credits to meet graduation requirements.

**Specialization Requirements (9 credits) - Online Format**

**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 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)

**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 Seminar (3 credits)

**Marketing Specialization**

- MKT 640 Brand Publishing (3 credits)
- MKT 635 Market Research (3 credits)
- BUS 695 Marketing 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.*

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# SECTION TEN: ONLINE DOCTORAL PROGRAMS

## Overview

The following doctoral programs are offered through Ashford University's College of Doctoral Studies.

### Academic Policies - Non-Term Format

This section includes academic policies related to non-term format degree programs at Ashford University.

In the non-term format, courses run continuously, rather than in semesters, and students typically take one course at a time and move on to the next course without a break. Courses are 6 weeks or 9 weeks in length.

## Admissions Policies and Procedures for Doctoral Programs

### Conditional Admission Requirements

Applicants seeking admission to any Doctoral program must meet the following admission requirements prior to the start of the first course at Ashford University:

1. Have a Master's degree from a regionally or approved nationally accredited institution with a graduate-level cumulative GPA of 3.0 or higher, or an earned Doctoral degree from a regionally or approved nationally accredited institution;
2. Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology requirements and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in the *General Academic Information & Policies* section of this *Catalog*;
3. Have the ability to study in English indicated by one of the following:
  - Earned a Bachelor's degree in which the primary language of instruction was English; or
  - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 550 paper-based or 79 internet-based is required. For the IELTS, a minimum score of 6.5 is required. Copies of unofficial scores must be submitted prior to

provisional enrollment, and official scores must be submitted prior to full admission.

Master's degrees from nationally accredited institutions granted accreditation by the following accreditation 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-COED);
- 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).

\*Credits earned from Colleges and Schools with this accreditation will be reviewed on a case-by-case basis to determine if the accrediting body was approved and in good standing when credits were earned.

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 Doctoral 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 Third Consecutive Conditional Admission Period or Ashford Promise

Provisional admission status must be attained by the end of the second (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 (2nd) 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 third (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](mailto: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 students via email.

## Provisional Admission Requirements

Students must attend beyond Week 3 of their first course in order to be provisionally admitted to a Doctoral degree program at Ashford University.

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.

## Transfer Credit Evaluation for Doctoral Degree Programs

Records Management staff will begin requesting official transcripts from schools where any graduate-level credit was earned, using the signed Transcript Request form.

This includes:

- College or university transcripts from institutions where graduate credit was earned
- Military credits evaluated for equivalency to graduate-level college credits

Once these transcripts have been received, the Registrar's Office staff will complete the student's transfer credit evaluation.

At the conclusion of the third (3rd) attempted Ashford University course in a degree-seeking program, if any transcripts from institutions where graduate credit was earned have not yet been received, the Registrar's Office staff will proceed with the transfer credit evaluation of any transcripts received to date. Additional transcripts may be submitted for evaluation at a later date, should they become available.

If it is determined prior to the conclusion of the third (3rd) attempted Ashford University course that certain transcripts where graduate credit was earned are unable to be provided, students may sign and submit an Authorization to Close File form thereby waiving potential transfer credits from previously attended schools, to expedite the transfer credit evaluation process. These transcripts may be submitted for evaluation at a later date, should they become available.

Students are responsible for reviewing their transfer credit evaluation as well as their scheduled courses with their Academic Advisor and informing them of any courses that they feel are duplicative or equivalent in content to

previously completed coursework. Students may submit official transcripts to Ashford University for review of transfer credits at any time.

## 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 Master's degree indicating a minimum GPA of 3.0 or an official transcript from a regionally or approved nationally accredited institution that awarded a Doctoral degree, with a degree conferral date prior to the start of the first course at Ashford University.
- Students must submit official TOEFL or IELTS scores, if required for admission.

### 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 Doctoral programs. Please note that visa services are not provided for enrollment in online programs and that the University will not vouch for a nonimmigrant alien student's status or associated charges.

#### 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:

- Submit copies of an official evaluation from an approved evaluation service indicating that the student has met the following requirements:
  - The equivalent of a regionally or approved nationally accredited Master's degree from the United States.
- 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 doctoral 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 Master's 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.

### Doctor of Psychology, Respecialization

Ashford University does not provide a Doctor of Psychology (PsyD) Respecialization course of study. Students wishing to pursue a doctorate in clinical psychology who already have an advanced degree in psychology should consult with an Enrollment Services Advisor to determine the recommended program of study at Ashford University.

## Program Enrollment

Initial enrollment in non-term programs is arranged through an Enrollment Services Advisor. Prospective online students should contact an Enrollment Services 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 Academic Advisor to register, add courses, or change their course schedule. Students must communicate any change in the original registration to their Academic 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 Enrollment Services 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. A student's course schedule may not reflect the exact order in which the courses appear on the website, in the Enrollment Agreement, and in this *Catalog*. Course sequencing may vary by student according to academic needs and course availability.

Academic Advisors adjust student schedules, 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 advisor to initiate any schedule changes.

## Cohort Size Management

Ashford University reserves the right to make adjustments to student schedules, courses, and programs, including but not limited to cancellation, postponement, course dates, sequence, and modality as deemed necessary by University administration. The University may postpone the scheduled starting date or the class schedule due to insufficient cohort size based on projected or actual enrollment in the course. The delay period will be determined by the time necessary to secure sufficient enrollment in the course, but will not exceed one year in length. Students unable to register for a particular course will receive a full refund for any tuition paid for that course. Registration in a particular course section or with a specific instructor is not guaranteed. Students are classified as full time while enrolled.

*IMPORTANT NOTE: Additionally, insufficient cohort sizes may occur at the Denver Campus when a student finishes the core program courses and moves into the specialization. The University reserves the right to adjust a student's modality from attending the Denver Campus to attending Online in order to promote a healthy academic experience. Students adjusted to the online modality by the University will maintain tuition and fees equivalent to the tuition and fees required at the Denver Campus.*

## Course Delivery

### Online Courses

In general, online courses are six (6) weeks in length. Doctoral Capstone Seminar and Dissertation/Applied Doctoral Project courses are nine (9) weeks in length. Specific weekly log-in requirements are built into the design of each course and monitored over the Internet through the online learning platform. The course structure allows students to take the initiative to learn weekly content on their own time and provides carefully developed learning activities that allow students to optimize their knowledge processing/application efforts. Course outcomes are clearly stated and assessed through multiple measures.

## Online Course Attendance Policy

Students taking classes in an accelerated format are expected to attend each week. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded discussion forum or submitting a written assignment. Postings not related to graded discussion forums or written assignments not related to the actual assignment may be reviewed and disqualified for attendance purposes.

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 reflect Mountain Time Zone.

Students who do not attend at least once in any seven (7) 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. Students who are enrolled in courses concurrently and are meeting attendance requirements for at least one course will not be administratively withdrawn from the University, but will be dropped from any courses in which attendance requirements are not being met.

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

Please refer to *Course 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 breaks 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.

For information regarding the determination of withdrawal date, please see the *Withdrawal from the University* policy in the *General Academic Policies and Information* section in this *Catalog*.

*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 Enrollment Services Advisor to reschedule their enrollment in the program.*

### **Dissertation & Applied Doctoral Project Courses**

Dissertation and Applied Doctoral Project courses for students enrolled online are supplemented by an online classroom environment where students are expected to actively participate. The standard *Online Course Attendance Policy* applies for Dissertation and Applied Doctoral Project courses.

### **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 in the course calendar within the Course Guide/Syllabus and in the online course. Assignment instructions are detailed in the weekly instructional units.

Failure to meet academic participation requirements may negatively impact an assignment and/or course grade.

Failure to complete the introductory posting on the first day of each course may result in a grade deduction on the assignment. 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 an Academic 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 an Academic Advisor for assistance with this exception.

The University can make exceptions in which a 45 day break in attendance may be granted on a case-by-case basis.

## **In-Residence Workshop Requirement**

Doctoral students have an In-Residence Workshop requirement as part of the Doctoral programs, excluding Doctor of Psychology, Clinical Specialization. The In-Residence Workshop Series prepares students for their Dissertation or Applied Doctoral Project and post-doctoral experiences. These interactive sessions offer students an opportunity to meet and collaborate with colleagues and faculty. Students will have the option of completing a virtual or in person In-Residence Workshop. Students will work with their Academic Advisor to schedule their workshop.

### **In-Residence Workshop**

Students who attend the In-Residence Workshop are expected to actively participate for the full sixteen hours of instructional time. Failure to actively participate 90% or greater (at least fourteen hours) of instructional time during the In-Residence Workshop will result in the student being withdrawn from the workshop, and he or she will be required to repeat the workshop. Students will be enrolled in an online classroom at least three days before the In-Residence Workshop starts.

- RES 8001 In-Residence Workshop 1 (0 credits)
- RES 8002 In-Residence Workshop 2 (0 credits)
- RES 8003 In-Residence Workshop 3 (0 credits)

### **Virtual In-Residence Workshop Request**

Students experiencing hardship or who are unable to travel to attend an In-Residence Workshop may be approved to attend a Virtual In-Residence Workshop. The Virtual In-Residence Workshop Request may be approved for the following documented reasons that directly impact the student's ability to attend the workshop in-person:

- Documented military duty that resulted in an inability to continue in the course or program<sup>^</sup>;
- Documented personal or immediate family medical emergency\*;
- Documented disability related impacts;
- Documented act of nature;
- Documented death in the immediate family\*;
- Documented temporary severe economic hardship; Or
- Documented international residence

<sup>^</sup> For information regarding Readmission of Students After Military Service under the Higher Education Opportunity Act of 2008, please see the General Academic Policies and Information section of this Catalog.

\*Immediate 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.

Additional considerations can be made on a case-by-case basis as determined by the University. Please contact the appropriate Dean for specific consideration. Approval to attend Virtual In-Residence Workshop RES 8104 is not required.

Virtual In-Residence Workshop Requests may be submitted to the Office of Student Access and Wellness. Please contact the Office of Student Access and Wellness at [Access@ashford.edu](mailto:Access@ashford.edu) to initiate the request.

### Virtual In-Residence Workshop

The workshop will take place over four (4) scheduled days. Students can expect to complete asynchronous activities, in an online classroom, throughout the four (4) days. In addition, they will be expected to participate in synchronous meetings during two (2) of the four (4) days. These scheduled meetings will be facilitated via a web-based video conference tool, and each meeting will last about four (4) hours. During the synchronous meetings, students are expected to connect via phone and computer for the entire length of each meeting.

- RES 8101 Virtual In-Residence Workshop 1 (0 credits)
- RES 8102 Virtual In-Residence Workshop 2 (0 credits)

- RES 8103 Virtual In-Residence Workshop 3 (0 credits)

## Dissertation & Applied Doctoral Project

As a requirement for graduation from Ashford University with a degree of Doctor of Philosophy (PhD), each student must complete and successfully defend a Dissertation. As a requirement for graduation from Ashford University with a degree of Doctor of Psychology (PsyD), each student must complete and successfully defend either an Applied Doctoral Project or a Dissertation.

### Dissertation

The purpose of the Dissertation is to ensure that the student has mastered the ability to pursue a systematic investigation, which examines significant issues or problems in applied psychology. The Dissertation requirement is also designed to contribute to the student's knowledge, skills, and research expertise in psychology. Students choose a topic that addresses carefully chosen research questions that the student then investigates with quantitative or qualitative research, with a meta-analysis, or with a program design or program evaluation.

Students are enrolled in Dissertation for five credits. Students not completing their dissertation during that period and not enrolled in any other course or internship (for PsyD, Clinical Specialization students) will register in Dissertation Extension to remain in the program.

Prerequisites, timelines for completion, and attendance requirements for Dissertation, as well as a detailed explanation of each step in the process, are described in the *Dissertation Handbook*.

While it is not required, Doctor of Psychology (PsyD) students may choose to complete a Dissertation instead of an Applied Doctoral Project. Students interested in completing a Dissertation must submit a change request to the Registrar's Office.

### Applied Doctoral Project

Consistent with the philosophy and purpose of a PsyD degree, the Applied Doctoral Project (ADP) will demonstrate a student's mastery of a particular topic of relevance and the application of scholarly knowledge and skills. Given the broad diversity of topics, fields, methodologies, settings, and applications relevant to students' chosen careers within the University's PsyD programs, the nature and format of the ADP is by necessity flexible, including quantitative and qualitative approaches, action research, historical analysis, observational studies, theoretical inquiries, case studies, program evaluations, and other research methodologies.

Students are enrolled in Applied Doctoral Project for five credits (RES 8981-8985). Students satisfactorily progressing through the ADP experience, but not quite meeting the required milestones, may need to register for RES 8981-8985 multiple times until they meet the required milestones. Students not completing their ADP during that period and not enrolled in any other course or internship (for PsyD, Clinical Specialization students) will register for Applied Doctoral Project Extension to remain in the program.

Prerequisites, timelines for completion, and attendance requirements for Applied Doctoral Project, as well as a detailed explanation of each step in the process, are described in the *Applied Doctoral Project Handbook*.

## Student Portfolio

Students are encouraged to create portfolios during the course of their program to showcase their best work and to have a document to utilize and submit when applying for internships, post-doctoral programs, or for employment.

## Doctoral Candidacy

Students in all Doctoral Programs, except PsyD, Clinical Specialization\*, will be conferred Doctoral Candidacy following their Doctoral Research committee approval of:

1. For Dissertation: Letter of Intent, or
2. For Applied Doctoral Project (ADP): Project Justification Template

Candidacy is officially conferred by the Registrar following confirmation of progress by the student's Dissertation Specialist. Prior to Doctoral Candidacy being conferred, the student should be referred to as a doctoral student; following being conferred, the students can be referred to as a doctoral candidate.

\*Doctor of Psychology (PsyD), Clinical Specialization has a separate candidacy policy

### Doctoral Candidacy – PsyD Clinical

Students will be eligible to apply for doctoral candidacy in Doctor of Psychology (PsyD), Clinical Specialization after they have completed the following:

1. Passed the Doctoral Qualifying Exam,
2. Completed 300 hours of practicum experience, and
3. Had an acceptable annual review of student progress.

Candidacy is officially conferred by the President of the University Faculty Senate upon recommendation by the student's Faculty Mentor. An appeal of the candidacy decision may be made to the Provost, or designee.

## Program Time Limits

### Doctoral Programs

All Doctoral programs have an eight (8) year time limit from the time a student enters the first term of any Doctoral program at Ashford University. Students who do not complete their degree program within the required time limits may be academically dismissed from the University.

In some circumstances, it may take longer for an individual student to earn his or her Doctoral degree. For instance, not maintaining full-time status, taking an academic leave from the program, retaking a course, or failing to pass the Dissertation or Applied Doctoral Project defense, can delay a student's completion of the program.

If unable to complete the program requirements on time for any reason, the student may appeal to the Dean of Doctoral Programs, or designee, for a one year extension. If unable to complete the program requirements on time for any reason after the first appeal, the student may appeal one additional time to the Dean of Doctoral Programs, or designee, for a final one year extension. Students must complete all degree requirements within ten (10) years maximum.

Doctoral program completion time limits do not supersede the obligation to maintain satisfactory academic progress throughout the student's program of study. Program completion deadlines are calculated based on the first date of attendance in the student's program. In extenuating circumstances, with accompanying documentation, Deans may approve an extension to the maximum time to completion. Approved extensions may not exceed the requirements to maintain satisfactory academic progress.

### Doctor of Psychology (PsyD), Clinical Specialization

In keeping with some licensing board regulatory statutes, students cannot complete a Clinical Doctoral program at Ashford University in less than three (3) years. To satisfy the residency requirement, the University requires students to complete full-time enrollment of six (6) semester credits or more of regular coursework for five (5) consecutive terms (one academic year). Students should be aware that this is a requirement for graduation. In addition, The PsyD, Clinical Specialization program has a seven (7) year time limit from the term that the student was admitted to the PsyD, Clinical Specialization program. Students can except to complete the PsyD, Clinical Specialization program in four and one half years to five years of continuous full-time study from their beginning term.

In some circumstances, it may take longer for an individual student to earn his or her Doctoral degree. For instance, not maintaining full-time status, taking an academic leave from the program, retaking a course, failing to advance to the next stage of the program at an annual review, or failing to pass the Comprehensive Examinations or the Dissertation defense, can delay a

student's completion of the program. From the time a student enters the first term of the PsyD, Clinical Specialization program, he or she has a maximum of seven (7) years to complete the program requirements, except in exceptional cases approved by the Dean for the program level.

## Doctor of Philosophy (PhD) in Organizational Development and Leadership

### Degree Focus

The Doctor of Philosophy (PhD) in Organizational Development and Leadership program is designed for students with career aspirations in applying the principles of psychology of human performance in organizations to improve organizational operations and strategic execution.

The PhD in Organizational Development and Leadership resembles the traditional scientist-practitioner model for the student who desires more preparation in the application of research, statistics, assessment, and related methodologies in organizational psychology.

*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 Learning Outcomes

Graduates of the PhD in Organizational Development and Leadership program will be able to:

1. Design research applicable to individuals, teams and organizations using evidence-based methods and principles of ethical psychological research;
2. Assess the influence and impact of social, emotional, and cultural dynamics on organizational strategy, innovation, learning, growth, and competitive advantage;
3. Create evidence-based systems and strategies associated with organizational performance, structure, and development, human performance, behavior and learning, and growth and innovation;
4. Evaluate concepts, skills, and initiatives that are fundamental to the ethical practice of diverse and

multicultural organizations and organizational leaders;

5. Appraise the complexity of organizational systems and functions as an effective change agent through implementation of evidence-based interventions and psychological research in complex, multicultural teams and organizations;
6. Assess the impact of organizational policies, practices, strategic initiatives, innovation, and change processes in teams and organizations;
7. Design appropriate organizational learning and development solutions influenced by principles of human performance technology and industrial and organizational psychology; and
8. Apply leadership skills appropriate for a variety of complex, multicultural team and organizational settings.

### Program-Specific Requirements

#### Dissertation

Students writing a Dissertation must complete a total of 5 credits by registering for five terms of Dissertation credit, one credit per term.

Please refer to *Dissertation* in this section of this *Catalog* for more information on Dissertation requirements.

#### In-Residence Workshop

Students in this program have an In-Residence Workshop requirement. These workshops are a graduation requirement. The In-Residence Workshop Series prepares students for their Dissertation and post-doctoral experiences.

Please refer to the *In-Residence Workshop Requirement* in this section of this *Catalog* for more information on the In-Residence Workshop requirements.

#### Major Course Requirements (44 credits)

- PSY 7512 Psychology of Leadership (3 credits)
- RES 7105 Scholarly Argument I (3 credits)
- ORG 8511 Advanced Topics in Performance Management (3 credits)
- ORG 8510 Advanced Seminar: Leading Organizational Change (3 credits)
- ORG 8518 Professional & Business Ethics in Organizational Leadership (3 credits)
- RES 7410 Research Design & Methods – Qualitative (3 credits)
- RES 7400 Research Design & Methods – Quantitative (3 credits)



- RES 7402 Advanced Tests & Measurements (3 credits)
- ORG 7101 Assessment Tools for Organizational Leadership (3 credits)
- RES 7110 Scholarly Argument II (3 credits)

### Research Course Requirement

(3 credits - students will choose one of the following courses)

- RES 7415 Advanced Statistics (3 credits)
- RES 7440 Advanced Study in Qualitative Research (3 credits)

### Capstone and Dissertation Courses

- DOC 8770 Doctoral Capstone Seminar (4 credits)
- RES 8910 Dissertation Planning I (1 credit)
- RES 8912 Dissertation Planning II (1 credit)
- RES 8990/8992 Dissertation\* (5 credits)

\*Students writing a Dissertation must complete a total of 5 credits by registering for five terms of Dissertation credit, one credit per term. Students will be registered for RES 8990 upon beginning Dissertation until successfully passing the Preliminary Oral Defense. Students will be registered for RES 8992 once the Preliminary Oral Defense has been successfully passed. In RES 8992 the Dissertation Support Fee will no longer be charged.

### Specializations (18 credits)

#### Standard Program of Study

- EDU 8240 Theories & Models of Instructional Systems Design (3 credits)
- ORG 8512 Leadership & Organizational Cultures (3 credits)
- ORG 8532 Advanced Seminar: The Leader as Coach (3 credits)
- ORG 8615 Advanced Topics in Organizational Development & Leadership (3 credits)
- ORG 8619 Current & Global Issues in Industrial & Organizational Psychology (3 credits)
- ORG 8534 Advanced Seminar: Human Resources Business Strategy (3 credits)

#### Innovation and Entrepreneurship

- ORG 8801 Organization Design for Innovation (3 credits)
- ORG 8805 Managing for Agility (3 credits)
- ORG 8855 Advanced Social Networking for Organizations (3 credits)
- ORG 8803 Creating a Culture of Innovation (3 credits)

- ORG 7525 Issues & Methods in Market Research (3 credits)
- ORG 8815 Global Issues in Innovation & Entrepreneurship (3 credits)

### Organizational Diversity

- ORG 7701 Theoretical Foundations for Diversity Work (3 credits)
- ORG 8855 Advanced Social Networking for Organizations (3 credits)
- ORG 8270 Diversity & Inclusion – Research in Action (3 credits)
- ORG 7705 Advanced Topics in Cross-Cultural Communications (3 credits)
- ORG 8532 Advanced Seminar: The Leader as Coach (3 credits)
- ORG 7710 Cross-Functional Diversity Alignment (3 credits)

### Training and E-Learning

- ORG 8201 Learning Strategies in Organizations (3 credits)
- EDU 8240 Theories & Models of Instructional Systems Design (3 credits)
- ORG 8205 Training Needs Assessment Models & Methods (3 credits)
- ORG 8210 Training Evaluation Models & Methods (3 credits)
- ORG 8213 Strategic Talent Development (3 credits)
- ORG 8619 Current & Global Issues in Industrial & Organizational Psychology (3 credits)

### Graduation Requirements

To be eligible for the PhD in Organizational Development and Leadership, a student must successfully complete the following:

- The approved program consisting of 62 credits;
- Dissertation requirements;
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University; and
- Three non-credit In-Residence Workshops.

The degree will be noted on the transcript as a Doctor of Philosophy in Organizational Development and Leadership with specialization as applicable.

*Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon*

*submission of an electronic version of the Dissertation for binding, the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.*

## Doctor of Philosophy (PhD) in Education

### Degree Focus

The Doctor of Philosophy (PhD) in Education is designed for students who have a Master's degree in any academic discipline and who have career aspirations and research interests related to education. Students will develop doctoral research, practical skills, critical thinking skills, and the knowledge needed to become an innovative, ethical contributor to the field. The advanced curriculum in this program focuses on providing students with the knowledge and skills needed to approach complex and varied challenges with education-based solutions. The program also focuses on applied research intended to optimize learning opportunities using creative, innovative and resourceful educational leadership and change theories, methods and strategies. The curriculum in this program focuses on the foundational theories, current research, emerging trends, and a personalized opportunity for students to pursue a chosen area of interest and contribute to their chosen field. Students will investigate the historical, theoretical, and philosophical foundations in the field of education to identify a problem, propose a solution, implement the solution, and effectively communicate the results of their findings. Research is critical to the advancement of knowledge in this profession. In addition to course-related research activities, students in this PhD program will complete a dissertation, which is a major piece of original research.

***Certification and Licensure Terms and Conditions: An online degree from Ashford University does not lead to immediate teacher licensure in any state. If you want to become a classroom teacher, contact your state's education authorities prior to enrolling at Ashford to determine what state-specific requirements you must complete before obtaining your teacher's license. Ashford graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following: student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree. None of Ashford's online education programs are CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study.***

*All prospective students are advised to visit the Education Resource Organizations Directory (EROD) and to contact the licensing body of the state where they are licensed or intend to obtain licensure to verify that these courses qualify for teacher certification, endorsement, and/or salary benefits in that state prior to enrolling. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.*

*\*The Council for the Accreditation of Educator Preparation (CAEP) is the resulting entity from the merger of the Teacher Education Accreditation Council (TEAC) and National Council for Accreditation of Teacher Education (NCATE).*

*Alabama Residents: 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 professional educator or professional leadership certificate. Applicants who complete an educator preparation program at a non-Alabama institution must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at [www.alsde.edu](http://www.alsde.edu).*

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

*Iowa Residents: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Iowa.*

*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 <http://www.epsb.ky.gov/mod/page/view.php?id=220>.*

*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 Learning Outcomes

Graduates of the PhD in Education program will be able to:

1. Evaluate theories, practices, issues, and trends in designing and implementing educational strategies;

2. Develop strategies for leveraging social and cultural diversity in offering education in organizations;
3. Design policies and initiatives that adhere to ethical and legal practices in educational settings and learning communities;
4. Propose solutions to societal problems through evidence-based application of educational research; and
5. Apply diverse methods and principles of inquiry, discovery, evaluation, and original scholarship to educational research questions and practices.

### Program-Specific Requirements

#### Dissertation

Students writing a Dissertation must complete a total of 5 credits by registering for five terms of Dissertation credit, one credit per term.

Please refer to *Dissertation* in this section of this *Catalog* for more information on Dissertation requirements.

#### In-Residence Workshop

Students in this program have an In-Residence Workshop requirement. These workshops are a graduation requirement. The In-Residence Workshop Series prepares students for their Dissertation and post-doctoral experiences.

Please refer to the *In-Residence Workshop Requirement* in this section of this *Catalog* for more information on the In-Residence Workshop requirements.

#### Major Course Requirements (59 credits)

- EDU 7000 Learning & Cognition (3 credits)
- EDU 7100 History of Education & Social Change (3 credits)
- EDU 7120 Transformative Issues & Trends in Education (3 credits)
- RES 7105 Scholarly Argument I (3 credits)
- EDU 7130 Educational Leadership Theories & Strategies (3 credits)
- EDU 7240 Diversity in Education (3 credits)
- EDU 8250 Curriculum, Assessment, Design, & Evaluation (3 credits)
- EDU 8260 Integrating Technology (3 credits)
- RES 7110 Scholarly Argument II (3 credits)
- EDU 7220 Educational Leadership: Challenges & Opportunities (3 credits)
- RES 7400 Research Design & Methods – Quantitative (3 credits)

- RES 7410 Research Design & Methods – Qualitative (3 credits)
- EDU 8225 Culture, Curriculum & Learning (3 credits)
- EDU 8300 Governance & Politics of Education (3 credits)
- EDU 8320 Change in People, Society, Bureaucracies & Institutions (3 credits)

#### Research Course Requirement

(3 credits - students will choose one of the following courses)

- RES 7415 Advanced Statistics (3 credits)
- RES 7440 Advanced Study in Qualitative Research (3 credits)

#### Capstone and Dissertation Courses

- DOC 8770 Doctoral Capstone Seminar (4 credits)
- RES 8910 Dissertation Planning I (1 credit)
- RES 8912 Dissertation Planning II (1 credit)
- RES 8990/8992 Dissertation\* (5 credits)

\*Students writing a Dissertation must complete a total of 5 credits by registering for five terms of Dissertation credit, one credit per term. Students will be registered for RES 8990 upon beginning Dissertation until successfully passing the Preliminary Oral Defense. Students will be registered for RES 8992 once the Preliminary Oral Defense has been successfully passed. In RES 8992 the Dissertation Support Fee will no longer be charged.

#### Graduation Requirements

To be eligible for the PhD in Education, a student must successfully complete the following:

- The approved program consisting of 59 credits;
- Dissertation requirements;
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University; and
- Three non-credit In-Residence Workshops.

The degree will be noted on the transcript as a Doctor of Philosophy in Education.

*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.*

# Doctor of Philosophy (PhD) in Human Services

## Degree Focus

The Doctor of Philosophy (PhD) in Human Services program is designed for students with career aspirations and research interests related to guiding the policies and practices needed to address the needs of diverse and underserved populations, including those struggling with addiction, illness, poverty and violence. The advanced curriculum in this specialization is designed to provide opportunities for increasing both depth and breadth of knowledge in the field of human services. Research is critical to the advancement of knowledge in this profession. In addition to course-related research activities, students in this PhD program will complete a dissertation, which is a major piece of original research.

*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 Learning Outcomes

Graduates of the PhD in Human Services program will be able to:

1. Design research related to human services theories and systems;
2. Critique incorporation of social justice matters in human services organizations;
3. Assess human services performance structures, capacity building, and talent development implementation strategies;
4. Evaluate concepts, skills, and policies and initiatives that are fundamental to ethical and legal practice in the human services settings;
5. Formulate strategies to navigate the complexities of human services systems based on best practices; and
6. Advocate for specific strategies, standards, policies, practices, and service delivery methods using multiple communication methods.

## Program-Specific Requirements

## Dissertation

Students writing a Dissertation must complete a total of 5 credits by registering for five terms of Dissertation credit, one credit per term.

Please refer to *Dissertation* in *this* section of this *Catalog* for more information on Dissertation requirements.

## In-Residence Workshop

Students in this program have an In-Residence Workshop requirement. These workshops are a graduation requirement. The In-Residence Workshop Series prepares students for their Dissertation and post-doctoral experiences.

Please refer to the *In-Residence Workshop Requirement* in this section of this *Catalog* for more information on the In-Residence Workshop requirements.

## Major Course Requirements (47 credits)

- HUM 7100 History & Systems of Human Services (3 credits)
- RES 7105 Scholarly Argument I (3 credits)
- ORG 8518 Professional & Business Ethics in Organizational Leadership (3 credits)
- HUM 7175 Program Review & Evaluation (3 credits)
- RES 7480 Evidence-Based Practice (3 credits)
- HUM 8105 Applied Human Services Policy (3 credits)
- HUM 8115 Theories & Strategies of Community Development & Advocacy (3 credits)
- HUM 7160 Organizational Operations & Human Services Administration (3 credits)
- RES 7400 Research Design & Methods – Quantitative (3 credits)
- RES 7410 Research Design & Methods – Qualitative (3 credits)
- RES 7110 Scholarly Argument II (3 credits)

## Research Course Requirement

(3 credits - students will choose one of the following courses)

- RES 7415 Advanced Statistics (3 credits)
- RES 7440 Advanced Study in Qualitative Research (3 credits)

## Capstone and Dissertation Courses

- DOC 8770 Doctoral Capstone Seminar (4 credits)
- RES 8910 Dissertation Planning I (1 credit)
- RES 8912 Dissertation Planning II (1 credit)
- RES 8990/8992 Dissertation\* (5 credits)

\*Students writing a Dissertation must complete a total of 5 credits by registering for five terms of Dissertation credit, one credit per term. Students will be registered for RES 8990 upon beginning Dissertation until successfully passing the Preliminary Oral Defense. Students will be registered for RES 8992 once the Preliminary Oral Defense has been successfully passed. In RES 8992 the Dissertation Support Fee will no longer be charged.

### Specializations (15 credits)

#### Standard Program of Study

- HUM 7140 Socio-Cultural Determinants of Society (3 credits)
- HUM 7170 Financial & Grant Management (3 credits)
- HUM 8125 Performance & Quality Management (3 credits)
- HUM 8215 Special, Vulnerable, & Underserved Populations in Human Services (3 credits)
- HUM 8225 Human Services Information Technology (3 credits)

#### Mental Health Administration

- ORG 7272 Group Process & Group Leadership in Organizations (3 credits)
- ORG 8061 Administration of Grants & Contracts: Government & Community Funding (3 credits)
- ORG 8650 Strategies & Policies to Advance Mental Health Care (3 credits)
- ORG 8160 Mental Health Programs & Services for Special Populations (3 credits)
- ORG 8165 Mental Health in the Context of Community Wellness (3 credits)

#### Nonprofit Management

- HUM 7170 Financial & Grant Management (3 credits)
- HUM 8519 Advanced Seminar: Ethical Issues in Non-Profit Management (3 credits)
- HUM 8060 The Non-Profit Executive as Fund Raiser (3 credits)
- ORG 8061 Administration of Grants & Contracts: Government & Community Funding (3 credits)
- HUM 8070 Advanced Seminar: Volunteers & Non-Profit Governance (3 credits)

#### Graduation Requirements

To be eligible for the PhD in Human Services, a student must successfully complete the following:

- The approved program consisting of 62 credits;
- Dissertation requirements;

- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University; and
- Three non-credit In-Residence Workshops.

The degree will be noted on the transcript as a Doctor of Philosophy in Human Services with specialization as applicable.

*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.*

## Doctor of Psychology (PsyD)

The Doctor of Psychology (PsyD), program is designed for students who are, or desire to be, practitioners in particular disciplines such as Criminal Justice, Mediation and Conflict Resolution, Sport and Performance Psychology, Industrial Organizational Psychology, and others that have in common a desire to demonstrate service to the community through improving the emotional and mental health of clients. PsyD students become practitioner-scholars by becoming knowledgeable of the theory, research, and evidence-based practice in their specializations. The culminating Applied Doctoral Project becomes a personal contribution to the field of practice and of scholarship.

*Special Terms and Conditions: The Doctor of Psychology (PsyD) is not a licensure program and does not prepare an individual to become a licensed psychology professional. 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 or licensure. Students seeking licensure or certification in the field of psychology should carefully research the requirements prior to enrollment. Requirements vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.*

*California Students: This program does not lead to licensure. According to the California Board of Psychology, candidates for licensure must have a doctorate degree in clinical or counseling psychology. The Board of Behavioral Sciences which governs licensure for LMFT, LPC, LPCC, and LCSW, requires candidates to meet didactic requirements and rigorous practicum/supervised professional hours that range between 500 to 2000 hours depending on the type of license. Coursework in the MAPSY may partially meet didactic requirements for CA licensure but that evaluation*

is done by the respective boards, and the purpose of the program is not designed to prepare students for licensure of any type. A criminal history background check by fingerprint via a Live Scan service must be passed that may include an investigation into felony and misdemeanor convictions. For additional details regarding the CA requirements for obtaining licensure, please visit: <http://www.psychology.ca.gov/licensees/>.

*Washington Students:* This program may not necessarily qualify a student for licensure in Washington State. All Washington students should contact the Health Professions Quality Assurance Division of the Washington Department of Health at (360) 236-4700 to inquire about the criteria for licensure.

### Program Learning Outcomes

Graduates of the PsyD program will be able to:

1. Apply best practices in the field regarding professional values, ethics, attitudes, and behaviors;
2. Exhibit culturally diverse standards in working professionally with individuals, groups, and communities who represent various cultural and personal backgrounds;
3. Utilize a comprehensive knowledge base grounded in theoretical models, evidence-based methods, and research in the discipline;
4. Integrate leadership skills appropriate in the field of psychology; and
5. Critically evaluate applied research methods, trends, and concepts.

### Program-Specific Requirements

#### Applied Doctoral Project

Students completing an Applied Doctoral Project (ADP) must complete a total of 5 credits by registering for five terms of Applied Doctoral Project credit, one credit per term. Doctor of Psychology (PsyD) students may choose to complete a Dissertation instead of an Applied Doctoral Project. Students interested in completing a Dissertation must submit a change request.

Please refer to *Dissertation & Applied Doctoral Project* in this section of this *Catalog* for more information on Applied Doctoral Project and Dissertation requirements.

#### In-Residence Workshop

Students in this program have an In-Residence Workshop requirement. These workshops are a graduation requirement. The In-Residence Workshop Series prepares students for their Applied Doctoral Project and post-doctoral experiences.

Please refer to the *In-Residence Workshop Requirement* in this section of this *Catalog* for more information on the In-Residence Workshop requirements.

### Major Course Requirements (41 credits)

- PSY 7512 Psychology of Leadership (3 credits)
- RES 7105 Scholarly Argument I (3 credits)
- PSY 7510 Biological Bases of Behavior (3 credits)
- PSY 7210 Adult Psychopathology & Treatment I (3 credits)
- ORG 7272 Group Process & Group Leadership in Organizations (3 credits)
- RES 7302 Advanced Research Methods (3 credits)
- RES 7480 Evidence-Based Practice (3 credits)
- RES 7430 Action Research (3 credits)
- RES 7110 Scholarly Argument II (3 credits)
- ORG 7101 Assessment Tools for Organizational Leadership (3 credits)

### Capstone and Applied Doctoral Project Courses

- DOC 8770 Doctoral Capstone Seminar (4 credits)
- RES 8920 Applied Doctoral Project Planning I (1 credit)
- RES 8922 Applied Doctoral Project Planning II (1 credit)
- RES 8981-8985 Applied Doctoral Project (5 credits)

### Specializations (21 credits)

#### Criminology and Justice Studies

- ORG 8571 Contemporary Criminological Theory (3 credits)
- ORG 8573 Types & Characteristics of Crime (3 credits)
- ORG 8575 Advanced Analysis of Criminal Justice Processes (3 credits)
- ORG 8577 Juvenile Justice (3 credits)
- ORG 8580 Mental Health & Crime (3 credits)
- ORG 8582 Drugs, Addiction, & Crime (3 credits)
- ORG 8586 Evaluating Criminal Justice Interventions (3 credits)

#### Educational Leadership

- ORG 8530 Influence, Motivation & Persuasion in the Workplace (3 credits)
- ORG 8512 Leadership & Organizational Cultures (3 credits)

- ORG 8534 Advanced Seminar: Human Resources Business Strategy (3 credits)
- EDU 8240 Theories & Models of Instructional Systems Design (3 credits)
- ORG 8542 Advanced Seminar: Learning Strategies in Organizations (3 credits)
- ORG 8545 Advanced Seminar: Learning Initiatives & Organizational Change (3 credits)
- ORG 8550 Organizational Systems Theory (3 credits)

### Health and Wellness Psychology

- ORG 8510 Advanced Seminar: Leading Organizational Change (3 credits)
- ORG 8300 International Comparison of Health Insurance Systems (3 credits)
- ORG 7343 Advanced Intervention Strategies in Wellness Programming (3 credits)
- ORG 8320 Environmental Stress on Mind & Body (3 credits)
- ORG 8340 Exploring the Self: Increasing the Efficiency of Helping Others (3 credits)
- ORG 8500 Advanced Topics in Organizational Consulting (3 credits)
- ORG 7356 Integrative Medicine in Health Promotion Programs (3 credits)

### Industrial Organizational Psychology

- ORG 8530 Influence, Motivation & Persuasion in the Workplace (3 credits)
- ORG 8518 Professional & Business Ethics in Organizational Leadership (3 credits)
- ORG 8619 Current & Global Issues in Industrial & Organizational Psychology (3 credits)
- ORG 8534 Advanced Seminar: Human Resources Business Strategy (3 credits)
- ORG 8615 Advanced Topics in Organizational Development & Leadership (3 credits)
- ORG 8500 Advanced Topics in Organizational Consulting (3 credits)
- ORG 8512 Leadership & Organizational Cultures (3 credits)

### Mediation and Conflict Resolution

- ORG 8500 Advanced Topics in Organizational Consulting (3 credits)
- ORG 7650 Organizational Systems & Conflict Theories (3 credits)

- ORG 8518 Professional & Business Ethics in Organizational Leadership (3 credits)
- ORG 8630 Influencing Leaders to Resolve Conflict (3 credits)
- ORG 8635 Developing Conflict Resolution Plans & Policies (3 credits)
- ORG 8510 Advanced Seminar: Leading Organizational Change (3 credits)
- ORG 8632 Evaluating Conflict Resolution Processes (3 credits)

### Sport and Performance Psychology

- PSY 7301 Advanced Performance Enhancement I: Core Mind-Body Practices (3 credits)
- PSY 7305 Advanced Psychomotor Development & Kinesiology (3 credits)
- PSY 7311 Advanced Performance Enhancement II: Integrative Mind-Body Practices (3 credits)
- PSY 7314 Rehabilitation in Sports & Performance (3 credits)
- PSY 7330 Sport & Performance Psychology as a Business (3 credits)
- PSY 7317 Advanced Group Dynamics in Sports & Performance Settings (3 credits)
- PSY 7321 Advanced Performance Enhancement III: The Psychology of Peak Experience (3 credits)

### Graduation Requirements

To be eligible for the PsyD, a student must successfully complete the following:

- The approved program consisting of 62 credits;
- Applied Doctoral Project or Dissertation requirements;
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University; and
- Three non-credit In-Residence Workshops.

The degree will be noted on the transcript as a Doctor of Psychology with specialization as applicable.

*Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the Applied Doctoral Project or Dissertation for binding, the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.*

# Doctor of Psychology (PsyD), Clinical Specialization

**(This program is no longer accepting new enrollments)**

The Doctor of Psychology (PsyD) Clinical Specialization program follows the Practitioner-Scholar Model, which prepares all students, regardless of previous earned master's degrees\*\* or transfer credits, to be skilled practitioners who provide mental health services that are based upon and firmly grounded in the science of psychology. The program philosophy is to prepare practitioners with the knowledge and skills requisite to critically evaluate and effectively apply scientific research findings to everyday practice. To this end, students complete research methodology coursework and engage in research as a part of the program. Through this experience, students grow in their ability to evaluate the research of others and to conduct research that will ultimately enhance the effectiveness of the services they provide.

Further, the program employs an educational model of experiential learning wherein students learn by and while doing. This is clearly reflected through student involvement in practicum experiences that allow for sequentially graduated levels of responsibility and complexity, from the point of matriculation through the completion of all foundation and applied skill coursework.

Within the PsyD, Clinical Specialization, Doctoral candidates may pursue one of five areas of concentration: Clinical Neuropsychology, Forensic/Correctional Psychology, Health Psychology, Marriage and Family Therapy, and Sport Neuroperformance. The completion of a Concentration is not required in order to graduate with the PsyD, Clinical Specialization degree, but may be chosen by students who want focused education and/or experience in one of the concentration areas. The completion of a Concentration will not be noted on the diploma, but will be listed on graduate transcripts following the granting of the degree.

Students who complete a Master of Arts in Psychology/ Master of Arts in Counseling program with a specialization in either Addiction Counseling, Clinical Mental Health Counseling, or Marriage, Couples and Family Counseling at Ashford University may apply up to 43 credits from their Master's degree toward the Doctor of Psychology, Clinical Specialization, upon acceptance to the program.

## Licensure Information

*Colorado Residents: The Doctorate of Psychology, Clinical Specialization meets the requirements for professional licensure in the State of Colorado.*

The Ashford University cannot confirm whether its courses or programs meet requirements for professional licensure in your state. For information regarding professional licensure requirements in your state, you should contact the applicable licensing board or agency in your state and determine whether the program meets requirements for licensure in the state where you reside.

Additional information will be provided to you when you contact the school and during your first term in your program of study.

The Clinical Specialization in the Doctor of Psychology program is not accredited by the American Psychological Association (APA) or registered with the Association of State and Provincial Psychology Boards (ASPPB), which is a requirement for licensure in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to contact individual state boards of psychology for additional information relating to licensure requirements prior to enrolling. In addition, as of the beginning in 2017, APA accreditation became a requirement for students who intend to participate in APPIC Match or APPIC-member internships, which may be a requirement for licensure in some states. A list of state psychology boards is available here: [www.asppb.net/i4a/pages/index.cfm?pageid=3395](http://www.asppb.net/i4a/pages/index.cfm?pageid=3395). Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.

Please note: A criminal record may prevent an applicant from obtaining state licensure. Please refer to individual state licensing boards for additional information relating to licensure requirements.

\*\*Note: Students entering the program without an appropriate foundation in psychology as outlined in the *Admission Policies and Requirements* section of this *Catalog* will be required to take PSY 5001 Survey of Psychology I and PSY 5002 Survey of Psychology II. Credits earned will be in addition to published program requirements.

## Program Specific Requirements

### Student Professional Liability Insurance Requirements

Student accepted into the Doctor of Psychology (PsyD), Clinical Specialization degree program are required to have proof of professional liability insurance in order to register for their first term of Practicum. Due to the liabilities associated with direct care, students need to be



insured during clinical Practicum and Internship training. Professional liability insurance can be purchased from one of several insurance carriers. Students are required to provide proof of coverage to the Director of Clinical Training (DCT). The DCT will notify the Registrar's Office of anyone that should be disenrolled from a Practicum or Internship experience for failure to provide proof of or maintain the appropriate insurance coverage.

### **Background Check Consent Policy**

Prospective Doctor of Psychology, Clinical Specialization students must sign the appropriate consent(s) for a background check at the time of application. The consent form permits the University to conduct a background check at the time of application and at any point after the student's enrollment in the program. A copy of the signed consent(s) will be maintained in the permanent student record.

### ***Refusal to Submit to a Background Check Policy***

Refusal to request the criminal background check or falsification of information regarding the background check will preclude the student from enrollment, matriculation, continued training, or graduation, if applicable.

### **PsyD, Clinical Specialization Residency Requirement**

Licensing boards may require that a student, during the course of his or her Doctoral program, be enrolled for at least three academic years of study from the degree-granting institution, and at least one year must be in full-time residence. To satisfy this residency requirement, Ashford University requires students to complete full-time enrollment of six semester hours or more of regular coursework for five consecutive terms (one year). Students should be aware that this is a requirement for graduation.

Students may petition to take fewer than the previously mentioned hour requirement, but they must be aware that doing so may delay Comprehensive Exams, and therefore delay program completion. Comprehensive Examinations are administered at designated intervals only.

### **Clinical Practicum or Counseling Practicum or Internship**

Students who are completing a clinical or counseling Practicum or Internship must be enrolled as a degree seeking student in the PsyD, Clinical Specialization program.

A Clinical Practicum (minimum of 1,500 hours) is required for all students in the PsyD, Clinical Specialization program. Students who enter the program with a clinical Master's degree may receive credit for up to 700 hours of Practicum. The number of transferable

Practicum hours is determined by the University Registrar in consultation with the Director of Clinical Training.

Students who are completing a Practicum or counseling Internship in Colorado must obtain registration with the Colorado Department of Regulatory Agencies (DORA) prior to beginning their Practicum experience at the University. Students will be required to provide documentation of registration with DORA if they are completing Practicum hours in Colorado, and documentation of a current professional liability policy for all clinical or counseling Practicum experiences.

The Practicum experience gives students the opportunity to integrate Core Competencies, Clinical Proficiencies, and academics as they apply their learning in a real world clinical setting. Students build the skills they will need to be successful in the mental health profession. The Practica also give students the chance to discover the clinical relationship skills and techniques that work for them in the clinical setting and the client populations with which they are most effective. The level of professionalism and enthusiasm, with which students approach their Practica, has a direct bearing on their success and the quality of their learning experience.

In the Clinical Practica, students must understand their professional obligations to clients and to the University. They must strive to maintain appropriate relationships and demeanor whenever clients are present. As the American Psychological Association (APA) Code of Conduct states, "Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and adapt their methods and needs to different populations."

Students in the PsyD, Clinical Specialization complete Clinical Practicum requirements in community settings with the approval of the Director of Clinical Training. Supervision must be provided by a licensed psychologist who is credentialed and approved by the Director of Clinical Training. These supervisors agree to be in regular communication with the Director of Clinical Training.

Additional requirements for Practicum and Internship eligibility may be found in their respective handbooks.

### **Transfer of Clinical and Counseling Practicum Hours**

Ashford University may accept up to 700 hours of clinical Practicum or up to seven semester credits from approved accredited institutions when those Practicum hours are demonstrated to be from a clinical psychology doctoral program that has similar standards of training as Ashford University. In such cases, the student must take at least an additional 800 hours of clinical Practicum in the Ashford University Doctor of Psychology, Clinical Specialization program. Final determination of the acceptance of

Practicum hours will be made by the Director of Clinical Training.

### **Personal Therapy Requirement**

The Ashford University faculty understands that as a part of becoming a psychologist or mental health professional one needs to be aware of his or her biases, beliefs, and challenges. Therefore, each student in the Doctor of Psychology (PsyD), Clinical Specialization program is required to participate as a client in psychotherapy with a licensed mental health professional. Being a client can be a growth experience as well as an educational opportunity for the graduate student.

For Doctoral students, the requirement is met through a minimum of 30 hours or sessions of psychotherapy over a minimum of 30 weeks. Fifteen of the acquired therapy hours or sessions must be with the same mental health professional. At least 20 of the hours must be in an individual modality. Students may apply up to 18 hours of personal therapy if they have acquired them within the preceding five years with a licensed mental health professional.

Ashford University considers 30 hours a minimum number of therapy hours over a minimum of 30 weeks and encourages additional sessions if the student believes it would be of benefit personally or professionally. A requirement of additional hours of therapy may also be a part of a student's development plan designed by the student and his or her advisor or other student support or administrative offices. An additional therapy requirement may also be imposed by the University.

Therapy must be conducted by a licensed mental health professional contingent, who is not a Ashford University faculty member. Verification of participation must be indicated in a letter, on the letterhead of the licensed mental health professional, stating the number of sessions and hours spent in therapy, the period of time over which the therapy occurred, and the modality of the therapy. Diagnosis and treatment issues discussed in therapy must not be included in the letter. Verification must be sent to the Registrar's Office and must be on file at the time the student takes his or her Doctoral Comprehensive Examination. Therapy fees are the responsibility of the student and are not covered by tuition.

### **Comprehensive Examinations**

The PsyD, Clinical Specialization has two stages of Comprehensive Exams – a Doctoral Qualifying Exam and a Doctoral Comprehensive Exam.

#### **Doctoral Qualifying Exam**

The Doctoral Qualifying Exam is an objective assessment of students' knowledge of coursework content from the first 39 credits of the curriculum.

#### **Eligibility**

The Doctoral Qualifying Exam can be taken after the completion of the first 39 credits of coursework (6 terms) and must be successfully completed before the third year of coursework. Students must obtain approval to take the Doctoral Qualifying Exam from the University Registrar. Students who entered the program with a Master's degree must take the Doctoral Qualifying Exam prior to their second year of study in the PsyD, Clinical Specialization at Ashford University.

#### **Doctoral Comprehensive Exam**

The Doctoral Comprehensive Exam is a summative assessment procedure that assesses students' knowledge of the field of clinical psychology, their ability to diagnose and conceptualize clinical cases, and to present this information in both oral and written formats. This examination must be passed prior to beginning Pre-Doctoral Internship.

#### **Eligibility**

Once students have successfully completed the Doctoral Qualifying Exam, achieved Doctoral Candidacy status, completed all required coursework, and submitted documentation of their 30 hours of personal therapy, they may apply to the University Registrar for approval to take the Doctoral Comprehensive Exam.

### **Applied Doctoral Project**

Students completing an Applied Doctoral Project (ADP) must complete a total of 5 credits by registering for five terms of Applied Doctoral Project credit, one credit per term. Doctor of Psychology (PsyD) students may choose to complete a Dissertation instead of an Applied Doctoral Project. Students interested in completing a Dissertation must submit a change request.

Please refer to *Dissertation & Applied Doctoral Project* in *this* section of this *Catalog* for more information on Applied Doctoral Project and Dissertation requirements.

### **Program Learning Outcomes**

Graduates of the PsyD, Clinical Specialization will be able to:

1. Exhibit behavior and comportsment that reflects the values and attitudes of psychology;
2. Demonstrate awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal background and characteristics;
3. Apply ethical concepts and legal issues regarding professional activities with individuals, groups, and organization;

4. Practice with personal and professional self-awareness and reflection, with awareness of competencies, and with appropriate self-care;
5. Relate effectively and meaningfully with individuals, groups, and/or communities;
6. Understand research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect scientifically derived knowledge;
7. Generate research that contributes to the professional knowledge base and evaluate the effectiveness of various professional activities;
8. Integrate research and clinical expertise;
9. Assess and diagnose problems, capabilities, and issues associated with individuals, groups, and/or organizations;
10. Use interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations;
11. Provide expert guidance and/or professional consultation in response to a client's needs or goals;
12. Provide instruction, disseminate knowledge, and evaluate acquisition of knowledge and skill in professional psychology;
13. Supervise and train others in the practice of psychology;
14. Identify and interact with professionals in multiple disciplines and be aware of key issues and concepts in related disciplines;
15. Manage the direct delivery of services and/or the administration of organizations, programs, or agencies; and
16. Advocate for change at the individual, institutional, and/or systems level regarding the impact of social, political, economic or cultural factors.

## Program Requirements

### First Year Courses

- PSY 5003 Introduction to Applied & Professional Psychology\* (3 credits)
- PSY 5130 Life Span Development\* (3 credits)
- PSY 5280 Ethics, Laws & Standards of Professional Practice\* (3 credits)
- PSY 5290 Theories & Techniques of Counseling\* (3 credits)
- RES 5400 Understanding, Interpreting, & Applying Statistical Concepts\* (3 credits)

- PSY 5330 History of Psychology\* (3 credits)
- PSY 5410 Physiological Bases of Behavior\* (3 credits)
- PSY 5420 Principles of Social Psychology\* (3 credits)
- ORG 6499 Cultural Diversity & Individual Differences\* (3 credits)
- PSY 5520 Cognitive & Affective Bases of Behavior\* (3 credits)
- PSY 6501 Psychology of Personality\* (3 credits)

### Second Year Courses

- PSY 6160 Family Systems & Dynamics\* (3 credits)
- PSY 5610 Psychometrics: Tests & Measurements\* (3 credits)
- PSY 7961 Clinical Practicum (1 credit)
- PSY 7210 Adult Psychopathology & Treatment I (3 credits)
- PSY 7220 Clinical Personality Assessment: Objective Techniques (3 credits)
- PSY 7962 Clinical Practicum (1 credit)
- PSY 7360 Psychopathology II: Children & Adolescents (3 credits)
- PSY 7340 Assessment of Intelligence (3 credits)
- PSY 7963 Clinical Practicum (1 credit)
- PSY 7480 Neuropsychology (3 credits)
- PSY 6470 Theories & Techniques of Group Counseling & Psychotherapy (3 credits)
- PSY 7964 Clinical Practicum (1 credit)
- PSY 6580 Human Sexuality & Sexual Disorders (3 credits)
- PSY 7540 Clinical Personality Assessment: Projective Techniques (3 credits)
- PSY 7965 Clinical Practicum (1 credit)

### Third Year Courses

- PSY 7870 Substance Abuse & Dependence (3 credits)
- PSY 7640 Quantitative Research Design & Methods (3 credits)
- PSY 7971 Clinical Practicum (1 credit)
- PSY 7740 Qualitative Research Design & Methods (3 credits)
- PSY 7490 Integrative Report Writing (2 credits)
- PSY 7720 Evidence-Based Practices in Psychotherapy (1 credit)
- PSY 7972 Clinical Practicum (1 credit)
- PSY 7880 Psychopharmacology (3 credits)

- PSY 7620 Professional Issues in Clinical Psychology (3 credits)
- PSY 7973 Clinical Practicum (1 credit)
- PSY 7940 Advanced & Multivariate Statistical Analysis (3 credits)
- PSY 7950 Theories & Methods of Supervision & Consultation (3 credits)
- PSY 7974 Clinical Practicum (1 credit)
- Elective (3 credits)
- Elective (3 credits)
- PSY 7975 Clinical Practicum (1 credit)

**Fourth Year Courses**

- PSY 7981 Clinical Practicum (1 credit)
- PSY 7982 Clinical Practicum (1 credit)
- PSY 7983 Clinical Practicum (1 credit)
- PSY 7984 Clinical Practicum (1 credit)
- PSY 7985 Clinical Practicum (1 credit)
- RES 8981-8985 Applied Doctoral Project (1 credit per term, 5 terms) (5 credits)
- Elective (3 credits)

**Fifth Year Courses**

- PSY 8980 Pre-Doctoral Internship 1,500 Hours (1 credit per term, 5 terms) (5 credits)

\*Required to complete the Master of Arts in Psychology (39 credits). A minimum of 27 credits taken at Ashford University must be earned at the Master’s level in order to earn a Master of Arts in Psychology en route to a PsyD, Clinical Specialization degree. Students must successfully complete the Doctoral Qualifying Exam in order to be awarded a Master of Arts in Psychology.

Please refer to *Comprehensive Examinations Doctor of Psychology (PsyD), Clinical Specialization* in this section of this *Catalog* for additional information on the *Doctoral Qualifying Exam* and the *Doctoral Comprehensive Exam*.

**Graduation Requirements**

To be eligible for the PsyD, Clinical Specialization, a student must successfully complete:

- The approved program consisting of 121 credits\*;
- Doctoral Qualifying Exam;
- Doctoral Comprehensive Exam;
- 1,500 hours of Practicum;
- Pre-doctoral Internship;
- Personal Therapy requirement;
- Applied Doctoral Project or Dissertation requirements; and

- Earn a minimum cumulative GPA of 3.00;

\*Students who elect to enroll in the *Sport Neuroperformance Concentration* are required to complete 127 total program credits.

The degree will be noted on the transcript as a Doctor of Psychology, Clinical Specialization.

Note: The date of degree conferral recorded on the student’s transcript and diploma will reflect the end of the term in which the student completes all degree requirements. For students who have successfully completed their Applied Doctoral Project or Dissertation requirements and whose final graduation requirement is the Pre-doctoral Internship, the date of degree conferral will reflect the date the final requirement was met. 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.

**Areas of Concentration**

Students in the PsyD, Clinical Specialization program may prepare as a generalist or may choose an emphasis in one or more of Ashford University’s concentrations. Students who desire a concentration may choose an area and complete the elective courses required for each concentration.

Concentrations are offered in the following areas:

- Clinical Neuropsychology (9 credits)
- Forensic/Correctional Psychology (9 credits)
- Health Psychology (9 credits)
- Marriage and Family Therapy (9 credits)
- Sport Neuroperformance (15 credits)

**Clinical Neuropsychology Concentration Requirements**

Ashford University offers a concentration in Clinical Neuropsychology within the PsyD, Clinical Specialization program. In addition, the Clinical Neuropsychology specialization can be completed by individuals already holding a graduate degree in psychology who wish to acquire a certificate in Neuropsychology. The concentration is primarily aimed at developing competencies in administering, scoring, and interpreting a wide variety of neuropsychological assessment instruments. The systematic training includes coursework in clinical neuroanatomy, clinical neuropsychopathology (e.g., Parkinson’s Disease, movement disorders, dementias, traumatic brain injury), clinical psychopharmacology (neuroactive drugs that can skew

measurement), and supervised practice in neuropsychological assessment.

*Courses in biological bases of behavior and psychopharmacology are a part of the PsyD, Clinical Specialization degree program.*

*Note: Neuropsychology is typically a post-Doctoral specialty designation, requiring state licensure as a psychologist and several years of specialized training and supervised practice. Those prospective or current students who are interested in completing the requirements necessary to practice as a neuropsychologist should consult with the National Academy of Neuropsychology and the state psychology licensing board in which they are practicing or would like to practice to determine the requirements for designation as a neuropsychologist. This concentration does not lead to a designation or licensure as a neuropsychologist.*

#### **Courses (9 credits):**

- PSY 8185 Pediatric Neuropsychology (3 credits)
- PSY 8110 Neuropsychological Assessment (3 credits)
- PSY 8170 Neurofeedback Assessment & Treatment (3 credits)

#### **Forensic/Correctional Psychology Concentration Requirements**

The Forensic/Correctional Concentration within the PsyD, Clinical Specialization is designed to give students an introduction to the exciting and emerging fields of Forensic and Correctional Psychology. At its core, Forensic Psychology is the application of psychological principles, research, assessment and practice to the legal, correctional, and criminal/civil justice systems, while Correctional Psychology is the application of psychological principles, research, assessment and practice to correctional systems and facilities. Students who complete this concentration will have a good understanding of the various areas in which forensic and correctional psychologists practice, including corrections, law enforcement, research, consultation and assessment. Students examine the forensic and correctional applications of traditional personality and cognitive assessment instruments and specific forensic instruments used for evaluation of such areas as competency to stand trial, psychopathology, propensity to commit sexual offenses, risk of violent behavior, and general response style. Through hands-on practice (under supervision), students develop a basic competency in the major personal and social theories of correctional mental health practice and family violence, including elder abuse, and develop skills in the treatment of inmates and victims of family and other types of violence.

#### **Courses (9 credits):**

*Choose 9 credits from the following:*

- PSY 8540 Forensic Psychology (3 credits)
- PSY 8160 Forensic Assessment (3 credits)
- PSY 8310 Correctional Mental Health: Theory and Practice (3 credits)
- PSY 6230 Treatment of Family Violence (3 credits)

#### **Health Psychology Concentration Requirements**

The Health Psychology Concentration within the PsyD, Clinical Specialization program is designed to prepare psychologists to function more effectively in health care settings and to develop a much deeper understanding of the interrelationships between physical and emotional health. Students may focus their studies within the concentration in general health psychology or in pain management.

*Courses in biological bases of behavior and psychopharmacology are a part of the PsyD, Clinical Specialization degree program.*

#### **Courses (9 credits):**

- PSY 8820 Health Psychology (3 credits)

*Choose 6 credits from the following:*

- PSY 8821 Major Illnesses: Health Psychology's Role (3 credits)
- PSY 8822 Treatment Approaches in Health Psychology (3 credits)
- PSY 8823 Medical Ethics in Health Psychology (3 credits)

#### **Marriage and Family Therapy Concentration Requirements**

The Marriage and Family Therapy Concentration within the PsyD, Clinical Specialization program prepares the clinician to work with a wide range of issues that confront families and systems. This concentration focuses on the systemic approach for numerous problem areas and diagnoses. Topics covered include: assessment, treatment, and interventions.

#### **Courses (9 credits):**

*Choose 9 credits from the following:*

- PSY 6460 Marital Systems (3 credits)
- PSY 6600 Theories & Techniques of Marriage & Family Therapy I (3 credits)
- PSY 6610 Theories & Techniques of Marriage & Family Therapy II (3 credits)

- PSY 8620 Advanced Seminar in Marriage & Family Therapy (3 credits)

### **Sport Neuroperformance Concentration Requirements**

Ashford University offers within the PsyD, Clinical Specialization program a concentration in Sport Neuroperformance. The concentration is primarily designed to prepare psychologists to work with athletes and other performers in a variety of contexts. With an emphasis on neuropsychology, students in this concentration learn neuropsychological assessment skills, concussion assessment and management skills, psychological aspects of injury, as well as performance enhancement techniques. This concentration consists of 15 credits of coursework, and can be completed by students enrolled in the Ashford University PsyD, Clinical Specialization.

#### **Courses (15 credits):**

- PSY 8110 Neuropsychological Assessment (3 credits)
- PSY 8170 Neurofeedback Assessment and Treatment (3 credits)
- PSY 7314 Rehabilitation in Sports & Performance (3 credits)
- PSY 7301 Advanced Performance Enhancement I: Core Mind-body Practices (3 credits)
- PSY 8190 Sport Neuropsychology (3 credits)

Note: This concentration in the PsyD, Clinical Specialization program does not lead to Association for Applied Sport Psychology (AASP) certification. AASP does not certify programs or curricula, but rather approves specific courses in 12 areas leading to certification. Many of the courses in the PsyD, Clinical Specialization program, Sport Neuroperformance Concentration at Ashford University have been approved by AASP as meeting criteria in specific content areas, but students may need to use undergraduate courses or take additional courses to meet all AASP requirements. Students will complete practicum courses as part of this Concentration that may meet some or all of AASP internship requirements for certification. Students are strongly encouraged to check with AASP to determine specific internship requirements.

#### **Electives**

Electives are offered based on the interests and needs of the student body and the availability of faculty with expertise in each area. Electives required for a concentration are offered on an “as needed” basis. Students should consult their Registrar Assistant concerning the timing of enrollment in relevant electives. Students usually take electives in their third year of study;

however, certain one-hour electives offered by visiting faculty are open to students in the first and second years of the program. Students should consult the Registrar’s Office concerning the timing of enrollment in relevant electives. Students are advised that taking electives out of their normal course sequence could delay completion of their program.

#### **Annual Student Review**

At the conclusion of each academic year, the faculty review the progress of each student in the program. This review includes grades, course evaluations, practicum work, and other feedback from faculty, instructors, and supervisors. Faculty Mentors provide feedback to their students, including strengths and any areas that may need improvement. This feedback is documented on the Annual Student Review form.

#### **Grand Rounds**

Grand Rounds are generally held once a term. Grand Rounds offer students and faculty an opportunity to participate in a school-wide presentation by a student, faculty member, or other professional who presents on a professional or clinical topic of interest. The Director of Clinical Training, who serves as the moderator, appoints a panel consisting of at least one faculty member and one student who have a special interest in the topic. The faculty member and the student lead the discussion after the presentation. All students and faculty are invited to attend the Grand Rounds, which may, in certain instances, be required as part of Professional Issues.

#### **Enrolling in Practica and Advancement to Pre-Doctoral Internship**

Students in the PsyD, Clinical Specialization must complete 1,500 hours of practica. To enroll in practica, students must complete all prerequisite courses and have approval from the Director of Clinical Training. In addition, students who are completing a practicum in Colorado must obtain registration with the Colorado Department of Regulatory Agencies (DORA) prior to beginning their practicum experience at the University, and all clinical or counseling students must have personal liability insurance prior to beginning practicum. Students will be required to provide documentation of registration with DORA if they are completing practicum hours in Colorado, and documentation of a current professional liability policy for all clinical or counseling practicum experiences.

The Pre-Doctoral Internship is a State of Colorado requirement for licensure as a psychologist. Students in the Doctor of Psychology (PsyD), Clinical Specialization are eligible for advancement to Pre-Doctoral Internship after successfully completing a minimum of 111 semester hours of required and elective graduate credit, passing the

Doctoral Comprehensive Exam, and having completed the formal Applied Doctoral Project or Dissertation Proposal. The student can then enroll in Pre-Doctoral Internship (PSY 8980). The PsyD, Clinical Specialization program requires a 1,500-hour Pre-Doctoral Internship at a Ashford -University approved site. Students must complete the Pre-Doctoral Internship in no less than 12 months and no more than 24 months. The Pre-Doctoral Internship is designed to provide an intensive clinical experience building upon the coursework, practica experiences, and supervision skills developed during the previous years of the Doctoral program. The Pre-Doctoral Internship must be conducted in a setting which meets the same requirements as APPIC or APA internship sites and must be approved by the Ashford University Director of Clinical Training.

To prepare for the Pre-Doctoral Internship, students are encouraged to read Guide to Obtaining a Psychology Internship (4th ed., 2001) by E. Megargee. This book describes the Pre-Doctoral Internship application process, and specific chapters cover preparation of the curriculum vitae and the interview process. For further detailed information, see the *Ashford University Pre-Doctoral Internship Handbook* and contact the Director of Clinical Training.

Successful completion of the Pre-Doctoral Internship and successful defense of the Applied Doctoral Project or Dissertation are required for graduation and awarding of the Doctor of Psychology (PsyD) degree.

### **Guidance in the Profession**

Ashford University provides coursework that is designed to be beneficial to students in preparing to find employment in the mental health field either while attending the University or upon graduation. Part of the Professional Issues in Clinical Psychology (PSY 7620) curriculum for PsyD, Clinical Specialization students includes helping graduates prepare for, and succeed in, positions within the field of psychology.

Members of the University faculty are available to talk to students about what it means to be in the profession and to give advice on career decision making. Collectively, the faculty has many years of experience in the mental health profession and can be a rich resource to students in career planning.

The Career Services department is available to provide students with additional assistance with interviewing, resume preparation, job search techniques, and informational resources.

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## SECTION ELEVEN: 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. Course offering dates are subject to change.

### 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             |
| Master’s Level | 500–699/5000–6999   |
| Doctoral Level | 700–899/7000–8999   |

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.

**ABS 300 Psychological Assessment** 3 Credits  
This course will survey instruments of psychometric assessment that are frequently used in education and clinical practice. Fundamental theory and research pertaining to the quantitative measurement of human traits will be reviewed. Psychometric instruments will include standardized neuropsychological tests, intelligence tests, and personality tests. Strengths and limitations of these instruments will be carefully examined. Prerequisite: PSY 101.

**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.

**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.

**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.

### 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.

**ACC 202 Principles of Managerial Accounting** 3 Credits  
This course is an introduction to managerial accounting for non-accounting business majors. Emphasis is given on the internal accounting methods of business organizations for planning and control. Various topics include determining accounting systems for manufacturing operations, cost-volume profit analysis, differential analysis and produce pricing, budgeting and standard costs, decentralized operations, and capital investment analysis. (Equivalent to ACC 208). Students who successfully complete ACC 202 may waive ACC 206, in approved circumstances.

**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. Students who successfully complete ACC 205 may waive ACC 201, in approved circumstances.

**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. Students who successfully complete ACC 206 may waive ACC 202, in approved circumstances.

**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 Quantitative Reasoning Core competency and Digital Literacy competency.

**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.

**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.

**ACC 308 Accounting Information Systems** 3 Credits  
This course serves to advance the knowledge of computerized accounting for service and merchandising businesses, the underlying differences between manual and computerized accounting, and build students’ understanding of the accounting cycle and business processes including bookkeeping, invoicing, billing, and business trends.

**ACC 310 Cost Accounting I** 3 Credits  
Covers traditional “cost” concepts: factory overhead, cost accumulation,

## COURSE DESCRIPTIONS

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job order cost system, process cost system, joint product and byproduct costing, standard costs and variances. Prerequisite: ACC 206.

### **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.

### **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.

### **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.

### **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.

### **ACC 610 Advanced Federal Taxation 3 Credits**

This course explores advanced managerial and cost accounting topics as they relate to problem-solving skills for managers. Topics include activity-based costing, activity-based management, cost of quality, theory of constraints related to capacity planning and new emerging practices that support management decision-making.

### **ACC 611 Advanced Tax Research 3 Credits**

This course is designed with an emphasis on developing research skills related to complex tax issues. The focus is on interpretation of tax law and finding support for various positions on difficult tax issues related to a variety of business, personal, and estate tax issues.

### **ACC 612 Advanced Financial Accounting 3 Credits**

This course expands on the basic financial reporting concept with a focus on business combination reporting for corporations and partnerships, foreign currency transaction reporting and financial statement translation, and financial statement note disclosure.

### **ACC 614 Auditing & Fraud Detection 3 Credits**

This course will cover the components of the auditing process with a strong emphasis on planning, risk assessment, and gathering audit evidence. The course will provide a foundation in the fundamentals of assurance, attestation, and auditing.

### **ACC 615 Current Issues in Advanced Taxation 3 Credits**

This course is designed to focus on selected taxation issues relevant to today's economic climate. Topics will vary based on changing tax law and current political climate with an emphasis on interpretation of new tax regulations and pronouncements.

### **ACC 616 Forensic Accounting 3 Credits**

This course will cover the basic concepts of forensic accounting including identifying, detecting, and preventing fraud. There will be an emphasis on investigating documentary evidence, interviewing witnesses and potential suspects, writing investigative reports, and testifying to findings.

### **ACC 617 Current Issues in Advanced Auditing 3 Credits**

This course will examine current and advanced issues affecting the auditing profession. Topics will include the study of audit risk, corporate governance, audit planning and execution, special reports, and assurance engagements.

### **ACC 618 Professional Ethics for the Accountant 3 Credits**

This course will provide an understanding of the ethics and code of professional conduct provided by the American Institute of Certified

Public Accountants (AICPA). In addition, ethic guidelines and codes of conduct endorsed by other professional accounting organizations such as the Institute of Managerial Accountants will be introduced.

### **ACC 622 Accounting Information Systems 3 Credits**

This course will include a review of accounting information systems application controls and internal controls. Topics include hardware and software concepts, application internal controls, internal control procedures, integrated audit software, generalized general ledger software, Sarbanes-Oxley (SOX) internal control requirements, and required company and audit documentation.

### **ACC 623 Advanced Topics in Excel & Access 3 Credits**

This course utilizes the Microsoft Access database management system and Excel spreadsheet tools to build the accounting system elements for each of the four main transaction cycles: revenue, purchase, payroll, and production. Access topics include creating and maintaining tables; designing, maintaining and querying a database; creating forms and reports; and using VBA procedures on a database. Excel topics include the use of functions and formulas of Excel with emphasis on accounting as a financial analysis tool.

### **ACC 624 Current Issues in Accounting Information Systems 3 Credits**

This advanced course provides an in-depth study of Accounting Information System concepts including business intelligence solutions, computerized accounting, enterprise resource planning, information technology strategy, data integrity, security techniques, user interface design, and internal controls. Emphasis is placed on understanding how accounting information systems can ensure the accuracy and reliability of financial information and aid in the decision-making process of an organization.

### **ACC 626 Accounting in a Global Environment 3 Credits**

This course will include the study of an entity reported as either a multinational company or an entity whose reporting obligations to stakeholders are located in a country other than that of the reporting entity. Conceptual and practical applications of accounting are investigated from a global perspective. Special emphasis is placed on managing multinational enterprises with respect to how accounting applies to global strategies and the key accounting issues that influence multinational decision-making. In addition, a detailed investigation on the convergence of U.S. Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) is covered in this course. Also discussed are the effects of financial reporting, international taxation, and international financial statement analysis on a multinational reporting entity.

### **ACC 630 Advanced Government & Non-Profit Accounting 3 Credits**

This course introduces specialized accounting principles applicable to state and local governments and other non-profit organizations. Emphasis will be on fund accounting, and students will gain an understanding of the differences between private and public sector accounting.

### **ACC 640 Advanced Managerial & Cost Accounting 3 Credits**

This course explores advanced managerial and cost accounting topics as they relate to problem-solving skills for managers. Topics include activity-based costing, activity-based management, cost of quality, theory of constraints related to capacity planning, and new emerging practices that support management decision-making.

### **ACC 695 Accounting Capstone 3 Credits**

This course is designed to bring together knowledge gained from the previous program courses and allow the student to demonstrate how the various components of an accounting system work together. Broadly, the course encompasses complex accounting concepts, financial statement reporting, taxes, risks, information systems, auditing, business law, and ethics.

### **ACC 696 Tax Capstone 3 Credits**

This capstone course will integrate the knowledge learned from prior courses using comprehensive business/individual taxation problems.

The course will examine principles and policies that underlie the tax systems and rules. Students will research complicated tax issues involving a variety of tax topics, including businesses, financial tax planning, estates, and wills. The culmination of the course involves a complex comprehensive tax research case.

**ACC 697 Audit Capstone 3 Credits**

This course is designed to bring together knowledge gained from the previous program courses. Broadly, the course emphasizes complex auditing concepts and will also encompass accounting concepts, financial statement reporting, taxes, risks, information systems, business law, and ethics.

**ACC 698 Accounting Information Systems Capstone 3 Credits**

This course requires students to use all of the skills and knowledge gained during completion of the program by applying them to contemporary information systems issues and problems facing the profession. Students will be required to apply accounting information systems to complex areas of accounting and taxation. The course emphasizes both the practical and ethical issues of the practice of accounting.

## 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.

**ANT 202 Human Origins & Prehistory 4 Credits**

This course will introduce students to the anthropological study of human evolution and prehistory. Students will be introduced to the theory of natural selection and to humanity as a member of the primate order. Topics covered will be the human ancestors, the Neolithic revolution, and how humans both differ and are similar to other primates. Prerequisite: Written Communication Competency and ANT 101 or Intercultural & Global Awareness.

**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. Prerequisite: Written Communication Competency and ANT 101 or Intercultural & Global Awareness.

**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: Written Communication Competency and ANT 101 or Intercultural & Global Awareness.

**ANT 315 Material Culture: Archaeology and the Human Condition 3 Credits**

This course examines the anthropological sub-discipline of archaeology, the study of the human past, looking specifically at the theories and methods used by archaeologists. Students will learn how archaeologists gather and use data, and how this information is relevant to contemporary society. Students will explore the history and background of archaeology, as well as how archaeologists approach such topics as the origins of inequality, gender roles, complex societies, and ethical issues such as who owns the past. Prerequisite: ANT 202.

**ANT 340 Anthropological Theory 3 Credits**

This course explores anthropological theory in a historical 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: Written Communication Competency and ANT 101 or Intercultural & Global Awareness.

**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: Written Communication Competency and ANT 101 or Intercultural & Global Awareness.

**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: Written Communication Competency and ANT 101 or Intercultural & Global Awareness.

**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: Written Communication Competency and ANT 101 or Intercultural & Global Awareness.

**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: Written Communication Core Competency and ANT 101 or Global Awareness Competency Requirement.

**ANT 462 Anthropological Research Methods 3 Credits**

The course introduces students to qualitative research methods. Students will learn techniques such as participant observation, informal and formal interviewing, and archival research and explore the connection between theory and methodology. The perspective guiding the course is qualitative research as an empirical, rigorous approach that analyzes and interprets social and cultural aspects of human life. Prerequisite: All 300-level courses required for major and successful completion of the General Education Capstone course. Recommended Prerequisite: Senior Level Status.

**ANT 499 Ethnographic Study Capstone 3 Credits**

This course will provide an opportunity for students to engage in a qualitative research project to practice the skills and concepts acquired throughout their programs. 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 and social science majors. Prerequisite: ANT 462, no more than 12 additional credits required before graduation, and successful completion of the General Education Capstone course.

## 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

## COURSE DESCRIPTIONS

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encouraged to discover personal interests through their own research on historical or contemporary styles and themes in art.

### BUS Business

#### **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.

#### **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.)

#### **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.

#### **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.

#### **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.

#### **BUS 250 Corporate & Social Responsibility** 3 Credits

This course explores philosophic perspectives for understanding the meaning of corporate responsibility in society, and considers 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.

#### **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.)

#### **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 Quantitative Reasoning Core Competency.

#### **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 Quantitative Reasoning Core Competency.

#### **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.

#### **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.

#### **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.

#### **BUS 319 The Social Responsibility of Organization** 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.

#### **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.

#### **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.)

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

**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.

**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.

**BUS 351 Integrated Marketing Communications** **3 Credits**

This course is designed to reinforce the concept of integrated marketing communications (IMC). It aims to increase students' understanding of the planning, implementation and evaluation process of an IMC campaign. Particular emphasis is on the integration of key elements of the marketing communication mix (e.g., advertising, promotion, direct marketing, interactive marketing, PR and publicity, etc.). Students will also learn how different types of media are employed in IMC.

**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.

**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.)

**BUS 362 Introduction to Entrepreneurship** **3 Credits**

This dynamic course is based on a unique model of entrepreneurial methodology developed by Forbes School of Business and Technology at Ashford University. Entrepreneurship encompasses imagining the unknown, taking inspired action, and embracing uncertainty to create a new future. It involves the identification, evaluation, and exploitation of opportunities to address challenges and to solve problems. Students will learn how to use imagination, creativity, innovation, and entrepreneurship to bring new ideas to fruition that inspire others. Students will create a feasible blueprint for a venture opportunity idea of their own. This course will be the beginning of the journey to becoming an entrepreneur.

**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.

**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.

**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, MGT 330 or HCA 459.

**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.

**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.

**BUS 378 International Business Law** **3 Credits**

This courses 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.

**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 Quantitative Reasoning Core Competency. (Equivalent to BUS 320.)

**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.

**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.

**BUS 410 Digital Marketing Essentials** **3 Credits**

This course is designed to provide the theoretical understanding of the internet marketplace necessary to adapt to its many changes, while also equipping the students with the skills they will need to perform vital functions of internet marketing.

**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.

**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.

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Compliance and risk management strategies will be emphasized while emphasis focuses on business innovation and business sustainability.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **BUS 446 Production Operations Control** 3 Credits

Students analyze production control requirements as applied to both "push" and "pull" production environments. Students will gain an understanding of the ideologies related to forecasting, planning, scheduling, and managing operations with regard to the important relationship between the supply chain and production control. Students further learn to capture data to produce goods and services.

### **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.

### **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.

### **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.

### **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 or BUS 308.

### **BUS 495 Marketing Capstone Course** 3 Credits

This course is designed to bring together marketing knowledge gained throughout the entire program. Students will demonstrate a mastery of marketing components by designing and developing a marketing plan for a product or service. The student will be attentive to domestic and global markets in a sustainable and responsible manner. Prerequisite: Completion of BAM program core courses and successful completion of the General Education Capstone course.

### **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.

### **BUS 590 General Cost Accounting** 3 Credits

This course covers principles of planning, measuring, recording, and controlling costs in different types of organizations. Key concepts will include cost records, cost behavior and allocation, inventory valuation, product costing, standard costs, responsibility accounting, and cost planning and control. Emphasis is placed on costing analysis, evaluation, and reporting in order to assist management with the decision-making process.

### **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.

**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.

**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.

**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.

**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.

**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.

**BUS 607 Business Law for the Accountant 3 Credits**

This course involves 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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**BUS 635 Media Markets & Systems 3 Credits**

This 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.

**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.

**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

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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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **BUS 687 MBA Capstone** 3 Credits

This course provides a personalized, directed, and experiential learning process that involves practical application of knowledge and skills developed and acquired during the MBA degree program. In this course, students will examine practical application of finance, marketing, human resources management, and information technology. Students are required to conduct research, analysis, and implementation of strategic plans related to business establishment, growth, and longevity. The course provides experience with ethical conduct associated within a socially-responsible business. Prerequisites: Successful completion of MBA program core courses.

### **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.

**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 course project requires the generation and presentation of an industry economic analysis.

**BUS 690 Business Strategy** **3 Credits**

This 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 creation of a strategic plan. This course is cumulative in nature, integrating knowledge and information attained while completing the entire MBA curriculum. Additionally, the course project requires the generation and presentation of an industry analysis.

**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.

**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.

**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.

**BUS 694 Finance 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.

**BUS 695 Marketing 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 course project requires the generation and presentation of strategic marketing plan.

**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.

**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.

**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.

**BUS 699 Media Strategies & Applications** **3 Credits**

This course 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.

**CAH Complementary & Alternative Health**

**CAH 390 Introduction to Chinese Medicine** **3 Credits**

Introduction to Chinese medicine is the study of the medical system and healing practices traditionally used in China, and more recently, in the United States and other countries. The course endeavors to explore the conceptual framework of Chinese medicine; in particular, from a contextual and historical perspective. Additionally the course will focus on how Chinese Medicine understands the concepts of health and disease, creating context for how health imbalances are understood in the medical system.

**CGD Computer Graphic Design**

**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.

**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.

**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.

**COM Communications**

**COM 101 Introduction to Communication** **3 Credits**

This course serves as an introduction to the study of human

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communication. Students will examine classic and modern views of communication as well as theories and research relating to various sub-disciplines of communication such as interpersonal, group, organizational, mass and public communication. They will discuss and evaluate these theories and research findings and assess the impact of technology on the communication process. 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. Mass communication and its impact on individuals and society will be explored. In this class, students will also have an opportunity to examine the practical implications of these concepts in building their own communication skills as well as future career path.

### **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.

### **COM 223 Persuasion in Communication 3 Credits**

Students learn to analyze and evaluate persuasive messages and determine which contribute to effective and non-effective persuasion. Students formulate persuasive arguments and learn to deliver those arguments effectively, in a variety of forms. This course examines the purpose and function of research in supporting elements of persuasion and the need to understand receiver variables.

### **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. Prerequisites: ENG 121 and ENG 122 or equivalents.

### **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 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.

### **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.

### **COM 355 Technology & Communication 3 Credits**

Students will be introduced to communication fields’ standards related to the design of visual messages and the various software programs within the field. This course will teach students the importance of visual elements in communication, and how to effectively incorporate visual elements into messages for various media platforms.

### **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.

### **COM 370 Intercultural Communication 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 intergender communications.

### **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.

### **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.

## CPT Computer Technology

### **CPT 200 Fundamentals of Programming Languages 3 Credits**

This course will introduce students to the fundamentals of computer programming. Students will learn fundamentals of computer programming including primitive data types, expressions, control statements, functions, and arrays. Students in this course will be using Python programming language. Python is a widely used high-level, general-purpose, interpreted, dynamic programming language. Prerequisite: INT 100.

### **CPT 301 Computer Organization & Architecture 3 Credits**

This course provides students with an opportunity to form a strong understanding of the design and architecture of modern computers. In this course, students will learn the principles of computer organization and basic architecture concepts, including computer instruction, arithmetic of computers, and memory hierarchy and technologies. Prerequisite: CPT 200.

### **CPT 304 Operating Systems Theory & Design 3 Credits**

This course will introduce students to the fundamental concepts and techniques for Operating Systems Theory and Design. Students will learn the operating system concepts including implementation, processes, deadlocks, communication, multi-processing, multilevel memory management, file systems, protection, resource allocation, and scheduling. This course is designed to provide students an overview of operating systems principles, implementations, and methodologies. Prerequisite: CPT 200.

### **CPT 307 Data Structures & Algorithm 3 Credits**

In this course, students will learn data structure foundations; concepts and features of object-oriented-programming, arrays, stacks, queues, lists; and trees. Students will analyze different sorting and searching algorithms. Emphasis is placed on the appropriate use and choice of standard data structures. Prerequisite: CPT 200.

### **CPT 310 Database Systems & Management 3 Credits**

This course introduces the students to fundamentals of database design, modeling, and relational databases. Students will utilize the concepts to construct and test a database and associated application components. The developments of efficient database application systems require an understanding of fundamentals of database management system. Prerequisite: CPT 307.

## CRJ Criminal Justice

### **CRJ 201 Introduction to Criminal Justice 3 Credits**

This course considers processes for law enforcement, the judiciary,

corrections and juvenile justice. In addition, this course considers criminal justice issues, applications for criminology, and critical perspectives in the study of criminal justice.

**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.

**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.

**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.

**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.

**CRJ 308 Psychology of Criminal Behavior 3 Credits**

Introduction to the Psychology of Criminal Behavior provides an overview of the intersection of psychology and the criminal justice system. The biopsychosocial factors that may influence criminal behavior are examined such as aggression, psychopathy, mental health disorders, and brain dysfunction. Finally, appropriate psychological interventions are evaluated to determine the best course of action for predicting and treating criminal behavior in both juveniles and adults.

**CRJ 310 Applied Constitutional Issues 3 Credits**

This course will introduce students to constitutional rights and issues as they apply to the work of police departments and other law enforcement organizations at the federal, state, and local level. The course will focus on the Bill of Rights, particularly the First, Fourth, Fifth, Sixth, and Eighth Amendments to the Constitution of the United States, as well as the Fourteenth Amendment. The course examines the application of these rights in the enforcement, investigation, and adjudication of crime.

**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).

**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.

**CRJ 501 Criminal Justice, Criminal Law & the Constitution 3 Credits**

This course introduces students to the fundamentals of the criminal justice system, substantive criminal law, and the U.S. Constitution. This

course may be waived for students holding undergraduate degrees in criminal justice or having completed certain courses.

**CRJ 510 Criminal Justice Policy & Theory 3 Credits**

This course provides an extensive analysis of the functions, processes, and structures of the criminal justice system. Principles, doctrines, selected rules of criminal law, and law as social control will be examined.

**CRJ 512 Criminological Theory 3 Credits**

This course explores classical and contemporary literature in criminology and criminal justice. Both theory and empirical research will be used to examine criminal behavior as well as the structure, function, and interaction of the criminal justice system.

**CRJ 514 Constitutional & Judicial Processes 3 Credits**

This course examines the structure, functions, and operations of the constitution and judicial processes. The impact of historical and contemporary constitutional issues on the criminal justice process will also be examined.

**CRJ 520 Research Methods in Criminal Justice 3 Credits**

This course introduces the use of research methods in the study of criminal justice. The focus is on the examination of the issues related to collecting, analyzing, and using data. Students will learn to test hypotheses, draw inferences, and write a research report.

**CRJ 522 Psychological Factors in Criminal Justice 3 Credits**

This course introduces students to the use of psychological methods and theoretical models in the criminal justice system. Students will examine criminal and police psychology with an overview of forensic psychology.

**CRJ 524 Ethics in Criminal Justice 3 Credits**

This course examines theoretical and applied criminal justice ethical standards as they relate to criminal justice decision making. Students will evaluate issues concerning discretion, due process, truthfulness, corruption, and discrimination.

**CRJ 613 Comparative Criminal Justice Systems 3 Credits**

This course provides an international perspective on law enforcement. Students will focus on the phenomena of globalization of criminal activity, major aspects of the legal traditions and criminal justice systems of selected countries, as well as international legal and law enforcement institutions.

**CRJ 615 Victimology 3 Credits**

This course provides an overview of the principles and concepts of victimology, an analysis of patterns and trends, as well as theoretical reasoning and responses to criminal victimization. Students will examine the consequences suffered by victims as well as the services and resources available to them.

**CRJ 620 Organizational Behavior in Law Enforcement & Corrections 3 Credits**

This course provides an analysis of the various issues facing criminal justice and correctional organizations in the context of professional practice, including, the theoretical concepts of organizational behavior, management and leadership of human resources, and design and structural processes of such organizations. Included topics are fiscal accountability; personnel deployment; implementation of change, motivation and retention of personnel, the hiring, assignment, and promotion of personnel, organizational communication; professional development, and applicable legal issues as they pertain to agency operations.

**CRJ 621 Cybercrime Investigation 3 Credits**

This course will introduce students to the methods for investigating internet crime. Students will learn how to gather evidence, build a case against the perpetrator, and manage an Internet crime scene.

**CRJ 622 Introduction to Forensic Science 3 Credits**

This course will introduce students to the history of forensic science along with current technologies, procedures and methods of laboratory

## COURSE DESCRIPTIONS

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analysis in use today. Topics covered will include recognition, protection, documentation and collection of physical evidence as well as analysis of such physical evidence. Legal recognition of new technologies will also be reviewed.

### **CRJ 623 Homeland Security 3 Credits**

This course introduces the student to the responsibilities and functions across agencies at various jurisdictional levels that have the charge of mitigating hostilities, threats, hazards, and consequences. Additionally, this course will study the methods of the most effective response systems. Students will develop the skills to identify, evaluate and resolve complex policy issues and initiate practical actions.

### **CRJ 625 Employment & Policy Law for Law Enforcement & Corrections Administrators 3 Credits**

This course explores specialized topics in substantive and procedural law with a special emphasis on employment law, and how these legal issues impact ethics and leadership in criminal justice and correctional organizations. This course is well suited for command-level personnel in response to a variety of potential agency and personal liability issues.

### **CRJ 626 Computer Forensics 3 Credits**

This course will introduce students to the methods for preventing and detecting cybercrime. Students will learn the basics of retrieving and analyzing data from various mediums, such as computers, global positioning systems, or removable storage devices.

### **CRJ 627 Advanced Forensic Science 3 Credits**

This course will review the forensic science subjects covered in CRJ 622 and introduce the student to the scientific techniques used in processing evidence found at investigations and crime scenes. This course is designed to allow the student to complete exercises in the forensic fields most commonly used today.

### **CRJ 628 Terrorism: Threats & Strategy 3 Credits**

This course is designed to provide the student with an understanding of terrorism, both international and domestic. The course will explore the causes and effects of terrorism as they relate to political structures from both religious and historical perspectives; with particular focus on present day impacts.

### **CRJ 630 Budgeting for Finance Law Enforcement & Corrections Administrators 3 Credits**

This course will introduce students to public program budgeting and finance concepts. Special emphasis is given to methods of financing public programs and the preparation and management of budgets for the programs. This course is intended to provide students with an opportunity to learn and practice the technical aspects of program budgeting and finance in the public safety arena.

### **CRJ 631 Security & Protection for Cybercrime 3 Credits**

This course will instruct students of the basic rights of business and individuals who are affected by cybercrime as well as the means to protect them. Students will learn how to protect potential victims whether minors in chat rooms or multinational businesses from cyber criminals.

### **CRJ 632 Crime Scene Investigation & Management 3 Credits**

This course will introduce the student to the forensic techniques utilized in crime scene investigations (CSI). Students will learn how to process and retrieve trace evidence such as DNA and other items of evidentiary value. Student will also learn accepted methodologies employed in contemporary crime scene management. Students will also become familiarized with commonly accepted forensic techniques, contemporary specialized techniques, and judicial expectations and requirements relative to the admittance of evidence collected by forensic crime scene investigators.

### **CRJ 633 Risk Assessment 3 Credits**

This course is intended to provide the student with advanced knowledge and understanding of the area of risk assessment and management. The focus is on the recognition of real and perceived threats, sharing information between communities and agencies, the collaboration of

resources, and the management of risk. Students will examine the concepts of risk assessment, risk analysis, and the impacts of actual and suspected threats.

### **CRJ 697 Capstone: Evaluation & Program Analysis in Criminal Justice 3 Credits**

Students will research key concepts, methods, and issues in the field of evaluation research. In addition, students will analyze and develop an evaluation proposal on a discreet topic within the field of criminal justice. The focus will center on needs assessment, impact, monitoring, as well as the application of quantitative and qualitative techniques.

## CSL Counseling

### **CSL 5101 Professional Orientation & Issues in Counseling 3 Credits**

This course provides an overall orientation to the counseling profession, including the professional roles, functions, and relationships that counselors hold, counseling practice, history of the discipline, licensing, professional organizations within the discipline, and contemporary issues in the field.

### **CSL 5130 Life Span Development 3 Credits**

This course surveys the major theoretical perspectives on life span development from conception through late adulthood. Developmental processes related to physical, cognitive, moral, and emotional functions are reviewed as well as societal and cultural aspects of development. Equivalent to PSY 5130.

### **CSL 5280 Ethics, Laws & Standards of Professional Practice 3 Credits**

This course is a study of the ethical and legal issues confronting the practicing counselor. Topics related to clinical methodology, standards of practice, and inter-professional relations are explored. Students learn principles of ethical decision-making, standards for human and animal use in research, and standards of care specified by state and federal laws. Emphasis is placed on exploration of the emotional impact that major ethical and legal dilemmas have on decision-making. Students also master the current Code of Ethics of the American Counseling Association and other professional codes of ethics, such as the code of the American Association of Marriage and Family Therapy or the code of the American Psychological Association. This course may not be transferred in.

### **CSL 5290 Theories & Techniques of Counseling & Psychotherapy 3 Credits**

This course is an overview of the psychodynamic, cognitive/behavioral, and existential/humanistic schools of psychology, as well as corresponding models of counseling and frequently used assessment and therapeutic techniques. The primary focus in the course is on the development of both skills and rationale in the application of intervention strategies to treatment and case management. This course may not be transferred in.

### **CSL 5400 Understanding, Interpreting, & Applying Statistical Concepts 3 Credits**

This course teaches students how to critically analyze, interpret, and apply statistical concepts to research in education and the social sciences. The focus is on a quantitative approach to the concepts and methods of statistical inference. Topics include sampling, frequency distributions, estimation, hypothesis testing, and probability. Statistical analyses covered include correlation, regression, t-tests, nonparametric tests, and Analysis of Variance. Basic research design issues are also addressed focusing on selecting data analysis techniques to appropriately address research questions and to apply the concepts covered to various psychological problems and realistic situations. Emphasis is on developing skills in interpreting statistical results presented in research articles. Equivalent to RES 5400.

### **CSL 5410 Biological Bases of Behavior 3 Credits**

This course is designed to provide the student with a foundation of human physiology including the nervous, hormonal, reproductive, and

sensory systems, and the attendant functions of digestion, sleep, learning and memory, emotion and other human biological functions. The course provides an essential knowledge base for most other offerings in the field of psychology. Equivalent to PSY 5410.

**CSL 5420 Principles of Social Psychology 3 Credits**

This course provides an introduction and overview of the principles and theories of social psychology. The course includes exploration of behavior in groups, group impacts on individual behavior and the ways in which organizational rules and norms impact behavior. Constructs of social psychology, including social influence, social thinking, and attitude formation are covered and related to sociological and psychological research. Equivalent to PSY 5420.

**CSL 5530 Cultural Diversity & Individual Differences 3 Credits**

This course provides a systematic review of the wide range of cultures and individual differences and the ways in which cultural mores, ethnocentrism, and factors such as matters of race, gender, religion, sexual orientation, customs and cultures impact behavior of the individual themselves and of those around them. Through this course, students better understand themselves and others, in terms of perceptions and behaviors. Equivalent to ORG 6499.

**CSL 5610 Psychometrics: Tests & Measurements 3 Credits**

This course involves the study of the theory and practice of psychological measurement. The focus is on the process of measuring and differentiating variables of psychological interest. Students explore basic concepts of measurement and the principles of test construction. The course familiarizes the prospective professional psychologist with the common tests used in psychological and educational practice. These include intellectual, aptitude, and achievement tests; interest inventories; personality tests; and social measures.

**CSL 6120 Lifestyle & Career Development 3 Credits**

This assessment course focuses on the evolution of the concept of career development. Students review the major theories and their application to the collection, evaluation, and use of career information for counseling psychology as it applies to individuals and groups across the adult life span. Students also learn to use assessment instruments (MBTI, FIRO-B, Strong, etc.) and integrate the findings in vocational counseling situations as they relate to adults. Equivalent to PSY 6120.

**CSL 6140 Assessment of Children & Adolescents 3 Credits**

This course involves the study of the theory and practice of behavioral and diagnostic assessment of children and adolescents. The course focus is on how behavioral assessment is used to provide information in educational, psychiatric, and neurological practice. Primary emphasis is on adaptive behavior, anxiety, depression, trauma, and learning problems associated with children and adolescents. The student gains familiarity with numerous evaluation instruments and techniques used with children with behavioral, emotional, and learning problems. Prerequisite: CSL 5610. Equivalent to PSY 6140.

**CSL 6160 Family Systems & Dynamics 3 Credits**

This course is an introduction to the systems approach to intervention with families. It includes a historical perspective on family theory development. The focus is on obtaining knowledge and theory about the nuclear family in traditional and alternative forms. Normal family patterns of interaction, family life cycle, family of origin, family subsystems, and societal influence are explored. Contemporary issues and outcome research literature are reviewed. This course serves as a knowledge base for further study of assessment, treatment, and intervention with families. Equivalent to PSY 6160.

**CSL 6210 Survey of Psychopathology 3 Credits**

This course includes an examination of DSM criteria for each disorder listed, differential diagnoses, and etiological theories as revealed in the most recent research in the field. Students become acquainted with the most efficacious treatment options and have an opportunity to review and analyze the techniques that lead to successful outcomes with clients.

**CSL 6230 Treatment of Family Violence 3 Credits**

This course explores the major personal and social theories of family violence, including elder abuse. The course focuses on severe marital conflicts, rape, and physical and emotional violence. The cycle of family violence is examined with emphasis on societal factors that contribute to this behavior. Students explore causality and treatment alternatives for victims and perpetrators as well as current research findings in the field. Prerequisite: CSL 6160. Equivalent to PSY 6230.

**CSL 6370 Addiction Counseling 3 Credits**

This course addresses the basic models and theories of addiction, substance abuse and chemical dependence.; assessment, diagnosis and differential diagnosis of substance use disorders (including assessment with the AUI, ASI, MAST and others); and treatment models and modalities for addicted or substance abusing clients.

**CSL 6470 Theories & Techniques of Group Counseling & Psychotherapy 3 Credits**

This course is a study of the history, theory, and practice of group counseling and psychotherapy. Several major contemporary models of group counseling are examined. Instructional methods include both didactic presentations and experiential methods. Students are afforded the opportunity to participate in a training group as a group member and as a leader. A strong emphasis is placed on ethical standards and self-assessment of personal strengths and weaknesses that affect group leadership. Equivalent to PSY 6470.

**CSL 6501 Psychology of Personality 3 Credits**

This course explores the major theories of personality including Psychodynamic, Behavioral, Biological, Cognitive, Trait-Factor, and Humanistic/Existential approaches. Students study individual theories and compare and contrast these theoretical positions in terms of current research. In addition, students explore the relevance and application of personality theories to the profession of psychology. Equivalent to PSY 6501.

**CSL 6820 Treatment of Children & Adolescents 3 Credits**

This course examines effective treatment modalities for at risk populations of children and adolescents. Intervention strategies to support the child within the school, community, and family system are discussed and demonstrated through case studies and video vignettes. The course targets a variety of disorders, the most notable of which are ADD, ADHD, Autism, PDD, Asperger's, Tourette's, Reactive Attachment Disorder, Phobias, NARD, OCD, Fragile X Syndrome, and other genetic disorders.

**CSL 6851 Counseling Practicum 1 Credit**

The Counseling Practicum experience at Ashford University is designed to further the classroom experience that students have completed and to allow them to begin practice and application of skills. The competencies that are evaluated are designed to train graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g., CACREP). Prerequisites: CSL 5101, CSL 5530, CSL 5280, CSL 5290, CSL 6210, and CSL 6470, as well as completion of Practicum Application and permission of instructor.

**CSL 6852 Counseling Practicum 1 Credit**

The Counseling Practicum experience at Ashford University is designed to further the classroom experience that students have completed and to allow them to begin practice and application of skills. The competencies that are evaluated are designed to train graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g., CACREP). Prerequisite: CSL 6851.

**CSL 6853-6857 Counseling Internship 1 Credit (each)**

The Counseling Internship experience at Ashford University is designed to further the classroom and Internship experience that students have completed and to allow them to begin practice and application of skills. The competencies that are evaluated are designed to train graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g., CACREP.)

## CST Computer Software Technology

### CST 301 Software Technology & Design 3 Credits

In this course, students will learn the application of theory, knowledge, and practices to effectively and efficiently build reliable software systems that satisfy the requirements of customers and users. Students will understand all phases of the lifecycle of a software system, including requirements analysis and specification, software architecture, design patterns and concerns, software development methodologies (i.e. waterfall and agile process development), and software testing. Prerequisite: CPT 310.

### CST 304 Software Requirements & Analysis 3 Credits

The course will discuss concepts for systematically establishing, defining and managing the requirements for a large, complex, changing and software-intensive systems, from technical, organizational and management perspectives. The course will involve building models of both requirements Technology process and requirements Technology product, concerning both functional and non-functional. Prerequisite: CST 301

### CST 307 Software Architecture & Design 3 Credits

This course introduces basic concepts and principles about software architecture and design. It starts with discussion on architectural structures and styles, followed by coverage of design issues and design patterns. The emphasis is on the interaction between software design and quality attributes such as availability, performance, security, interoperability, and modifiability. Prerequisite: CST 301

### CST 310 Software Development 3 Credits

This course introduces students to modern software development principles and practices. It provides the necessary grounding on the different technologies associated with developing business websites. Students in this course will learn client-side web development (such as HTML5, CSS3, and Bootstrap); as well as server-side web development using PHP programming language. Prerequisite: CST 301

### CST 313 Software Testing 3 Credits

This course introduces students to software testing and quality control concepts, principles, and methodologies. The emphasis here is on understanding software testing process, planning, strategy, criteria, and testing methods, as well as software quality assurance concepts & control process. It covers the various subjects, including test models, test design techniques (black box and white-box testing techniques), integration, regression, and system testing methods. Prerequisite: CST 301

### CST 316 Information Security Management 3 Credits

This course introduces students to skills, knowledge, techniques, and tools required by information technology security professionals. Topics include application security principles and techniques, network security mechanisms, cryptography, and secure programming techniques including cross site scripting, and SQL injection. Prerequisite: CST 301

### CST 499 Capstone for Computer Software Technology 3 Credits

This course will offer an opportunity for students to work on real life problems through an applied project in a teamwork environment. This course will cover the major software development lifecycle phases: software requirements gathering, software architecture & design, software development, software testing, and software project management. Students are required to apply appropriate methodologies to the activities in the aforementioned phases based on the selected topic. Each group of students will report their progress through a weekly interactive assignment and receive feedback from the instructor. Upon the completion of the course, each group will be required to submit a professional technical report and a working software demonstration. Prerequisite: CST 304, CST 307, CST 310, CST 313, CST 316, GEN 499

## CYB Cyber & Data Security Technology

### CYB 300 System Administration & Security 3 Credits

In this course, students will learn how to manage the technology that affects organizations. Concepts covered include security best practices, access control, network components and services, change management, and configuration management. Students will gain an understanding of how the services offered by the various network components should be managed and protected. Prerequisite: INT 301.

## DOC Doctoral

### DOC 8770 Doctoral Capstone Seminar 4 Credits (9 weeks)

This seminar will engage students in thoughtful discussion and application of knowledge gained throughout their course of study. Students will demonstrate mastery and reflection of program learning outcomes through the compilation of a professional and summative portfolio. In addition, students will explore contemporary problems in their field of interest utilizing research skills, analytic writing skills, and application of knowledge. Prerequisites: completion (including approved credit transferred) of all coursework required in the student's doctoral curriculum. Equivalent to EDU/HUM/ORG/PSY 8770.

## ECD Early Childhood Development

### ECD 101 Foundations of Early Learning & Development 3 Credits

This course provides an overview of child development and early learning for children birth to age 8. Students will examine many different influences on child development including historical, biological, environmental, and cultural factors. In addition, theories and learning models foundational to this field will be discussed. Students will apply knowledge of theories and stages of child development to support developmentally appropriate practices. Finally, students will examine strategies and settings that promote development.

### ECD 201 Atypical Development 3 Credits

In this course students will study atypical development. Students will differentiate between genetic and environmental factors that impact development. Students will also examine contemporary issues and trends related to children with exceptionalities. In addition students will analyze strategies for professionals and families that best support children with high incidence disabilities. Finally, students will summarize evidence based best practices for meeting the needs of diverse learners in inclusive settings. Prerequisite: ECD 101.

### ECD 301 Foundations of Early Intervention 3 Credits

This course provides an introduction to early intervention for children and their families (birth to age 3). Students will explain the historical, legal and educational basis for early intervention. Subsequently students will describe professional standards and ethics and their relationship to early intervention. Students will analyze the roles of early educators in the delivery of instructional services for young children. In addition, students will explain early intervention strategies and services and create a plan for collaborating with families and other professionals. Prerequisite: ECD 201

### ECD 302 Safe & Healthy Learning Environments 3 Credits

In this course students will learn about creating safe and healthy learning environments. Students will explain the influence that contemporary issues have on establishing and maintaining a safe and healthy learning environment. Students will examine the roles of professionals in creating and maintaining healthy learning environments. In addition, students will apply required codes and regulations to create a safe and healthy environment for young learners. Finally students will describe resources that support a commitment to professionalism. Prerequisite: ECD 201.

### ECD 305 Positive Learning Environments 3 Credits

In this course, students will learn about creating developmentally appropriate and positive learning environments for a diverse childhood population. The students will identify effective instructional planning for diverse learners. Students will recommend strategies for classroom management and establishing learning environments. Finally students

will create a high quality learning environment that meets the needs of all learners. Prerequisite: ECD 301 or ECD 302.

**ECD 310 Exceptional Learning & Inclusion 3 Credits**

This course provides an examination of historical approaches for inclusion and their influence on current trends for learning environments for children with exceptionalities. Students will apply evidence based instructional methods and strategies to support children with diverse needs. In addition, students will analyze the collaborative models in inclusive settings that support and serve children and their families. Finally students will create a professional- and ethical-based philosophy of inclusion for children with exceptionalities.

**ECD 315 Curriculum Planning & Design for Early Learners 3 Credits**

This course provides an examination of the essential elements of curriculum planning and design for diverse settings and learners. Students will analyze developmentally appropriate planning, teaching and assessment strategies used with a diverse childhood population. In addition students will assess the role of educators in fostering each child's development and joy of learning. Finally students will create individualized objectives and design integrated standards based lessons for a diverse childhood population. Prerequisite: ECD 310.

**ECD 320 Cognition & Language Development 3 Credits**

This course provides students with a foundation of the theoretical frameworks related to cognitive and language development in children from birth to age three. Using this foundation, students will analyze current research and its influence on language acquisition and cognitive development. Additionally, students will explore the relationship between cognitive and language development. Finally, students will prepare an analysis of referral and intervention strategies for students with exceptionalities related to language and cognitive development. Prerequisite: ECD 310.

**ECD 330 Ethics and Legal Responsibility in Early Learning Settings 3 Credits**

This course provides a comprehensive introduction to special education in early learning settings. Students will examine legislation that impacts current special education practices in early learning settings. In addition, students will analyze the Individuals with Disabilities Education Act (Part C) and identify the components of Individualized Family Service Plans (IFSP). Students will also focus on the process of Individualized Education Plans and how to differentiate placement consideration mandates for diverse learners. Prerequisite: ECD 315 or ECD 320.

**ECD 335 Children & Families in a Diverse Society 3 Credits**

In this course, students will apply concepts of multicultural education and anti-bias in the context of early learning settings. Students will explain relevant methods in providing culturally responsive learning opportunities as well as analyze misconceptions and stereotypes in early learning and inclusive settings. Finally, students will evaluate the impact of diverse family structures on the development and socialization of children from birth to age 8. Prerequisite: ECD 330.

**ECD 340 Language & Literacy Development 3 Credits**

This course focuses on language and literacy development in children. In this course, students will examine foundational theories, milestones and research related to the development of language and literacy in young children. Students will promote effective strategies for involving families and explain a variety of assessment tools for language and literacy development. In addition students will develop a theoretical-based philosophy of language and literacy development and examine the influence of linguistic and cultural diversity on the development of language and literacy. Finally, students will design developmentally appropriate standards-based lessons that foster language and literacy development. Prerequisite: ECD 335.

**ECD 345 Family Systems and Community Resources 3 Credits**

This course provides students with an analysis of theories and approaches for working with children, families, and the community.

Students will examine how culture and family structure influences a child's learning and development. Additionally, students will synthesize how children's needs are met and supported through the family and community environment as socializing agents. Finally, students will evaluate family and community programs, agencies and resources that support the diverse needs of children. Prerequisite: ECD 335.

**ECD 405 Assessment & Intervention 3 Credits**

The content in this course will allow students to analyze the purpose of assessment in supporting children across all developmental domains. Using this foundation, students will examine the practical application of assessment tools and utilize assessment strategies to enhance the growth and development of children. Finally, students will synthesize their learning by developing an assessment portfolio that contains intervention strategies for meeting the developmental needs of children. Prerequisite: ECD 340 or ECD 345.

**ECD 410 Behavioral Methods & Strategies 3 Credits**

In this course students will analyze the major theories of behavior. Students will evaluate effective strategies for both practitioners and families to use to promote optimal behavior in a diverse childhood population. In addition, students will create an environment that is inclusive of different behavioral needs. Finally, students will design an individual behavioral support plan for specific disruptive behaviors. Prerequisite: ECD 405.

**ECD 415 Foundations of Play & Learning 3 Credits**

This course focuses on play as the primary learning modality for young children. In this course, students will explain the function of play as a teaching and learning tool as well as analyze the role of play as a means of assessment. Students will evaluate the cultural and individual student factors that impact play in diverse settings. Finally students will design appropriate play based activities and formulate a framework of play and learning for working with young children. Prerequisite: ECD 405.

## 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.

**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.

**ECE 203 Introduction to Curriculum & Instruction for the Early Childhood Classroom 3 Credits**

Introduction to Curriculum & Instruction for the Early Childhood Classroom examines the relationship between curriculum, instruction, and assessment. This course is designed to provide students with the opportunity to analyze developmentally appropriate practices for early childhood settings, as well as compare the effectiveness of early childhood curricular approaches. In addition, students will apply specific methods for early childhood instruction and assessment. For the final project, students will develop a curriculum unit plan.

**ECE 205 Introduction to Child Development 3 Credits**

Introduction to Child Development examines the principles of child development from birth to adolescence. The course begins with students describing the major developmental stages, domains and milestones of child development. Students will also explore the biological, environmental, societal, and cultural influences on typical and atypical development. In addition, students will analyze how knowledge of theories, developmental stages, and domains of development support developmentally appropriate practices. Throughout the course students will explore the importance of family involvement and the strategies that foster communication and engagement from families. In addition,

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the overall responsibilities that early childhood educators have in maintaining an ethical and high quality learning environment will be studied. Finally, using their knowledge of developmentally appropriate practices, students will propose environments that nurture the physical, socio-emotional, language and cognitive growth of every child.

**ECE 214 Nutrition & Health of Children & Families** 3 Credits  
This course provides a study of the health and nutrition needs of children and families.

**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.

**ECE 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.

**ECE 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 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.

**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.

**ECE 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 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.

**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.

**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.

**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.

**ECE 351 Play & Learning for the Young Child** 3 Credits  
In this course students explore the significant role and impact of play on the development of children. Students will actively participate in discussions and activities related to major theorists, current research on play, the developmental stages of play, cultural influences, and current trends and topic related to play.

**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.

**ECE 354 Assessment & Intervention During Early Childhood** 3 Credits  
Throughout this course, students analyze the purpose of assessment in supporting children across all developmental domains. Using this foundation, students examine the practical application of assessment tools and utilize assessment strategies to enhance the growth and development of children. Finally, students synthesize their learning by developing an assessment portfolio that contains intervention strategies for meeting the developmental needs of children.

**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.

**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.

**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 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.

**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.

**ECE 600 Leadership, Innovation, and Social Justice in Early Childhood Education 3 Credits**

Students in this course will be introduced to the professional knowledge, skills, dispositions, and standards expected of early childhood education professionals and innovative leaders in the field. Further, this course will introduce several programmatic themes—social justice, 21st century teaching and learning, and leadership—to inspire students to be active early childhood advocates for children. Students will also gain insights and understanding related to the academic, personal, and professional expectations of graduate students to support their success in the MAECEL program and in their profession.

**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.

**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.

**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.

**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.

**ECE 624 Advanced Topics in Child Development, Learning, and Developmentally Appropriate Practices 3 Credits**

This course examines current issues, trends, theories, and research related to child development and developmentally appropriate practices in the early childhood classroom. Students generate ethical solutions to relevant issues in the field of early childhood education and social justice. Further, students will examine how various leadership models foster professional knowledge and skills within their chosen field of study. Using this information, students design a classroom environment that incorporates evidence-based and developmentally appropriate strategies that promote optimal learning and development in young children. Prerequisite: ECE 600 or EDU 650

**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.

**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.

**ECE 631 Building Family and Community Partnerships 3 Credits**

This course provides opportunities for students to examine partnerships among early childhood professionals, families, and the communities in

which they work. Throughout the course, students evaluate how their daily instructional practices promote positive outcomes for young children. Students explore the various partnerships necessary in early childhood education and discover how these partnerships can support curriculum, learners' development, and the learning environment. Course requirements provide several opportunities for students to examine and discuss the effectiveness of ethical communication and collaboration strategies. Approaching course topics as reflective practitioners, students are able to determine how these specific partnerships fit into their future roles. Prerequisite: ECE 600 or EDU 650.

**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.

**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.

**ECE 657 Assessment to Support Young Children and Families 3 Credits**

In this course, students examine the purpose and ethical use of assessment and evaluation strategies, tools, and procedures in early childhood education. In addition, students analyze assessment methods related to developmental concerns and intervention strategies in early childhood settings. Students also evaluate leadership roles and responsibilities in building effective learning environments and programs through assessment partnerships and action research initiatives with families and colleagues. Throughout the course, students learn how to utilize effective assessment strategies to positively influence child development.

**ECE 660 Action Research and Inquiry in Education 3 Credits**

Students enrolled in this course are introduced to action research and are provided with an explanation of the goals, rationale, and value of action research in the early childhood environment. Students will demonstrate effective use of research sources using digital tools and evaluative methods. They will apply methodologies and use ethics to evaluate various educational theories and research and acquire skills that support best practices. During this course, students will identify a problem, construct an action research proposal, collect and analyze data, and identify implications for future action research while considering their professional and leadership capabilities. Prerequisite: ECE 600, ECE 631, ECE 657

**ECE 671 Management and Administration of Early Childhood Programs 3 Credits**

This course provides students with an overview of the knowledge and skills necessary to develop and administrate an early childhood facility. Students will create a personal definition of leadership and evaluate high-quality early childhood programs that meet the needs of diverse children, families, and communities. In addition, students will develop a strategic plan that meets high-quality and developmentally appropriate aspects of early childhood programs. Students will also examine how early childhood administrators evaluate faculty and staff. Prerequisite: ECE 600 or EDU 650

**ECE 672 Personnel Management & Staff Development for Early Childhood Administrators 3 Credits**

In this course, students evaluate professional early childhood learning resources that target learning outcomes, program needs, and support family and community partnerships. Students also develop a strategic plan to foster professional learning and development for early childhood staff and teachers that includes professional learning models. In addition, students create a system that supports the development of

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effective personnel management practices and promotes high-quality programs. Throughout the course, students analyze ethical and professionally sound decision-making and leadership practices used in early childhood education.

### **ECE 673 Advocacy, Policy, and Social Justice in Early Childhood Education** 3 Credits

In this course, students will learn about public policy and law as it relates to early childhood education. Students will leverage leadership skills, advocacy skills, and professional knowledge to promote educational transformation, social justice, and positive change in early childhood education. Prerequisite: ECE 671.

### **ECE 695 Professional and Ethical Leadership in Early Childhood Education - Capstone** 3 Credits

The capstone course is the culminating experience for the Master of Arts in Early Childhood Education Leadership program. In this course, students integrate concepts they have learned through a capstone project designed to propose solutions to complex ethical dilemmas in the field of early childhood. In addition, students critique and showcase their attainment of program learning outcomes through a professional e-portfolio designed for program and professional purposes. Prerequisite: All MAECEL Core course requirements.

## **ECI Education Curriculum and Instruction**

### **ECI 601 Introduction to Curriculum and Instruction: The Science of Learning and Teaching** 3 Credits

This introductory course examines the science of learning and the impact that brain compatible instruction can have on learning. Students in the course analyze how learning theories, practices, and brain research-based strategies can support the development of effective curriculum & instruction and promote student success.

### **ECI 605 Contemporary Educational Issues, Trends, & Challenges** 3 Credits

Effective curriculum design and implementation requires knowledge of educational and organizational issues, challenges, and trends. Professionals must use this knowledge collaboratively to make informed curriculum and instructional design decisions that positively impact learner, school, and organization achievement while sharing a belief that all learners can succeed. In this course, students are introduced to legislative reform policies, issues and trends pertaining to learning standards, college and career readiness, assessment and accountability, as well as improved accessibility to resources and the call for technology-based teaching, training, and learning. Prerequisite: ECI 601

### **ECI 610 21st Century Curriculum, Standards, & Assessment** 3 Credits

This course establishes the relationship between curriculum design and instructional strategies deemed best practices. Students design creative, student-centered, and standards-based learning opportunities incorporating 21st century skills. Participation in this course challenges students to commit to a shift away from educational approaches of the past and embrace proven effective methods to engage diverse learners in a variety of learning environments. Prerequisite: ECI 601.

### **ECI 615 Intentional Approaches to Intervention** 3 Credits

This course is designed to get students thinking about appropriate and intentional interventions to address a variety of challenges faced by learners in the instructional setting. Students apply practical, yet innovative instructional strategies to realistic situations in which interventions are needed to advance learners to the next level of success. A variety of evidence-based curriculum adaptations and interventions are examined with the goal of improved outcomes for learners, schools, districts or organizations. Prerequisite: ECI 601.

### **ECI 630 Authentic Technology Integration in the Classroom** 3 Credits

In this engaging course, students develop distinct understandings of the relationships between motivation and learning as exemplified through

technology-based experiences. Students are challenged to discover ways technology impacts curriculum and instruction design as a means to deliver the most effective learning experiences to meet the needs of diverse learners in diverse learning environments. No previous technology experience is required; only a desire to be change agents and harness 21st-century learning to improve educational outcomes. Prerequisite: ECI 601

### **ECI 680 Collaborative Approaches to Curriculum Alignment & Design** 3 Credits

With increased national attention on improved responsibility for curriculum, standards and assessment, having a shared belief of universal achievement and collaboration has never been more important. In this course, students will not only practice the steps of the curriculum design process, but do so in the spirit of collaboration. A variety of effective collaboration models are explored as students develop an understanding of curriculum improvement as an ongoing process while paying attention to both the curriculum ("what") and the instruction ("how"). Prerequisite: ECI 601

### **ECI 685 Transforming Curriculum and Instruction Through Empowering Leadership** 3 Credits

When it comes to school or organizational improvement, leaders play a pivotal role in ensuring that a culture of achievement and growth is shared by all. In this course, students investigate a variety of principles including: growth mindset, transformational leadership, transparency, fostering a culture of continuous growth and achievement, principles of servant leadership, and the power of collaboration. The role professional development plays in laying a foundation for the curriculum design and implementation process is also examined. Leadership experience is not required to be successful in this course. Teachers, trainers, and educational leaders or administrators will learn practical, yet powerful ways to improve their professional practice. Prerequisites: ECI 601 and EDU 650.

## **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.

### **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 core competency and Digital Literacy competency.

### **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, Quantitative Reasoning Core competency, and Digital Literacy competency. (Equivalent to ECO 308).

### **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.)

### **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.

### **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, and fulfillment of the Quantitative Reasoning Core competency.

**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.

**ECO 408 Managerial Economics 3 Credits**

This course will focus on the application of economic principles and analyses to contemporary business problems and managerial decision making. Emphasis will be given to price and production decision making for profit maximization, investment decision making for a new project, strategic decision making in various business situations, and decision making with risks and uncertainty. Prerequisite: ECO 204.

## EDU Education

**EDU 100 Issues in Education 3 Credits**

This is an introductory course for students considering teaching as a career path or individuals seeking an increased understanding of the complexity and importance of education. The first focus is on topics in education that include, but are not limited to, teaching as a profession, diversity in the classroom, facilitation of student achievement and accountability, classroom management, and requirements for continuing professionalism in the field. The second focus of this course is on academic writing as a necessary component in the field of education.

**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.

**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 instructional design 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 instructional design setting.

**EDU 232 Instructional Design for E-Learning 3 Credits**

This course will introduce students to a variety of eLearning strategies preparing them to select and evaluate eLearning for a variety of learners and organizational contexts. Throughout this course, students will have an opportunity to evaluate eLearning and create effective assessments for eLearning activities. Additionally, students build on prior learning about needs assessment in instructional design contexts. Prerequisite: EDU 120.

**EDU 302 Foundations of Library & Information Science 3 Credits**

In this course, students will explore and evaluate library services and programs designed to meet diverse user needs. The course includes a strong focus on customer service and creating welcoming and flexible library environments. Students will explore methods of communicating the library's' message to the community, including social networking. Students will discuss ethical, legal, and social issues surrounding programs and services, especially in the area of equal access for all patrons.

**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.

**EDU 306 Library Programs & Services 3 Credits**

In this course, students will explore and evaluate library services and programs designed to meet diverse user needs. The course includes a strong focus on customer service and creating welcoming and flexible library environments. Students will explore methods of communicating the library's' message to the community, including social networking. Students will discuss ethical, legal, and social issues surrounding programs and services, especially in the area of equal access for all patrons.

**EDU 307 Library Collection Development & Management 3 Credits**

This course is an introduction to collection development and management. Students will learn the essential skills needed to manage a library collection in a variety of library settings. Learners will explore multiple categories of resources, including informational books, digital material, and media, and develop instructional materials to promote learning. Students will also examine policies and procedures related to library collections, and learn how library materials are classified and organized.

**EDU 308 Reference & Research Services 3 Credits**

This course provides knowledge and skills using general and specialized reference tools, materials and services for patrons. It includes topics including an exploration of the role of teaching, information literacy and the research process, the reference interview, information seeking behavior, and evaluation of reference resources and services.

**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.

**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.)

**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.

**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.

**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.

**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

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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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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. Prerequisite: EDU 372.

**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.

**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.

**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.

**EDU 400 Library Materials for Mid-grade & Young Adults** 3 Credits  
In this course students will explore, read, discuss, and assess a variety of middle grade and young adult literature, including informational text, award winning fiction, multicultural materials and more. Students will focus on recommending materials for library purchase from the perspective of the librarian, explore review sources, recommend materials for individual users, and learn about resources in the YA and middle grades fields. Students will examine programs that promote reading and other library activities and examine legal, ethical and other issues surrounding youth services in libraries.

**EDU 401 Literature for Children** 3 Credits  
This class will expose students to many different types of children's literature and resources. Students will develop material lists for different genres, explore current trends in children's interests, and exhibit knowledge of library review sources.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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 placed on the research tools and processes professionals use and the role information professionals play in their development, dissemination, and use.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**EDU 499 College of Education Capstone 3 Credits**  
The capstone will tie together the themes and concepts students have learned throughout their degree program. With this information as the foundation, students will synthesize theories, knowledge, and professional standards related to their field of study. Students will assess multiple influences, such as social and cultural factors, contemporary issues, and trends have on their practice. Students will further demonstrate their knowledge of the field by applying evidence-based strategies, approaches, and technologies to their work. The students will explain environments that support optimal outcomes to the field of study. Finally, students will propose professional and ethical based practices that emphasize access, participation, and partnerships with children and families. Prerequisite: Successful completion of the General Education Capstone course.

**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.

**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.

**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 600.

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**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.

**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 601.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.)

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

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### **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.

### **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.

### **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 policies 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.

### **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.

### **EDU 692 Creativity, Culture, & Global Contexts in Education Decision Making** 3 Credits

This course provides rich opportunities for participants to learn how culture, creativity, and innovation impact teaching and student learning in the 21st century. Participants will adopt a global perspective of teaching and learning to understand how the infusion of 21st century skills impacts curriculum and prepares learners for the challenges associated with living and working in the 21st century. Through scenario-based activities, participants will directly apply skills needed to make informed decisions about the design, development, implementation, and evaluation of culturally relevant instructional

practices to support the learning of 21st century skills. Prerequisite: EDU 650.

### **EDU 694 Capstone I: Educational Research** 3 Credits

Capstone I: Educational Research guides students through the process of becoming an effective change agent by applying action research principles to current educational challenges and issues. Students will locate and evaluate research articles for scholarship, relevancy, and ethical neutrality. The topics covered during this course include implementing change in an education-based organization, evaluating the impact of the applied intervention, communicating outcomes, collaboration, and 21st-century leadership practices. Prerequisite: EDU 620.

### **EDU 696 Capstone II: Culminating Project** 3 Credits

Capstone II: Culminating Project 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 coursework 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 coursework 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 courses, and for professionally related purposes. Prerequisite: EDU 694.

### **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.

## EDU Education

### **EDU 5101 Learning Theory** 3 Credits

This course focuses on learning theory and systems. It explores historical and theoretical views of learning throughout the developmental lifecycle. Students will address the factors that contribute to individual differences in learning. Students will investigate the major theories concerning the learning process and explore the implications. Students will analyze and apply research in the field through a combination of critical discussions, case studies, journaling, interviews, and written assignments.

### **EDU 5250 Foundations of Learning** 3 Credits

Students in this course will investigate case studies of actual situations within their chosen areas of interest in higher education institutions. They will develop a broad perspective by critically analyzing the foundational theories and existing educational research. Students will utilize reflective strategies to analyze and improve professional practice.

### **EDU 5450 Educational Trends** 3 Credits

This course addresses the shift from the pedagogy of instructor-led, classroom-based instruction to just-in-time, project-based, collaborative learning and explores the use of mobile, hybrid, and online platforms as emerging forces in teaching and training. Students will explore integrating emerging technologies to support student learning, accessibility, social learning, the shift in authority from the institution to the learning community and the changing landscape of knowledge creation and schools.



**EDU 5650 Current Education Research 3 Credits**

The field of education is rapidly changing. To meet the demands of these changes, students will delve into recent research to critically analyze the depth of research for their chosen topic in preparation for proposing a solution.

**EDU 6100 Identifying Solutions in Education 3 Credits**

Students leverage their understandings of historical, theoretical, and philosophical foundations in the field of education to identify a relevant problem. This course focuses on proposing solutions to problems in the field of education. It explores the theory and application of problem-solving. Students will synthesize a critical analysis of foundational theories and current research in their area of interest to propose a solution to an identified problem in education. Prerequisite: EDU 5650.

**EDU 6200 Implementing Solutions in Education 3 Credits**

In this project based course, students will leverage their understandings of historical, theoretical, and philosophical foundations in the field of education to analyze educational situations for solutions. Learners will develop models or frameworks to effect change in practice and apply their learning through application. Prerequisite: EDU 6100.

**EDU 6300 Communication Methods in Education 3 Credits**

Grounded in communication theory, this course provides students the opportunity to practice their communication skills in multiple settings and modalities. Students will distinguish which communication methodologies work best in particular settings for the given message, taking into account target populations and influencing factors. Students will create various types of reports and a summative presentation to communicate the results of their project. Prerequisite: completion of all required coursework.

**EDU 7000 Learning & Cognition 3 Credits**

Educational practice is based on theories and philosophies of learning and cognition. These accepted theories have evolved, from idealism to realism, pragmatism to constructivism, and are incorporating new research in brain-based learning. This course will focus on theories and philosophies of learning and cognition along with ways in which these theories are studied and applied in educational practice.

**EDU 7100 History of Education & Social Change 3 Credits**

This course examines the history and philosophy of education, as well as a systematic analysis of the effect of social change on education and vice versa. Adult learning and higher education settings are a focus in this course.

**EDU 7120 Transformative Issues & Trends in Education 3 Credits**

This course examines current issues in education, and explores how changing social trends affect educational systems and practices bound by decades of tradition. Topics include applicable federal and state policies and regulations, national education standards, access to education, and others.

**EDU 7130 Educational Leadership Theories & Strategies 3 Credits**

Students will explore the history and theoretical nature of educational leadership. The emphasis is on the application of the latest theories and strategies of educational leadership in political, economic, social and global contexts. Students will explore the theories and principles of executive decision-making processes such as qualitative decision-making models and techniques. A related emphasis is on effective communication with diverse groups, and implementation and evaluation of strategic decisions. A critical examination of the emerging leadership literature and research are used to develop a comprehensive understanding and working knowledge of the strategies, theories, and interdisciplinary nature of educational leadership.

**EDU 7220 Educational Leadership: Challenges & Opportunities 3 Credits**

This course explores current trends in higher education with an emphasis on challenges and opportunities that administrative leadership will face in the next ten years due to changing demographics, technology, structures, and resources. The 21st century education

administrator faces a number of challenges including student preparedness, campus safety, reduced institutional aid, programmatic costs, environmental concerns, and a myriad of other factors that make appropriate problem assessment and decision-making a priority. This course will focus on diagnosing the root causes of common institutional problems and apply appropriate solution-based critical thinking skills.

**EDU 7240 Diversity in Education 3 Credits**

Students will identify and analyze the socio-cultural, institutional, historical, legal and political resources, policies, and needs associated with serving diverse populations in an educational setting. They will be prepared to advocate for underserved communities and for constituents with diverse needs and learning processes. Students will grapple with complex situations and propose strategies for resolution.

**EDU 8225 Culture, Curriculum & Learning 3 Credits**

This course explores literature and recent debate related to culture and linguistic diversity, learning, and instruction both within the United States and globally. Emphasis will be placed on an exploration of the history of and recent debates related to social, cultural and linguistic diversity, learning, and instruction in the service of leveraging resources and systems to support student learning in diverse populations.

**EDU 8240 Theories & Models of Instructional Systems Design 3 Credits**

This course will include an examination of the major instructional design models and their theoretical, empirical, historical, and philosophical foundations in technology and media. Students will evaluate current theories and models and examine the historical and philosophical foundations of these theories and will present their analyses of instructional design examples as well as prepare an outline for an instructional design project, incorporating relevant learning theory, media, and other technology applications.

**EDU 8250 Curriculum, Assessment, Design, & Evaluation 3 Credits**

This course will provide students with an opportunity to study curriculum assessment, design and evaluation principles, processes, approaches and models. The focus will be on the resulting impact on curriculum, assessment, design and evaluation modifications at the classroom, school, system, state, and national levels. The influence of societal trends will be examined as will recent major higher educational reform efforts and potential future trends.

**EDU 8260 Integrating Technology 3 Credits**

This course will equip learners to recognize and integrate appropriate learning theory into instructional design, and to make effective use of instructional interventions, technology and media. Participants will evaluate current theories and models, policies and initiatives, along with original scholarship, to examine the historical and philosophical foundations of these theories and their influence on the use of technology and media.

**EDU 8300 Governance & Politics of Education 3 Credits**

This course will provide students with an opportunity to study the politics of education as well as educational policy making, processes, approaches and models. The focus will be on the making of educational policies, the politics involved relating to non-profit and for-profit educational institutions, emerging educational technologies, and governance in higher education institutions. The influence of societal trends will be examined as will recent major higher education reform efforts and potential future trends at the local, state, regional, and national level. Topics of study include educational policy making, globalism and the politics of education, the politics of learning, the politics of inclusion and exclusion, and the politics of educational reforms.

**EDU 8320 Change in People, Society, Bureaucracies, & Institutions 3 Credits**

This course explores the contradictory roles of educators and educational institutions in both preserving the past and preparing students for the future. The impacts of recent innovations and advancements in technologies have not been fully realized and will be

## COURSE DESCRIPTIONS

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the foundation of exploration in this course. The role of change agents, early adopters, and the diffusion process on the acceptance of innovation will be investigated.

### 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.

#### **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.

#### **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.

#### **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.

#### **ELL 354 Grammar in a Second Language 3 Credits**

This course will provide students with foundational knowledge of how and why English grammar is necessary for teaching the four language skills, and recognizing and correcting student errors. This course provides students with an overview of English grammar and strategies for implementing grammar instruction. Students will critique lesson plans in terms of best practices, and create their own lesson plans for specific student populations by applying their knowledge of English grammar and language pedagogy.

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

#### **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 Learner studies in a comprehensive manner and prepare themselves for their future teaching careers. Students will reflect on the work they have produced in their BAELLS courses, 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, and develop skills for applying to teaching positions. This course will culminate with an e-portfolio of student work and a comprehensive final project that integrates learning throughout the program. Prerequisite: Successful completion of the General Education Capstone course.

### ENG English

#### **ENG 121 English Composition I 3 Credits**

This course is designed to enable students to develop competence in analyzing, organizing, and developing ideas. Additionally, students will locate and use library resources to support ideas, and to adapt their writing to various audiences. The course focuses on instruction and practice in writing and critical reading.

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

#### **ENG 301 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.

#### **ENG 302 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.

**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.

**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.

**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, 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.

**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.

**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.

**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.

**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.

**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.

**ENG 353 Evolution & History of the English Language** **3 Credit**  
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 trace the historical origins and influences of the transformation of the English language. Students will also explore the major theories of the evolution of language.

**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.

**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.

**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.

## ENV Environmental Studies

**ENV 100 Introduction to Environmental Studies** **3 Credits**  
This course introduces students to the scientific information and key concepts that underlie the functioning of earth's systems with emphasis on how these systems are shaped by human activities. Students examine the social, economic, political, ethical, and technical dimensions related to environmental issues and solutions. Topics include population growth, natural environmental cycles, industrialized food systems, air and water pollution, and urbanization.

**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.

**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.

**ENV 326 Ecology & Evolution** **3 Credits**  
This course examines the ecological and evolutionary processes across several levels of organization, including individuals, populations, communities, and ecosystems. Students analyze the interactions among organisms and between organisms and their environment, with an emphasis on natural selection. The course demonstrates the methods used by ecologists to answer questions about ecological systems including experimental, statistical, theoretical modeling, and visual representations of data. Prerequisites: ENV 100

**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.

**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.

**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.)

**ENV 350 Conservation Biology** **3 Credits**  
Conservation biology examines the causes and consequences of biodiversity loss, conservation approaches and strategies, and the ecological and evolutionary theory used in these approaches. Students evaluate practices that conserve biological diversity at the gene, population, ecosystem, landscape and global scales. The course

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incorporates topics in culture, ethics, economics and politics to monitor and protect global biodiversity. Prerequisite: ENV 326.

### **ENV 385 Chemistry & Toxicology** 3 Credits

This course examines the underlying scientific principles of toxicants, the sources, fate, and effects of chemicals on organisms and the environment. Students will analyze the accumulation and transport of toxicants in food webs and evaluate their effects on organism physiology, reproduction, and behavior. The course will also include an examination of experimental methods used to assess toxicity, forensic toxicology, ecotoxicology, risk assessment development, role of government regulation, and global and historical contexts.

### **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.

### **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.

## **EPP Educator Preparation Program**

### **EPP 511 English Language Learners in the Classroom** 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.

### **EPP 520 Effective Classroom Management in Elementary Classrooms** 3 Credits

Students will learn research-based strategies and best practices for developing effective instructional programs and managing safe, supportive learning environments in elementary classrooms. The course will introduce participants to practical, field-tested approaches in the related areas of classroom discipline and behavior management, strategies for classroom teachers, and methods that apply to a wide range of classrooms including low-income and multicultural environments.

### **EPP 521 Effective Classroom Management in Secondary Classrooms** 3 Credits

Students will learn research-based strategies and best practices for developing effective instructional programs and managing safe, supportive learning environments in secondary classrooms. The course will introduce participants to practical, field-tested approaches in the related areas of classroom discipline and behavior management, strategies for classroom teachers, and methods that apply to a wide range of classrooms including low-income and multicultural environments.

### **EPP 530 Serving Exceptional learners** 3 Credits

This course prepares students to work collaboratively with families and school personnel to have a positive impact on the educational, social and behavioral development of all students, including those with a full range of disabilities, in a diverse society. The course focuses on knowledge of legislative mandates for serving exceptional students, characteristics of exceptionality, best practice in facilitating teaching and learning, and accountability through assessment of outcomes.

### **EPP 531 Assessing Learners** 3 Credits

This course is designed to familiarize students with current state and local classroom assessment data. Students will learn how to select appropriate reading and math assessment instruments, observe and record data, analyze test scores and performance, interpret data, and outline accommodations and plans for remediation. Students will

practice making educational decisions based upon data provided by local and/or state assessments and communicate assessment results.

### **EPP 540 Elementary Social Science Methods** 3 Credits

Designed to provide teacher candidates with models of instruction consistent with basic principles and new trends of instruction and curriculum development in teaching elementary school social sciences. This course implements current understanding of learning strategies, and opportunities to develop related process skills, use of technology in the teaching and learning of social science, and skills in implementing instructional models.

### **EPP 541 Elementary STEM Methods I** 3 Credits

This course focuses on the development of science teaching competencies, basic principles and new trends of instruction and curriculum development in elementary school science. The course content is designed to help students develop the necessary knowledge, skills, and dispositions to implement inquiry-based, developmentally appropriate science lessons. Unit planning, laboratory activities, evaluation strategies and science learning centers are emphasized.

### **EPP 542 Elementary STEM Methods II** 3 Credits

The primary purpose of this course is to learn about teaching methods and practices designed to make critical academic areas accessible to elementary students. Students will study lesson plan design, assessment strategies and learning activities for maximizing the engagement of their students. Learning centers, games and diagnostic/prescriptive treatment are explored. Students will gain initial information on how to relate national and statewide content standards and frameworks to lesson plan design, a variety of assessment strategies, and ELD/SDAIE strategies.

### **EPP 543 Elementary Integrated Reading Methods** 3 Credits

This course is intended to help elementary school teachers understand the relationship between literacy instruction and content across all areas of study. Particular emphasis is given to the reading and study of expository materials at all levels of the curriculum. The major areas of study include levels of thinking and questioning, textbooks, assessments, factors in learning, reader strategies, and teacher strategies. The instructional strategies discussed are appropriate for elementary grade levels and all content areas.

### **EPP 551 Elementary Student Teaching and Seminar I** 3 Credits

This is the first course of a three part practice teaching and seminar series designed to prepare students to teach in elementary schools. At a qualified school site under the supervision of a mentor teacher and university supervisor, students will develop an understanding of instructional planning and delivery to make content comprehensible, assess learning, support the needs of diverse learners, maintain a safe learning environment and incorporate reflective practices for their own professional development. This course contains a synchronous component each week.

### **EPP 552 Elementary Student Teaching and Seminar II** 3 Credits

This is the second course of a three part practice teaching and seminar series designed to prepare students to teach in elementary schools. At a qualified school site under the supervision of a mentor teacher and university supervisor, students will develop an understanding of instructional planning and delivery to make content comprehensible, assess learning, support the needs of diverse learners, maintain a safe learning environment and incorporate reflective practices for their own professional development. This course contains a synchronous component each week.

### **EPP 553 Elementary Student Teaching and Seminar III** 3 Credits

This is the third course of a three part practice teaching and seminar series designed to prepare students to teach in elementary schools. At a qualified school site under the supervision of a mentor teacher and university supervisor, students will develop an understanding of instructional planning and delivery to make content comprehensible, assess learning, support the needs of diverse learners, maintain a safe learning environment and incorporate reflective practices for their own

professional development. This course contains a synchronous component each week.

**EPP 553 Secondary Integrated Reading Methods 3 Credits**

This course will provide students with the opportunity to acquire knowledge, skills, and ability to deliver comprehensive instruction to English learners. Students will learn how to implement instructional programs that facilitate English language acquisition and development, including receptive and productive language skills, and that logically progress to the grade level reading/language arts program for English speakers. Students will acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities and to develop lessons that promote students' access and achievement in relation to state-adopted academic content standards.

**EPP 561 Secondary English Methods 3 Credits**

This course will learn, practice and reflect on the specific pedagogical knowledge needed to teach English to secondary students. Students will explore a variety of teaching strategies for organizing a secondary English curriculum using the Common Core Standards. Teacher candidates will discuss, plan, implement and assess appropriate instruction using current best practices for the effective teaching of English in secondary classes. The course addresses various curricular areas of English arts, including the teaching of writing, reading comprehension and literature, language applications, grammar, speaking applications and visual media and how they can be effectively integrated into daily lesson planning while meeting Common Core Standards.

**EPP 562 Secondary History-Social Science Methods 3 Credits**

This course is intended to prepare students to be effective History-Social Science teachers in secondary classrooms and is designed to develop the capacities models of instruction consistent with basic principles and new trends of instruction and curriculum development in teaching secondary school social sciences. Emphasis is placed on curriculum, materials, and instructional methods and strategies specific to teaching social sciences to diverse student populations.

**EPP 564 Secondary STEM Methods 3 Credits**

This course focuses on the development of teaching competencies, basic principles and new trends of instruction and curriculum development in secondary school Science Technology Engineering and Math (STEM). The course content is designed to help students develop the necessary knowledge, skills, and dispositions to implement inquiry-based, developmentally appropriate STEM lessons. Unit planning, laboratory activities, evaluation strategies and math and science learning centers are emphasized.

**EPP 571 Secondary Student Teaching and Seminar I 3 Credits**

This is the first course of a three part practice teaching and seminar series designed to prepare students to teach in secondary schools. At a qualified school site under the supervision of a mentor teacher and university supervisor, students will develop an understanding of instructional planning and delivery to make content comprehensible, assess learning, support the needs of diverse learners, maintain a safe learning environment and incorporate reflective practices for their own professional development. This course contains a synchronous component each week.

**EPP 572 Secondary Student Teaching and Seminar II 3 Credits**

This is the second course of a three part practice teaching and seminar series designed to prepare students to teach in secondary schools. At a qualified school site under the supervision of a mentor teacher and university supervisor, students will develop an understanding of instructional planning and delivery to make content comprehensible, assess learning, support the needs of diverse learners, maintain a safe learning environment and incorporate reflective practices for their own professional development. This course contains a synchronous component each week.

**EPP 573 Secondary Student Teaching and Seminar III 3 Credits**

This is the third course of a three part practice teaching and seminar

series designed to prepare students to teach in secondary schools. At a qualified school site under the supervision of a mentor teacher and university supervisor, students will develop an understanding of instructional planning and delivery to make content comprehensible, assess learning, support the needs of diverse learners, maintain a safe learning environment and incorporate reflective practices for their own professional development. This course contains a synchronous component each week.

## ESE Education Special Ed

**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.

**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.

**ESE 601 Students with Exceptionalities in the School Setting 3 Credits**

This course provides an introduction to the education of students in the school setting with exceptional needs, specifically those with mild to moderate disabilities, who qualify for services under one or more of the eligibility criteria covered by special education federal laws. Special education key terms and common strategies that influence learning and behavior as well as ethical and legal privacy rights of families of children with disabilities are introduced. Additionally, variations, characteristics, and patterns of individual differences in learning and academic progress are investigated.

**ESE 603 Law & Ethics in Special Education 3 Credits**

Law & Ethics in Special Education explores the fundamental civil and legal principals and pivotal legislation that contribute to the placement, instruction, service delivery, and privacy issues of those who have a qualifying disability under federal laws. Learners will identify critical issues that may lead to ethical and legal conflicts of interdisciplinary team participants as well as proactive strategies for resolution. Furthermore, the course offers multiple opportunities for analysis of personal biases regarding professional ethics and practice standards. Prerequisite: ESE 601.

**ESE 610 Assessment & Evaluation of Students with Mild to Moderate Disabilities 3 Credits**

Assessment & Evaluation of Students with Mild to Moderate Disabilities provides a comprehensive examination of the assessment and evaluation cycle employed within the special education process. During this course, learners will distinguish the special educator's role within the multidisciplinary assessment process including how the evaluative data drives the planning and development of an individualized program. Additionally, the mandatory safeguards that assure ethical evaluation and assessment practices do not discriminate on the basis of race, culture, or native language are examined.

**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.

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### **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.

### **ESE 634 Education-Based Collaborative Relationships** 3 Credits

This course focuses on collaboration strategies for special educators in the school environment who work with other professionals, services providers, and families of students with mild to moderate disabilities. Emphasis is placed on educators who provide academic support for various service delivery models. Communication, teamwork, and strategies for dealing effectively with conflict are emphasized. Prerequisite: ESE 601.

### **ESE 645 Lesson Design for Students with Mild to Moderate Disabilities** 3 Credits

This course explores the methods of effective instructional planning, lesson design, and teaching strategies for students with mild to moderate disabilities. Learners will develop quality differentiated instruction techniques for various student profiles. Additionally, learners will create individualized goals and objectives for students with disabilities. Prerequisite: ESE 601.

### **ESE 656 Positive Behavior Supports in the Classroom** 3 Credits

This course introduces the underpinnings of behavior theory and offers real-world strategies for the 21st-century classroom that assist today's educators in meeting the needs of students with mild to moderate disabilities. Behavior functions and modifications as well as various methods of observation and documentation are emphasized. Diverse cultural and environmental factors contributing to student behavior are also examined. Prerequisite: ESE 601.

### **ESE 668 Evidenced-Based Instructional Methods for Students with Mild to Moderate Disabilities** 3 Credits

In this course, learners will explore multiple aspects of curriculum design and delivery, apply their knowledge of the characteristics of varying disabilities, and create meaningful classroom instruction that aligns with curriculum, standards, and individualized education program goals. Data-driven instruction derived from individualized assessment results will be accessed and applied to instructional methods. Emphasis will be placed on evidence-based instructional strategies including collaboration with service providers to best meet the academic needs of students with mild to moderate disabilities. Prerequisite: ESE 601.

### **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.

## EXP Freshman Experience

### **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.

### **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.

## FIN Finance

### **FIN 671 Financial Analysis and Security Valuation** 3 Credits

This course is intended for graduate students who expect at some point in their careers to use financial statements to evaluate earnings quality, performance, prospects, and value of a business. The primary emphasis will be on the analysis of public companies, but most of the tools and techniques utilized are also relevant to private firms' financial analysis. This course focuses on the fundamental analysis of valuation, with a focus on developing and applying methods for valuing firms using financial statement analysis.

### **FIN 672 Financial Instruments and Derivatives** 3 Credits

This course develops an understanding of the basic derivative-related financial instruments (forwards, swaps, futures, etc.), and their use in transforming and managing risky investments and projects in the areas of risk management, portfolio insurance, and financial engineering. Students will apply appropriate analytical tools needed to effectively manage risky investments and how to price derivatives.

### **FIN 673 Applied Portfolio Management** 3 Credits

This course deals with the construction and management of an institutional investment portfolio. The course provides the necessary understanding and tools crucial in portfolio management activities. Students will develop an appreciation for the various perspectives and techniques associated with portfolio management and security analysis and apply their knowledge by analyzing stocks and other investments with the guidance of their professor.

### **FIN 674 Strategic Cost Analysis** 3 Credits

This course focuses on the strategic use of cost information for planning and control, as well as costing products, services, and customers. Students will learn alternative ways of measuring costs to meet different management objectives, the role of budgeting as a planning and management tool, the use of cost analysis as a control tool to help management meet short-and long-term profit objectives, and the importance of ethics in achieving all of these objectives.

### **FIN 675 Financial Economics** 3 Credits

This course is designed to give students a strong understanding of the theory and logic of financial economics. Students will review standard models of how consumers and producers behave in the financial environment, and the implications of these models for financial resource allocation and market efficiency. Students will also evaluate the basic tools of economics, including optimization, comparative statics and equilibrium as it applies to finance. Applications to finance will be highlighted throughout the course, and special attention will be paid to how the tools of economics can be applied to problems in finance and business.

### **FIN 676 Financial Accounting** 3 Credits

This course focuses on the source, nature, interpretation of accounting data; analysis, measurement, presentation; significance, relevance of output information to a variety of external needs; financial reporting in a global economy. Students will also develop a better understanding of accounting information, especially the financial statements of

businesses, and how information affects decisions, and especially how accounting information is used in decision making.

**FIN 677 International Finance 3 Credits**

This course is designed to introduce the principles and practices involving finance and investment decisions of multinational firms operating globally. Topics will include foreign exchange markets, financial instruments in the international capital markets, corporate exchange risk management, international investment decisions, global financing strategies, financial crises, and related issues. This course will be exclusively focused on financial management and investment as it relates to the international environment.

**FIN 678 Statistics for Financial Managers 3 Credits**

This course is designed to introduce the principles and practices of various financial decision-making tools and techniques, and to the statistical methods which are used both in the direct solution of financial problems and as foundations for more advanced statistical models and analysis. Topics include collecting data; describing, sampling, and presenting data; probability; statistical inference; regression analysis; forecasting; and risk analysis. Microsoft Excel is used extensively for organizing, analyzing, and presenting data.

**FIN 679 Advanced Corporate Finance 3 Credits**

This course is designed to explore advanced methods and techniques of corporate finance with an emphasis on the practice. Topics include: corporate valuation; financial statement analysis and forecasting; the evaluation of capital investments under differing assumptions about risks; estimating the cost of capital; the effects of debt, equity, mergers, acquisitions, and derivative financial instruments on the value of the firm.

**FIN 680 Corporate Finance Capstone 3 Credits**

This capstone course is designed to integrate advanced methods and techniques of corporate finance with an emphasis on how the various financial theories and practices work together. This course will integrate computer simulations based on a case study. Students will be expected to run simulations and then analyze and report outcomes.

**FIN 681 Money, Banking, and Financial Institutions 3 Credits**

This course focuses on the essential elements of money, banking and financial markets. The emphasis is on macroeconomics including forms and functions of money, financial markets, the role of electronic trading, interest rates, efficient markets, depository institutions and regulations, money supply, central banks, the role of the Federal Reserve, and monetary policy. Students will explore advanced treatment of money and its role in the economy. Students will also examine and analyze the various financial structures and institutions, the Federal Reserve System, and the increasing importance of the global financial arena. Special emphasis is placed on financial events and policy issues.

**FIN 683 Investment Analysis 3 Credits**

This course is designed to explore the fields of security analysis and portfolio management. Students develop an understanding of debt and equity securities as well as derivatives. Students learn to apply the theory of investment strategies and techniques

**FIN 689 Advanced Financial Management and Analysis 3 Credits**

This course integrates subject matter from financial management and accounting program courses. Advanced principles, techniques, and theories are applied through the analysis and presentation of case studies. The course will culminate in a research paper that comprehensively assesses an important current issue or emerging trend in the field of financial management and analysis.

## GEN General Education

**GEN 102 Digital Literacy for Life and the Workplace 3 Credits**

This course offers an overview of digital literacy as it applies to personal, academic, financial, and professional success. Students will analyze the impact of digital technology on personal and social communication to develop digital literacy skills that will assist in

achieving academic and career goals. An overview of financial literacy in the digital age is introduced with practical strategies for application in personal and professional life.

**GEN 103 Information Literacy 3 Credits**

This course will provide a foundation in information literacy skills. Students will learn distinct research methods for various types of questions as well as develop methods to evaluate resources based on authorship, authority, credibility, information type, currency, and purpose. A focus on the use and acknowledgement of resources will provide students with a ground for future ethical research. The course will emphasize the use of academic research and organization tools with a focus on applying those methods to make informed choices and think critically about various sources of information.

**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.

## GEO Geography

**GEO 308 Geographic Information Systems 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, defense and intelligence, emergency response, business, 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. Note: The software used in this course has specific computer requirements including, Windows 8 Operating System, 2.2 GHZ minimum speed, and 2GB minimum Memory/ RAM.

## GRO Gerontology

**GRO 200 Introduction to Gerontology 3 Credits**

This course will provide an introduction to aging and an overview of the field of gerontology. The major concepts, theories and principles of gerontology will be introduced. Students will explore ageism in the United States, current demographic trends in our society, old age as a stage of lifespan development, health and health care concerns of older persons, issues of work, retirement, housing and economics, family relationships and social support, quality of life, and political issues of an aging society. Concepts, practices and other issues of aging will be explored.

**GRO 202 Psychology of Aging 3 Credits**

This course covers normal aging from a cognitive perspective as well as various forms of dementia, including signs and symptoms, risk factors, and neuropathology. Students learn about cognitive changes that occur with normal aging as well as risk factors for transient cognitive impairments. Alzheimer's disease is discussed in detail as well as non-Alzheimer's forms of dementia, including frontotemporal dementia syndromes, Parkinson's disease dementia, Lewy body dementia, vascular dementia, and Creutzfeldt Jakob disease. The course also includes a section on evidence-based factors related to successful aging and the future of aging research.

**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.

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### **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.

### **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.)

### **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.

### **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.

### **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.

## **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.

### **HCA 312 Health Care Finance** 3 Credits

This course provides an introduction to health care finance. Students will develop skills for the role of a health care manager to plan, control, direct and coordinate financial activities related to the organization's day-to-day operation. Learning will consist of understanding financial reports, revenue sources, contractual allowances, budgeting, cost classifications, annualizing staffing, inventory and depreciation methods. Students will calculate financial ratios and analyze the results to determine the efficiency of the organization's financial operations. Additionally, the functions of the health care financial manager will be addressed through understanding financial practices, governmental policies and regulations, cash management strategies and consistent methodologies involved in the financial decision-making process in the health care setting. Prerequisites: ACC 281 and HCA 205.

### **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 205 or HCA 305.

### **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.

### **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.

### **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 205, HCA 305 or HPR 231.

### **HCA 352 Legal & Ethical Aspects of Health Information Management** 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, risk, quality, and utilization management. In addition, the legal and ethical ramifications of federal legislative mandates pertaining to health information management are reviewed. Case studies are utilized throughout the course to help students apply course concepts.

### **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. Prerequisite: HCA 205.

### **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.

### **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.

**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.

**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.

**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.

**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.

**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. Prerequisites: Successful completion of the General Education Capstone course and majority of major coursework.

**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.

**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.

## HCS Health Care Studies

**HCS 308 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. Prerequisite: HWE 200

**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.

**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.

**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.

**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.

**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 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.

**HCS 334 Personal Fitness & Wellness for Optimal Living 3 Credits**

Students will compare their own physical activity habits to national guidelines and explore the benefits of physical activity as well as the consequences of physical inactivity. Written assignments, case studies, and discussion forums provide students with an opportunity to design exercise and wellness plans for themselves and potential clients. Prerequisite: HPR 205 and HWE 200.

**HCS 339 Introduction to Western Herbalism; Basic Doctrine, Energetics and Classifications 3 Credits**

This course explores fundamental constructs of Western Herbalism. Its focus is in providing the student a framework from which herbs can be conceptualized as entities with energetic and practical signatures. Consequently, herbs will be presented and appreciated from various and eclectic points of view which describes their characteristics and actions for their application in various body tissue conditions. The course will also cover qualitative descriptions (constitutions) that are tied to the

## COURSE DESCRIPTIONS

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human organism, appreciation of therapeutic laws, and classification of medicinal plants. Prerequisites: HCS 321 and HCS 326.

### **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.

### **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.

### **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 & the majority of major coursework.

### **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.

## **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.

### **HHS 207 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.

### **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.

### **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.

### **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.

### **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.

### **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.

## **HIA Health Informatics & Analytics**

### **HIA 625 Principles of 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.

## **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.

### **HIM 205 Anatomy and Physiology** 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.

### **HIM 206 Anatomy & Physiology** 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.

- 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.
- 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. Prerequisite: HCA 205.
- 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 diagnosis coding and organizational structure for provider billing. Prerequisites: HIM 105, HIM 205, HIM 206, HIM 210 and HIM 217.
- HIM 251 Clinical Classification Systems II** **3 Credits**  
This course is part two of a two-part course that introduces students to applications for clinical classification and coding. Students will compare and contrast various processes, policies, and procedures to ensure the accuracy of coded data and demonstrate their understanding of diagnosis and procedure coding systems through practical application. Prerequisites: HIM 105, HIM 205, HIM 206, HIM 210, HIM 217, and HIM 250.
- 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 and HCA 205.
- 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 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 health care.
- HIM 310 Healthcare Reimbursement** **3 Credits**  
This course reviews health care reimbursement methodologies, government and voluntary health care insurance plans, and inpatient and outpatient reimbursement systems. Students will learn about the revenue cycle, audit processes and compliance strategies. Prerequisite: HCA 205, HIM 250 and HIM 251.
- HIM 360 Healthcare Statistics** **3 Credits**  
This course introduces the student to the generation and analysis of common health care 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 health care. Prerequisites: HCA 205, HIM 217, HIM 250, and HIM 251, and Quantitative Reasoning Core competency.
- 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 health care providers. Students will demonstrate their ability to apply knowledge, analyze situations and create solutions in various health care 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.
- 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 health care. The course will evaluate informatics-based support resources to include evidence based practice, clinical decision support and transport protocols. Prerequisite: HIM 301.
- HIM 420 Health Information Governance & Strategic Planning** **3 Credits**  
This course addresses key components of health care information systems and operational effectiveness. Students will analyze the strategic alignment of health information technology, including the evolution of health care information systems and data governance. Students will evaluate health information architecture and infrastructure, applications and service management, and administrative and financial systems. Foundational information on the transition of data into knowledge, value analysis, and information management strategic planning is provided. Prerequisite: HIM 301, HIM 217, HIM 252, HIM 370 and HCA 205.
- 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 the construction and utilization of health care data sets; the use of computerized statistical packages in health care; 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.
- 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 quantitative reasoning core competency, HIM 360, HCA 205, and HIM 252.
- HIM 445 Healthcare Project Management** **3 Credits**  
This course explores principles of project management to improve quality and decrease cost in health care. 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: HCA 205 and HIM 450, HCA311, HCA 312 or ACC 281
- HIM 450 Healthcare Management** **3 Credits**  
This course focuses on key management principles in health care 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 205, HCA 375, HIM 105, HIM 205, HIM 206, HIM 210, HIM 217, HIM 250, HIM 251, HIM 252, HIM 310, HIM 360 and HIM 370. This course must be taken at Ashford University and may not be transferred from another institution.
- HIM 495 Professional Practice Experience II** **3 Credits**  
This course is a combination of virtual activities and a supervised management experience in a health care 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. This course is not eligible to be taken as Non-degree

## COURSE DESCRIPTIONS

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seeking. PPE site approval is required before this course can be scheduled.

### 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.

#### **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.

#### **HIS 205 United States History I 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.

#### **HIS 206 United States History II 3 Credits**

This course 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.

#### **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. Prerequisites: ENG 122 and HIS 206. Suggested Prerequisite: HIS 378.

#### **HIS 311 Gender in History 3 Credits**

This course examines the changing roles and relationships of individuals and groups within specific historical contexts in an exploration of gender's centrality to the study of the past. Students will assess gender as a category of socially constructed difference that reveals the complexity of peoples' experiences as historical actors. Starting from a broad discussion of gender history and theory, the course moves chronologically and geographically through major themes including the family, economic life, ideals and laws, religion, political life, education and culture, and sexuality. Within each topical area, emphasis is placed on the ways that gender is integral to other relations of power, which have affected human lives in multiple ways over time and place. Prerequisite: ENG 122 and HIS 206. Suggested Prerequisite: HIS 378.

#### **HIS 340 Recent American History 3 Credits**

This course will examine the foreign policy, political, cultural and social developments in the United States in the years after World War II. Prerequisites: ENG 122 and HIS 206. Suggested Prerequisite: HIS 378.

#### **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. Prerequisites: HIS 104, ENG 122 and HIS 206. Recommended prerequisite: HIS 378.

#### **HIS 355 Decolonization in Asia, Africa, and the Americas 3 Credits**

In this course, students will investigate the end of Western imperialism

and the decolonization process within Asia, Africa, and the Americas via comparative analysis. Emphasis is placed on the legacy of imperialism in modern society, different nationalistic movements driving decolonization, the impact of decolonization on society and culture, the relationship between formerly colonized nations and their colonizers, and the impact of globalization in the post-colonial world. Prerequisites: ENG 122, HIS 104 and HIS 206.

#### **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: ENG 122 and HIS 206

#### **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. Prerequisites: ENG 122, HIS 104 and HIS 206. Suggested Prerequisite: HIS 378.

#### **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.

### HMC Health Marketing and Communication

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

## HON Honors

### **HON 270 Thinking Critically about Global Issues** 3 Credits

This course teaches critical thinking through a careful study of global issues. Utilizing principles of logic, including analyzing reasoning and assessing sources, students will examine critical issues of our time. Students will engage in individualized and experiential learning, in conjunction with scholarly research, in order to explore relationships between critical thinking and personal responsibility. The course emphasizes self-motivated research, with an eye to leadership and problem solving. Prerequisite: Must be a current Honors student. Nontransferable; not eligible for Prior Learning Assessment (PLA) credit.

### **HON 280 Society, Power, and Responsibility** 3 Credits

This course will provide students with a foundation for informed and effective civic engagement. Students will assess the civic identities of different cultures, communities, and societies, including their own, evaluating the impacts of various forms of civic engagement. Students will analyze political biases in media, and explain how political policies and discourse impact their lives. Emphasis will be placed on the ways that diverse communities have engaged in various civic processes to create change. Prerequisite: Must be a current Honors student. Nontransferable; not eligible for Prior Learning Assessment (PLA) credit.

### **HON 290 Studies in Culture and Society: Exploring Diverse Perspectives** 3 Credits

In this course, students will explore themes of intercultural and global awareness and apply this knowledge to real life situations, both historical and contemporary. Students will analyze diverse modes of cultural expression and experience from multiple perspectives. Students will also examine how cultural biases are created and how these influence both past and current events. Prerequisite: Must be a current Honors student. Nontransferable; not eligible for Prior Learning Assessment (PLA) credit.

### **HON 470 Leadership in the 21st Century** 3 Credits

This course is designed for students to acquire leadership skills that will benefit society on a global scale. Students will examine the role of leadership in the context of global and societal issues. Additionally, students will move from theory to the practical processes of leadership in the 21st century, while investigating process and content issues related to team building, interpersonal and group dynamics, and effective problem solving and ethical decision making skills in today's world. Finally, students will be challenged to assess primary global leadership examples, think critically upon the principles evident in our current leaders, and develop a real-world strategy for addressing a relevant societal issue. Prerequisite: Must be a current Honors student. Nontransferable; not eligible for Prior Learning Assessment (PLA) credit.

### **HON 480 Envisioning Innovation and Creativity in the 21st Century** 3 Credits

In this course students will examine the key elements of innovation and creativity in the 21st century. Students will formulate a personal philosophy of creativity and innovation, as well as develop an innovation toolbox. In addition, students will propose idea generation techniques meant to stimulate individual or group problem solving approaches. Finally, students will integrate innovation and creativity strategies within individual discipline-specific work. Prerequisite: Must be a current Honors student. Nontransferable; not eligible for Prior Learning Assessment (PLA) credit.

### **HON 490 Honors College Seminar** 3 Credits

The Honors College Seminar provides students an opportunity for the synthesis and application of content learned throughout their honors

coursework though a spiraled process of skill demonstration including reflection, application, and evaluation. Students will use digital tools to create and showcase scholarly artifacts for both academic and purposes. Prerequisite: Must be a current Honors student. Nontransferable; not eligible for Prior Learning Assessment (PLA) credit.

## HPR Health Promotion

### **HPR 205 The Human Body, Health & 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.

### **HPR 231 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.

### **HPR 232 Community Health Promotion Methods** 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.

### **HPR 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.

### **HPR 350 Introduction to Epidemiology** 3 Credits

This course will introduce students to the field of epidemiology, its purpose and benefits within the public health and health-related fields. It will provide the students the opportunity to review current and relevant health surveillance data and its application in the various health care fields. Furthermore, it will afford the students the opportunity to learn about the role of epidemiologists in today's health care system.

### **HPR 450 Grant Writing and Evaluation** 3 Credits

This course explores the strategies and execution of the grant process and proposal writing in both non-profit and government sectors. The course covers research for local, state, federal and private funding sources, and emphasizes the creation and preparation of competitive proposals. Students will use all aspects of grant and proposal writing, including how to effectively describe objectives, research and program design, methodology, expected measurable outcomes, evaluation, and budget development. Students will prepare an actual grant proposal as the final project.

### **HPR 460 Analysis of Health Research** 3 Credits

This course is designed to provide students the opportunity to develop a

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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.

## HRM Human Resources Management

### **HRM 400 Human Resource Technology Management 3 Credits**

This course explores the impact of using technologies in serving HR by building an awareness of technological skills. The content investigates how information technology can be applied to strategic management, records and employee tracking for enhanced recruitment, selection, staffing, compensation, benefits administration, policies and procedures, performance evaluation, training and organizational development. Ethical and legal challenges regarding protection of human resource data are researched.

### **HRM 610 Employment Law and Labor Relation 3 Credits**

This course offers a comprehensive review of labor relations and employment law as well as legal issues surrounding today's employment market. The course is designed to evaluate, analyze and apply laws and legislation designed to protect employees and laborers and their implementation by government entities. Students will examine antidiscrimination, occupational safety and health, unemployment, privacy, wages and other federal employment and labor laws. Students will become familiar with leading labor and employment regulations and practice in order to apply them to the workplace.

### **HRM 620 Job Analysis and Design 3 Credits**

This course examines the process of designing jobs based on market analysis and organizational strategy. Students will explore how job analysis and job design contributes to performance measurement, selection and other core Human Resources functions. Prerequisite: HRM 610.

### **HRM 630 Workforce Planning and Talent Management 3 Credits**

This course provides a study of the theory, principles, and legal requirements for effective workplace planning, recruitment, selection, and retention. Students will explore methods for forecasting staffing needs, and attracting and retaining talent. Students will examine the usefulness of various methods and metrics used in job analysis, testing and measurement, and internal and external market analysis. This course explores practical situations regarding areas of employee performance, discipline and termination. Prerequisite: HRM 620.

### **HRM 640 Workforce Planning and Talent Management 3 Credits**

This course is a study on the role of measurements and metrics in making informed decisions and aligning HRM strategies with business objectives. Students will examine Human Resource Management Systems (HRMS), performance management, and HRM Analytics. Students will also learn how to bridge the gap between organizational strategy, individuals, and departments. Prerequisite: HRM 630.

### **HRM 650 Managing a Global and Diverse Workforce 3 Credits**

This course provides students with an understanding of the importance of diversity within the modern workforce and strategies to manage diversity. Students will explore the multifaceted nature of diversity and the relationships between diversity, Equal Employment Opportunity and affirmative action. Students will be able to understand the mechanics of oppression and power while learning the greater advantages of hedging diversity for higher organizational performance and managing the emerging issues in diversity. Prerequisite: HRM 640.

### **HRM 660 Organizational Development 3 Credits**

This course is designed to introduce students to organizational development concepts and the role of HR as an internal consultant

within an organization. Students will examine organizational development theories, models, and tools and the major functions of human resources and how they relate to an organization's management strategy. Prerequisite: HRM 650.

## HSL Human Services Leadership

### **HSL 200 Direct Service Skills and Interventions in Human Services 3 Credits**

In this introductory course, students will develop an understanding of the fundamental elements associated with the provision of direct services to various client populations. Emphasis will be placed upon formulation of a client assessment, development of interventions for clients, designing an implementation plan for interventions, and formal termination. Practical skills and competencies will also be highlighted, including the significance of understanding the role of evidence-based practice, problem-solving, proper documentation, and self-care.

### **HSL 300 Social Welfare Policy and Social Programs: An Historical Perspective 3 Credits**

This course provides students with a comprehensive account of relevant social policies that have shaped the evolution of contemporary human services. An historical approach will be taken to examine various facets of how social welfare policies have been formed, as well as issues and considerations that have impacted their development and implementation. Students will gain insight into human service policies and social programs from the early 1900s to present day.

### **HSL 497 Human Services Leadership Capstone 3 Credits**

In this final course, students will reflect upon and synthesize the major insights gained in their study of Human Services Leadership. A substantive paper and project will be developed which requires students to critically analyze and apply their experiences and integrate knowledge gained throughout their program. The focus is on using strategic human services leadership skills in developing a project that is directly related to access and delivery of services to a selected client group within the student's community. Students will also have the opportunity to participate in a program approved online service learning project. Prerequisite: Successful completion of the General Education Capstone course

## HSM Homeland Security Management

### **HSM 101 Introduction to Homeland Security & Emergency Management 3 Credits**

This course is a broad overview of homeland security in the United States. Areas of study include the organizational structure of the Department of Homeland Security as well as the principals, foundations, and doctrines surrounding homeland security. Students examine both historical and current issues related to the creation of the Department of Homeland Security, current policies of the Department, and potential career paths within the department.

### **HSM 201 Department of Homeland Security Missions & Current Issues 3 Credits**

The course examines the Department of Homeland Security core missions; the reasoning behind the Department; the threats to America; and the current issues revolving around homeland security. In addition, students look at the various career opportunities in the Department of Homeland Security.

### **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.

### **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.

**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.

**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.

**HSM 323 Revolution & Terrorism in the Modern World 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.

**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.

**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.

**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.

**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.

**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.

## HUD Human Development

**HUD 5110 Human Sexuality 3 Credits**

Human Sexuality provides a comprehensive introduction to

interdisciplinary issues of social, cultural, behavioral, biological, and psychological aspects of sexuality. The course provides knowledge in the basic areas of sexuality theory across the life-span that includes childhood, adolescence, adulthood, and later life. Students will apply and critically analyze contemporary human sexuality research to public policy, health services, and other social services programs by addressing issues (some of which are controversial) such as challenges in discussing sexuality, sexual problems and dysfunction; sexual coercion and abuse; sex industry; sexual identity (mainstream and LGBTQ) sexually transmitted infections (STIs) and sexual risk; aging and sexual function, and finally optimal sexual well-being in later life.

**HUD 5320 Advanced Theories of Adult Personal Transformation 3 Credits**

This course combines theoretical concepts of adult development and adult learning with the experiential processes that lead to personal transformation. Course topics add to the external, rational, and analytical perspectives by also exploring the internal processes of how adults learn and transform their meaning schemes over time. Students will have the opportunity to become aware and analyze current assumptions, interpretations, emotions, beliefs, habits of mind, and perspectives that define their external and internal world. Students will participate in mindfulness practices designed for transformational change, such as journaling, discourse, and a variety of reflective practices.

**HUD 5330 Personality Development 3 Credits**

This course introduces an array of personality theories, assessments, current research, and mechanism for transformational growth. Topics include psychodynamic models of personality, trait theories, and humanistic theories. Students will gain a broad grasp of the field of personality development by participating in experiential activities designed to foster an understanding and acceptance of their personality that include identity, agency, personal power, and shadows, the assumptions of each, and the implications for personal moral, emotional, and spiritual development; and interpersonal relationships.

**HUD 5340 Resiliency, Transformation, & Life's Challenges 3 Credits**

This course examines the theoretical concepts and assumptions of an individual's ability to appropriately manage and cope with life's stressors and adversity. Topics will explore factors in developing resilience when dealing with both ordinary and extraordinary stress. Students will have the opportunity to explore their own sense of resiliency and practice strategies based on empirical evidence from research on resilient individuals who have a tendency for adopting coping strategies that elicit positivity. Resiliency strategies include cognitive reappraisal such as finding benefit-in life's challenges, humor, or optimism; realistic planning, self-confidence, goal directed problem solving skills, and the ability to manage strong impulses and feelings.

**HUD 5420 Interdisciplinary Theories of Gerontology 3 Credits**

This course explores the interdisciplinary issues associated with gerontology and aging. Topics include social, biological, cognitive theories; differences in issues related to environment and gender; and future implications for service organizations and policy makers in relation to an aging society. Students will understand the individual aging process related to psychological, economic, cultural, and health issues. Students will critically assess the practical implications of an aging population, its social significance, and its effect on society at large in relation to policy, services, living environments, retirement, social support, family relationships, and diseases of older adulthood.

**HUD 5430 Physical & Psychological Aspects of Aging 3 Credits**

This course explores the current trends in research regarding the ethical, philosophical, and emotional aspects of death and dying for the individual, family, care-givers, and others. Students will gain an understanding of the physical and psychological aspect of aging including topics and related to the meaning and end of human life according to various religious and cultural viewpoints in relation to topics such as the quality and sacredness of life, end of life moral

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issues, grief and mourning, suicide, and perspectives on life after death. Students will be provided realistic case studies to critically analyze the broad array of choices faced by people who are approaching the end of their lives, including their families and loved ones and other who are involved in the decision making process. Students must consider a question related to suffering, dying, prolonging, and manipulating life.

### **HUD 5440 Optimizing Aging: Learning, Leisure, & Social Interaction** 3 Credits

This course focuses on recent theory related to the elderly within a social context. Students will be able to personally relate with the aging process and the skills necessary to cope with the emotional and physical challenges associated with the aging process, including how society responds to older adults. Topics include demographics, stereotypes and attitudes, intimate relationships, recreation, physical ability, wellness, family relationships, caregiving, employment and retirement, finances, living environments, crimes against and by older adults, social programs, and political power of the older cohort.

### **HUD 6910 Human Development Capstone** 3 Credits

This capstone course addresses the application of human development theory to research and practice. Students will choose from a selection of case studies provided that deal with gerontology or adult development and will be required to develop a proposed solution that applies their learning through an integrative project plan that combines advanced research, data collection, analysis, and reporting. Prerequisite: completion of all required coursework. This course may not be transferred in.

## **HUM Human Services**

### **HUM 5010 Overview of Human Services** 3 Credits

This course is designed to introduce the student to the broad field of human services, the types of disciplines represented in the field, the general nature and scope of services provided by the disciplines, the similarities in services provided, and the differences among the disciplines. A major emphasis will be on the ways in which human services professionals can effectively and efficiently interact to enhance service delivery and maximize the use of valuable resources.

### **HUM 5060 Grant Writing** 3 Credits

This course provides students with knowledge of various types of government and private grants, sources of information on funding agencies, grant writing principles and techniques, pre-submission consultation review processes, and the overall grant review process. Practice in researching funding sources and grant guidelines and in proposal preparation are included.

### **HUM 5100 Integrative Project for Human Services** 3 Credits

This course provides the opportunity for students planning careers in human service agencies to apply knowledge and skills obtained throughout the program in a practical way. Students may opt for projects in new program/ service delivery design, program evaluation, or grant writing by utilizing quantitative or qualitative research on an issue in human service delivery, or other appropriate areas, approved by the instructor. HUM 5100 is intended to be a capstone course in the student's program. Prerequisite: completion of all required coursework. This course may not be transferred in.

### **HUM 5210 Recruiting & Coaching Volunteers** 3 Credits

This course is designed to provide students with working knowledge of volunteer use in human service agencies. Sources and methods of volunteer recruitment, legal issues in the recruitment and use of volunteers, screening issues, methods of training, and techniques for coaching, securing and maintaining on-going commitment, and effective use of volunteers are areas of focus.

### **HUM 5220 Non-Profit Principles & Practices** 3 Credits

This course provides students with the common issues and principles surrounding non-profit agencies and organizations. Background and philosophy, rules and regulations, tax implications, principles of philanthropy, the role of grants and other sources of external funding

are emphasized. Prerequisite for MA Psychology, Non-Profit Management Specialization: completion of all required coursework.

### **HUM 5300 Human Services Delivery Skills & Processes** 3 Credits

This course provides students with a broad overview of the laws and regulations that govern delivery of services in the various human services disciplines. Cross-disciplinary regulations, policy development and review in agencies, and methods to impact policy /regulation development and revision at the state and national level are areas of emphasis.

### **HUM 5500 Human Services Administration** 3 Credits

This course draws from the concepts of organizational behavior and leadership theory and human services policy to present the students a conceptual framework for leading a human services organization. Leadership issues unique to human services settings will be discussed, with the focus on developing effective leadership styles, promoting self-care practices, and using mindfulness-based strategies to enhance self-awareness and improve organizational effectiveness in human services agencies. Prerequisites: HUM 5300.

### **HUM 6100 Group Theories & Human Systems** 3 Credits

This course will explore group theories and groups as human systems. Students will study how large and small groups are utilized in human service organizations. The students will also gain an understanding of group dynamics and functionality for the application of research and theory relating to large and small groups and human social systems for the enhancement of service delivery. The emphasis is on integrating theory and concepts from the behavioral and social sciences as a basis for understanding group systems theory and human behavior within human services and society.

### **HUM 7100 History & Systems of Human Services** 3 Credits

This entry point course provides the historical context and development of the human services field. This course examines the historical context and the evolution of health and human services professions. Students will study the origins of the profession and evaluate ways in which philosophical and ideological perspectives have defined the fields of practice throughout its history. Students will analyze the ways service delivery and social policy has changed in response to political influence and societal needs. Students will explore the differing political, social, and economic perspectives and their influence on health and human services professions.

### **HUM 7140 Socio-Cultural Determinants in Society** 3 Credits

In this case study-based course on social determinants of human services and aspects of diversity, students will examine the conditions in which people are born, grow, live, work, and age in varying US and global social systems and demographics. Students will explore social constructs, correlates of behavior, impact of social and community structure on status, and disparities within diverse communities. Students will apply social and behavioral theories of human service resources, strategies, methods, ethics, and public policy.

### **HUM 7160 Organizational Operations & Human Services Administration** 3 Credits

Students will apply advanced critical thinking skills in this course designed to expose them to a broad range of essential organizational operations and extend students' existing knowledge base on the workings of human services administration. In addition to exploration of volunteer recruitment, retention and management, marketing, cross-disciplinary regulations, development and implementation of policy, change management, fund-raising, the critical focus will apply to leadership theories and organizational behavior aimed at positions of leadership within an organization.

### **HUM 7170 Financial & Grant Management** 3 Credits

This financial and grant management course critically examines and identifies various accounting and financial knowledge related to the establishment and monitoring of financial strategies, policies, and tools within a government or private human services organization or service. In addition, financial management roles and responsibilities, advanced



grant writing principles and techniques, and ethical financial practices and accountability will be explored and developed.

**HUM 7175 Program Review & Evaluation 3 Credits**

This practical program review and evaluation course for the human services discipline will employ a hands-on approach ultimately culminating in a hypothetical program evaluation and service-level improvement by completing weekly process goals, to include analysis of a completed needs assessment survey. The course will provide students with all materials needed in order to evaluate the complex program presented and complete tasks to ultimately modify it by the end of the term.

**HUM 8060 The Non-Profit Executive as Fund Raiser 3 Credits**

This advanced seminar examines all recognized methods of fund raising, forecasting fund raising income, and balancing administrative and fundraising expenses in the short term with longer term programmatic and mission goals. Topics include direct mail, planned giving, special events, corporate giving, and foundation grant writing.

**HUM 8070 Advanced Seminar: Volunteers & Non-Profit Governance 3 Credits**

Non-profit organizations and their governance, depend heavily on sound working relationships among staff, especially executive staff, volunteer officers, and board members. This course explores common issues and concerns related to this governance, especially succession planning, assessing the ability of potential leaders, executive development, and engaging volunteers during and between board meetings.

**HUM 8105 Applied Human Services Policy 3 Credits**

This course examines cutting edge trends in the formation and execution of human services policy in public and private organizations. Selected topics include the current human services climate, forces driving policy formation and execution, and issues related to the future of human services policy. The topics selected will connect human service policy with culture, existing organizational strategies, and the process of change in future directions. Effective mechanisms to influence policy are emphasized. Major case study examples of human services policy are included in the learning process.

**HUM 8115 Theories & Strategies of Community Development & Advocacy 3 Credits**

This course examines the theories and research underlying the political, economic, and social structures related to community groups and organizations within contemporary society. Students analyze methods of creating communities and social organizations that empower and support individuals to work together to initiate change, with or without the assistance of outside advocacy. Students develop skills to create and assess community action plans, incorporate persuasive language into client advocacy, and organize political action groups to seek opportunities for themselves and others. There is a focus on social and economic justice within the context of human services' ethics that supports and sustains the well-being of individuals and communities, especially among diverse populations.

**HUM 8125 Performance & Quality Management 3 Credits**

This course provides students with the opportunity to explore the theories underlying performance evaluation and approaches to evaluation in human services settings. Emphasis is placed on conceptual, methodological, organizational, political, and ethical problems in evaluating both risks and approaches involved in the delivery of human services. Students will learn to identify quality and outcome indicators. They will learn to evaluate research and analyze data associated with the evaluation of the quality of service delivery and the assessment of risk. They will learn construct techniques used to perform the evaluations, strategies for getting human services professionals to be invested in the development of the research and in the outcomes, demonstration of program effectiveness, and dissemination of results to stakeholders.

**HUM 8215 Special, Vulnerable & Underserved Populations in Human Services 3 Credits**

This course will apply a hands-on approach to understanding the unique needs of vulnerable and underserved populations in the human services field. Students will explore all of the following and select one to complete a practical project incorporating the study of and recommendations for specific needs of: military members and their families, veterans, homeless individuals and homeless families, immigrants, the geriatric community, medically underserved, chronically and severely mentally ill, single parents, the uninsured, economically disadvantaged children and families, those with human immunodeficiency virus [HIV], racial/ethnic minorities, incarcerated individuals and their families, or any other instructor approved demographic population.

**HUM 8225 Human Services Information Technology 3 Credits**

This course explores the past, present, and future of various human services information technology modalities from the basics of computer literacy, telecommunications, networking, accounting and administrative applications, to security issues and Health Insurance Portability and Accountability Act of 1996 (HIPAA). With evolving changes in laws and policies, such as implementation of the Affordable Care Act, this course is recommended for those students interested in staying abreast of the latest in cutting-edge technologies that coincide with this and other legislative initiatives impacting the human services field.

**HUM 8519 Advanced Seminar: Ethical Issues in Non-Profit Management 3 Credits**

This advanced seminar examines enduring issues in business and professional ethics and applying proven approaches to ethical professional practice and organizational operations in contemporary non-profit organizations. Topics will include social responsibility of for-profit organizations in support of non-profit organizations, program operating budgets vs. long-term financial stability, and ethical concerns related to governance and program priorities.

**HWE Health and Wellness**

**HWE 200 Introduction to Health & Wellness 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.

**HWE 330 Musculoskeletal Anatomy & Physiology 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 common pathologies of the upper and lower extremities and trunk. This course expands upon the anatomical concepts provided in the prerequisite, The Human Body, Health, and Disease. Prerequisite: HPR 205.

**HWE 340 Exercise & Physiology 3 Credits**

This course introduces students to physiological responses to exercise in the human body. Students compare the major physiological systems (energy transfer, cardiovascular, respiratory, neuromuscular, etc.) at rest, explain the systemic adaptations that occur with acute and long-term exercise, and evaluate how these activities affect health and human performance. Students also analyze how nutrition and pharmacological aids impact athletic performance. Prerequisites: HPR 205 and HWE 330.

**HWE 415 Stress Management 3 Credits**

This course will provide students with the opportunity to learn about the effects of stress, apply stress management techniques, and develop stress management programs while considering various cultural backgrounds. Students will analyze the relationship between stress and health. This course is designed to provide the student with a basic

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understanding of stress management concepts including causes and effects of acute and chronic stress as well as techniques used to manage stress. Prerequisite: HWE 200.

### **HWE 420 Wellness for Special Populations** 3 Credits

This course is designed to provide students the opportunity to enhance their understanding of nutritional concepts and designing exercise programs for special populations. Students will learn how to apply knowledge to develop and modify exercise plans for individuals with special conditions. Special populations that will be covered in this course will include but not limited to: the elderly, pregnant women, individuals at risk for disease (i.e. elderly, obese), and individuals living with health conditions (i.e. cardiovascular disease, arthritis, pulmonary disease, obesity, diabetes, hypertension, etc.). Risks, contraindications, and benefits of exercise for these special populations also will be covered. Prerequisites: HWE 200, HWE 330, HWE 340, and HCS 334.

### **HWE 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. Assignments provide students with an opportunity to create health and wellness programs for target populations and apply appropriate health promotion strategies and techniques to benefit these groups. Students analyze lifestyle factors that negatively or positively affect health and evaluate the effectiveness of wellness programs. This course also provides an opportunity for the students to develop career-related tools for use in professional situations. This course should be taken as the last course in the program.

## **IDT Instructional Design and Technology**

### **IDT 601 Instructional Analysis I** 3 Credits

This course provides an introduction to the instructional design process. Students will start with the identification of a problem or need that can be addressed by an instructional intervention. Weekly course work will then culminate in conducting a complete instructional design front end analysis (IDFEA). Major components to the IDFEA include: gathering data to inform the intervention, identifying and describing a target audience and learning setting, and providing an overview of tasks, instruction, and content that will be associated with the proposed solution to the problem or need. In addition, students will take part in professional network development (PND) activities and discussions to create connections to other professionals via social networking technologies in the field of instructional design and technology.

### **IDT 602 Instructional Analysis II** 3 Credits

This course builds on the work completed in IDT 601: Instructional Analysis I. Weekly course work will culminate in the completion of instructional design project proposal (IDPP) and a conference presentation and proposal (CPP). Major components to the IDPP include: addressing the strategies and resources as well as the outcomes that the target population will achieve as a result of the instructional intervention. The CPP is an opportunity to construct and present a proposal for the instructional design project as if planning to do so at an academic or professional conference. Although an actual conference will not be attended, a presentation will be recorded for MSIDT program peers and the program's faculty to view. The proposal format used has been adapted from the Association for Educational Communications and Technology (AECT) conference proposal. The AECT was chosen as it is a prominent organization in the field of instructional design and technology. In addition, students will take part in professional network development (PND) activities and discussions to create connections to other professionals via social networking technologies in the field of instructional design and technology. Prerequisite: IDT 601

### **IDT 603 Instructional Design and Technology I** 3 Credits

This course builds on the work completed in IDT 602: Instructional Analysis II. Weekly course work will culminate in the completion of a design document, flowcharts, and storyboards. The Design Document is where additional factors that may affect the design of the final project will be considered while the flowcharts and storyboards will provide

graphical and visual details related to project navigation, usability, and design. Prerequisite: IDT 602.

### **IDT 604 Instructional Design and Technology II** 3 Credits

This course builds on the work completed in IDT 603: Instructional Design and Technology I. Weekly course work will culminate in the completion of instructional materials, the assessment of project changes, and professional network development. Three examples of instructional materials to support the implementation of the final project will be created. Students will also assess their MSIDT coursework up to this point and make necessary project revisions to refine the overall effectiveness of the design, feasibility, usability, and alignment to the project learning objectives. In addition, students will take part in professional network development (PND) activities and discussions to create connections to other professionals via social networking technologies in the field of instructional design and technology. Prerequisite: IDT 603

### **IDT 605 ID Project Management** 3 Credits

This course builds on the work completed in IDT 604: Instructional Design and Technology II. Weekly course work will culminate in the completion of a communication and management plan. The communication and management plan will address the communication hierarchy, preferred methods of communication, and how frequently everyone should be communicating. Student's will also provide an overview of how the content will be sequenced in their projects as well as conduct a topic and/or concept and/or task analysis depending on the nature of the content and project. Prerequisite: IDT 604

### **IDT 606 ID Technology Research** 3 Credits

This course builds on the work completed in IDT 605: ID Project Management. Weekly course work will culminate in the completion of technology market study and making project design revisions. In addition, students will take part in professional network development (PND) activities and discussions to create connections to other professionals via social networking technologies in the field of instructional design and technology. Prerequisite: IDT 605

### **IDT 607 Evaluation of Instructional Systems** 3 Credits

This course builds on the work completed in IDT 606: ID Technology Research. Weekly course work will culminate in the completion of Program/Project Evaluation and an Evaluation Plan. Students will conduct a Program/Project Evaluation through the construction of a logic model while the evaluation plan will be developed to establish how target audience will be assessed to determine whether the solution to the problem has been effective. Prerequisite: IDT 606

### **IDT 608 Instructional Development I** 3 Credits

This course builds on the work completed in IDT 607: Evaluation of Instructional Systems. Weekly course work will culminate in the completion of a working prototype which reflects the major features, content, and functionality student's MSIDT project. In addition, students will take part in professional network development (PND) activities and discussions to create connections to other professionals via social networking technologies in the field of instructional design and technology. Prerequisite: IDT 607

### **IDT 609 Advanced Instructional Design and Technology** 3 Credits

This course builds on the work completed in IDT 608: Instructional Development. Weekly course work will culminate in students conducting an Alpha Test with the Prototype developed in IDT 708. Once conducted, students will analyze and write up the results of the alpha test in the form of an Alpha Test Report. Prerequisite: IDT 608

### **IDT 610 Advanced Instructional Design and Technology II** 3 Credits

This course builds on the work completed in IDT 609: Advanced Instructional Design and Technology I. Weekly course work will culminate in the completion of a design team and stakeholder plan. Student will also make revisions to their projects based on the results of their alpha test that was conducted in IDT 709. In addition, students will take part in professional network development (PND) activities and

discussions to create connections to other professionals via social networking technologies in the field of instructional design and technology. Prerequisite: IDT 609

**IDT 611 Final Project Phase I** **3 Credits**

This course builds on the work completed in IDT 610: Advanced Instructional Design and Technology II. Weekly course work will culminate in students conducting a Beta Test with their final project. Once conducted, students will analyze and write up the results of the beta test in the form of a Beta Test Report. Finally, students will make revisions to their projects based on their beta test findings. Prerequisite: IDT 610

**IDT 612 ID Final Project Phase II** **3 Credits**

This course builds on the work completed in IDT 611: Final Project Phase I. Weekly course work will culminate in the completion of a final project presentation, the creation of an ePortfolio containing various artifacts of MSIDT coursework, and a final project reflection. In addition, students will take part in professional network development (PND) activities and discussions to create connections to other professionals via social networking technologies in the field of instructional design and technology. Prerequisite: IDT 611

## 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.

**INF 220 IS Principles** **3 Credits**

This course develops students' understanding of information systems, foundational technologies, and organizational application to conduct business and solve problems. This course presents information systems principles and examines how they form an integral part of modern organizations. Topics include systems concepts; organizational processes; technological aspects of information systems; Internet applications; IT security; database management; systems development life cycle; and ethical and social responsibility issues. Prerequisite: INF 103 or permission of instructor.

**INF 231 Programming Concepts** **3 Credits**

This course is an introduction to computer programming with focus on the program development process and concepts involved in use of a higher-level, object-oriented programming language. In this hands-on, virtual lab-based course, students will analyze, design, code, and test computer programs using the JAVA programming language. Different programming language designs will be explored including building web elements, mobile applications, computer programs, and commands to different machines. Computer hardware and associated technologies are discussed. Students will acquire hands-on experience in the programming process.

**INF 322 Database Management Systems** **3 Credits**

This hands-on, virtual lab-based course introduces students to fundamentals of database management systems, techniques for the design of databases, and principles of database administration. Database management concepts, practices, and emerging trends are evaluated. In lab sessions, students will demonstrate the ability to build databases using enterprise DBMS products such as Oracle or SQL Server. Prerequisites: INF 231 and fulfillment of the Quantitative Reasoning Core competency.

**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.

**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.

**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.

**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 Digital Literacy Competency

**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.

**INF 630 Systems Analysis** **3 Credits**

This course addresses the business systems analysis function and purpose within organizations. Students will learn to elicit, analyze and validate business and user requirements. Topics include information systems solutions planning, requirements gathering, logical system diagrams, developing information systems solutions to address business problems, and business information systems analysis methods.

**INF 690 ISS 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 course project requires generation and presentation of an organizational information systems strategic plan.

## INT Information Technology

**INT 100 Fundamentals of Information Technology & Literacy** **3 Credits**

This course is designed to prepare students for their degree program path. The Fundamentals of Information Technology and Literacy course covers concepts to enable fluency in Information Technology (IT), a

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fluency that the National Research Council (NRC) considers an important component of the life-long learning process. This course includes a review of basic concepts needed for the program including topics such as operating systems and computer components, hardware and software, basics of database, programming and system design, and other concepts that encourages critical thinking.

### **INT 301 Computer Networking** **3 Credits**

This course provides a comprehensive overview of digital and analog transmission. The course discusses fundamentals of voice, video and data processing, client-server architectures, Open Systems Interconnect model (OSI), Network Components, Local Area Networks (LAN) and Wide Area Networks (WAN), and cutting edge technologies. In addition fundamentals of Ethernet, TCP/IP, and other high speed protocols, broadband communication systems will also be presented. Participating students actively learn via case studies that provide “real-world” examples and scenarios of modern state of the art data communication systems. Prerequisite: CPT 307.

### **INT 302 Programming in C++** **3 Credits**

This course teaches structured high-level language C++ programming using the C++. Topics covered include basic input and output, declaration and use of variables, control statements, application of functions, and arrays. Students will deploy applications using C++ programming language. Prerequisite: CST 301.

### **INT 303 Human Computer Interaction** **3 Credits**

This course will focus on the scientific principles of Human Computer Interface (HCI) design methodology and the user-interface used in the HCI implementation. Covered topics include human cognition, HCI theories, role of end user, prototyping, user interface design, components of graphical user interface (GUI), system usability and accessibility. Prerequisite: CST 301.

### **INT 304 Web Design & Development** **3 Credits**

In this course, students will study major web programming languages. Topics such as content development strategies, crowdsourcing, and supplier management methods are covered while focusing on page layout methods, design coding practices, selection of multimedia, typography, graphics, usability, and accessibility issues. Website publishing, test, marketing, management, and maintenance will also be discussed. Prerequisite: CST 301.

### **INT 305 Mobile Application Design & Development** **3 Credits**

This course will focus on the principles of mobile applications development. Students will develop mobile applications on platforms, such as Android. Major topics include memory management, (UID) User Interface Design and Development, input and data handling, network techniques, URL loading, and GPS and motion sensing. Students will create projects, including conception analysis, design and implementation, and testing, to be deployed in real-world applications. Prerequisite: CST 301.

### **INT 401 Information Technology Strategy & Management** **3 Credits**

Information Technology has the potential to increase personal and organizational productivity and provide competitive business advantages. The primary objective of the course is to familiarize students with Information Technology that can be used in solving business problems, increasing productivity, and employing competitive advantage strategies. Major topics of the management of Information Systems (IS)/Information Technology (IT) are covered, including strategic and operational issues, the significance of rapidly advancing technology, current technology trends, systems architectures, data management, networking, e-business strategy and tactics, supply chain implications, and human and organizational issues related to Information Technology introduction and use. Prerequisite: CST 301.

### **INT 499 Capstone for Information Technology** **3 Credits**

In this course, students will complete a real-life project within a team environment. Students will cover project management techniques such as system planning, system analysis, requirements analysis, conceptual

modeling, system development, testing as well as suggesting maintenance and support ideas. Throughout this course, students are required to submit a weekly progress to the instructor, complete weekly interactive assignments, and incorporate feedback from the instructor throughout the project development. Upon the completion of the course, each group will be required to submit their project and documentations as well as a presentation of the final working project. Prerequisites: INT 302, INT 303, INT 304, INT 305 and INT 401.

## **INT International Leadership**

### **INT 6230 Leading Across Boundaries** **3 Credits**

Effective organizational leadership occurs when groups collaborate across boundaries to achieve outcomes that are above and beyond what those groups could achieve on their own. No longer do leaders work only within an intact group in which leaders and followers share a culture, values, and interests. Global leaders must also be able to lead across groups, where a diversity of experience, expertise, and culture intermingle. This course provides students with the knowledge and skills required to lead successfully across intra-and inter-organizational group boundaries in the global, multi-cultural environment. Students explore leadership styles, principles, and theories; cultural competence required to lead successfully in the global environment; characteristics and challenges of the six boundaries that leaders encounter (vertical, horizontal, stakeholder, demographic, and geographic); and specific strategies for spanning these boundaries in the global context.

### **INT 6250 Glocalization: Leading Across Cultures & International Communication** **3 Credits**

This course introduces the concept and evolution of *glocalization* over past decades. The dialectic of global and local are examined within complex globalized marketplaces where global dexterity is required. Students are grounded in basic theories of communication and explore how dimensions of culture influence leading and communicating across cultures, particularly at an organizational level. Students design a plan to “glocalize” an organization by adapting their leadership and communication behaviors and styles.

## **ISM Information Systems Management**

### **ISM 500 Introduction to Management of Information Systems** **3 Credits**

This course introduces students to the fundamentals of computer systems and the role of information processing in the business environment. Students are provided with a basic overview of essential business software as well as insight into systems development, operating systems and programming, database management, networking, and telecommunications from a management perspective.

### **ISM 510 Introduction to Computer Programming for Business Applications** **3 Credits**

This course introduces students to computer programming concepts that include client/server applications, dashboard technologies, and responsive Web design for current platforms. Students explore basic programming tenets such as user-centered interface design, object oriented programming, mobile app development, and other topics related to current practices. Using a virtual lab, students apply course concepts to an iterative project that is developed during the six-week course.

### **ISM 640 Computer Networking & Telecommunication Design** **3 Credits**

This course covers methods and techniques for the design of computer and telecommunication networks as well as management and business perspectives on network design, traffic and application requirements, network cost analysis, topological design, capacity assignment, virtual network design, network design tools, wireless network design issues, availability analysis, and survivable network design. Students participate in a group project, through which they develop a networking solution for a business problem. Prerequisites: BUS 600 and INF 630.

**ISM 641 Database Design & Management 3 Credits**

This hands-on, virtual lab-based course introduces students to data modeling and relational databases. Students design and implement normalized databases and manipulate them through online interfaces. The course provides opportunities and includes assignments that allow students to develop the skills needed for translating users' data needs into functional business applications. Prerequisites: BUS 600 and INF 630.

**ISM 642 Information Security and IT Governance 3 Credits**

This course provides students with a review of networking concepts and technologies that are critical to IT security operations. It offers guidance on usage and includes a comparison of the available methodologies and their content. Students examine the importance and benefits of sound IT governance to any IT organization. They investigate computer security principles, mechanisms, and implementations to ensure data protection and security of computers systems and examine key network perimeter security tools, including firewalls and intrusion detection systems (IDS). Prerequisites: BUS 600 and INF 630.

**ISM 643 Leadership in Business Systems Development 3 Credits**

This course provides students with a foundation for applying appropriate techniques when managing software development projects. Focus is placed on managing Agile development projects and using Agile development methodologies. The importance of team management, changing goals and priorities, knowledge management ideals, and alignment with organizational goals is presented. Students complete a group project, though which they apply leadership principles to a mock software development project. Prerequisites: OMM 622 and ISM 641.

**ISM 644 Legal and Ethical Issues in Technology 3 Credits**

This course examines legal and ethical issues in today's technology and data-driven organizational environments. Students analyze issues from an organizational perspective on topics that include information ownership, privacy, and the concept of due care and responsibility for data collected by organizations. Compliance requirements, regulations, and laws governing data and information, protection, collection, usage, and storage are discussed. Prerequisites: OMM 622 and ISM 642.

**ISM 645 Information Technology Strategic Planning 3 Credits**

This course examines the means for effectively developing short-, medium-, and long-term technology plans. Students focus on topics such as assessment of a firm's current state and future goals, the process of information technology enterprise planning for meeting the goals of the organization, the need for and the responsibilities of an information systems steering committee, and the methods of identifying and prioritizing information technology projects for the organization. A group project that applies the elements of strategic planning is a key component of this course. Prerequisites: OMM 622, ISM 642 and ISM 643.

**ISM 650 Information Systems Project Methodologies I 3 Credits**

This course introduces students to project management as defined by the Project Management Institute's (PMI) body of knowledge (PMBOK) with an emphasis on information technology projects. Project management processes and knowledge areas are explored, with a specific focus placed on the project initiation, scope, schedule, cost, and quality management. Students have opportunities throughout the course to work in groups as they develop components of the project plan. Prerequisites: BUS 600, INF 630, ISM 640, ISM 641, ISM 642, OMM 622, ISM 643, ISM 644 and ISM 645.

**ISM 651 Information Technology Methodologies II 3 Credits**

This course is a continuation of ISM650. In this course, students continue exploring the project management knowledge areas of 52 human resources, communications, risk management, and procurement. Emphasis is placed on information technology projects. Students have opportunities throughout the course to work in groups as they develop components of the project plan. Prerequisite: ISM 650.

**ISM 652 Project Management Capstone – Strategic Project Management 3 Credits**

In this course, students apply project management concepts to information technology projects using strategic managerial approaches. Concepts include determining business benefits and project feasibility, reporting project status, stakeholder management, and measuring project quality. Earn value management concepts are introduced. Emphasis is placed on the Project Management Maturity Model. Prerequisites: ISM 650 and ISM 651.

**ISM 670 IT Organizational Management & Leadership Capstone 3 Credits**

In this capstone, students will integrate professional practices explored in the Master of Information Systems program core courses with concepts presented in the Organizational Management and Leadership specialization courses. Topics in IT leadership, database systems, networking, software design, human computer interaction, management of technology, and ethics are applied within a framework of global e-business technology strategy. Through projects, students draw from real organizational scenarios to practice major information technology concepts. Students select, develop, and present a significant technology implementation project. The project will incorporate organizational management and leadership strategies, systems development, and business planning. Prerequisites: INF 630, ISM 640, ISM 641, ISM 642, OMM 622, ISM 643, ISM 644, ISM 645, OMM 640 and BUS 661.

**ISM 680 Big Data Applications 3 Credits**

This course provides students with an overview of big data and its applications. Students explore course topics that include data collection, analytics, and presentation. Prerequisites: BUS 600, INF 630, ISM 640, ISM 641, ISM 642, OMM 622, ISM 643, ISM 644 and ISM 645.

**ISM 681 Business Intelligence Systems 3 Credits**

This virtual lab-based course outlines the procedures necessary for translating raw data into meaningful information that can be used for making business decisions. Students complete a group project through which they utilize a range of technologies that enable these processes. Prerequisite: ISM 680.

**ISM 682 Advanced Data Management & Acquisition Capstone 3 Credits**

This course provides an overview of current and future trends in data management. Students continue to develop their knowledge of online data applications as they apply to broad and specific contexts through the completion of a capstone project. Prerequisites: ISM 680 and ISM 681.

**JRN Journalism****JRN 101 Digital & Media Literacy 3 Credits**

This course is designed to teach students to critically examine the impact of digital media and mediated messages on their everyday lives. Throughout the course, students explore the underlying power relationships of the media industry, the construction of media messages, and the influence of digital media on individuals, groups, and society.

**JRN 200 Elements of Journalism 3 Credits**

Elements of Journalism provides students with an understanding of the field of journalism. The course focuses on developing the students' skills in the areas of grammar, spelling, punctuation, Associated Press (AP) style writing, the inverted pyramid, news gathering, interviewing and other elements of journalism. Prerequisites: ENG 121 and 122 or equivalents.

**JRN 201 Multimedia News Writing and Editing 3 Credits**

This course is designed to provide the principles and techniques of effective writing and editing for news in various platforms. There will be an emphasis on accuracy of information, presentation, clarity, precision, and efficiency in the use of language. Students will also begin to discover the various career opportunities and the field and begin to develop their goals through the Career Services Integration pieces built into the course. Prerequisite: JRN 200.

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### **JRN 301 Newsgathering and Reporting** 3 Credits

This course focuses on gathering, evaluating, writing, and editing information for news stories tailored to various forms of media.

Prerequisite: JRN 201

### **JRN 321 Visual Journalism** 3 Credits

This course will teach students the importance of visual elements in news, and how to effectively incorporate visual elements into news stories for various media platforms. Students will also be introduced to industry-standards related to the design of visual news and the various software programs that are used. Prerequisite: JRN 301.

### **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. Prerequisite: JRN 200.

### **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. Prerequisite: JRN 301.

### **JRN 341 Specialized Journalism** 3 Credits

This course introduces students to the various genres of journalistic writing. Students learn to employ skills acquired from previous journalism courses to specific types of news reporting. Genres include the following: investigative journalism, sports journalism, entertainment journalism, business journalism, and environmental journalism. Prerequisite: JRN 301.

### **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. Prerequisite: JRN 200

### **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: JRN 301.

### **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.

### **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. Prerequisite: JRN 301.

### **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 & all program courses.

## **LDR Leadership**

### **LDR 6220 The Focused Leader** 3 Credits

The Focused Leader provides students with insight- and action-based skills focused on understanding oneself and one's impact on others—skills necessary for effective interactions in the global arena. The course

builds upon research in emotional intelligence, mindfulness, and motivation, and gives students an understanding of the role of emotional intelligence as an aspect of personal empowerment and professional effectiveness, in the global context in particular. Students learn methods of managing emotions triggered by differences, develop strategies for building harmonious and productive relationships, and gain tools and strategies to help others develop emotional intelligence. Students will leave the course having identified goals for their own personal development, strategies for meeting those goals, and a plan for implementing those strategies.

### **LDR 6270 Financial Leadership & Management** 3 Credits

This course is designed to empower students with a framework of essential finance and accounting terminology, concepts, and applications for a range of organizations in the private, nonprofit, and public sector. Students will learn how financial decisions impact the operation of organizational units and the viability of organizations. Students will also learn the key elements of typical finance and accounting operations in organizations and how such activities relate to the effective development and deployment of leadership strategies in an organization.

### **LDR 6280 Strategic Leadership** 3 Credits

This course provides students with the knowledge, tools, and skills required to develop a coherent and effective organizational strategy and to lead strategically within an environment that features diverse economic systems, volatile political environments, conflicting labor practices, and other complex global and/or regional realities. Students will explore the essential elements of an effective strategic plan; the leader's role and responsibilities in the application of strategic thinking, planning, and implementation within organizations; and the extrinsic factors that influence the success of a strategic plan. Students will gain knowledge and skills that allow them to better align their leadership and work with the strategic goals of organizations and the larger, long-term interests of a global community.

### **LDR 6285 Leadership Integrative Project Capstone** 3 Credits

Effective leadership requires a strong outward focus and perspective. As a capstone experience, this course will give students the opportunity to integrate knowledge from prior courses to identify critical strategies, relate human capital concepts to those strategies, and produce actionable organizational strategies and plans that are globally focused through a practical, real-world scenario. Students will work in teams to design a social innovation initiative, develop an effective grant proposal for the initiative, evaluate proposals, and assess their leadership strengths in light of the experience. Prerequisite: completion of all required coursework. This course may not be transferred in.

## **LEA Law Enforcement Administration**

### **LEA 101 Introduction to Concepts in**

### **Law Enforcement Administration** 3 Credits

This course introduces students to the concepts involved in law enforcement administration and the factors influencing successful organizations through effective hiring, training, and support of employees. The course explores organizational theory, design and communication, along with the processes of planning and decision making. The effects of stress and adverse behavior are also 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.

### **LEA 200 Ethical Leadership** 3 Credits

This course focuses on theories and methods to assist in developing and maintaining ethical behavior in law enforcement organizations through ethical leadership. The course will analyze the ethical theories, environment and traits of responsible and moral leadership, as well as the consequences of ethical lapses.

### **LEA 300 Policing Models for the 21st Century** 3 Credits

This course examines the key roles and responsibilities in the

management of effective policing efforts necessary to successfully meet the needs of the 21st century. This examination will also include an analysis of the various policing models currently used, technological tools required, and the impact of technology. In addition, the levels of interaction, communication and relationships between law enforcement agencies and the diverse communities they serve are examined with respect to various policing models which may be utilized to provide effective law enforcement services based on the circumstances and tools at hand.

**LEA 301 Supervision & Human Resource Management in Law Enforcement 3 Credits**

This course will explore supervision and human resource management issues as each relates to issues involved in maintaining qualified and capable employees in a law enforcement organization. Concepts such as the impact of supervisory roles, recruitment, hiring, and retention, union-labor influences, and Human Resource standards are examined and discussed.

**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.

**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.

**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).

**LEA 408 Technological Management in Law Enforcement 3 Credits**

This course will assess the implementation and application of 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.

**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.

**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.

**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.

**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.

**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.

## LIB Liberal Arts

**LIB 101 The Art of Being Human 3 Credits**

An interdisciplinary introduction to the humanities, focusing especially on classic texts of the ancient and medieval period as a way to understand our lives today. The course will explore various human beings have expressed their understanding of the human condition through such cultural forms as mythology, religion, philosophy and the arts.

**LIB 102 Human Questions 3 Credits**

An interdisciplinary introduction to the humanities, focusing especially on the period from the Renaissance through the present. The course will explore the various ways human have attempted to answer questions about the meaning of our world and existence through philosophy, art, and science.

**LIB 202 Women, Culture, & Society 3 Credits**

Women, Culture, and Society" examines the images, roles, and contributions of women in historical and artistic contexts from the Renaissance to the present. The course is designed to give students an understanding of the role women have played in the development of culture in Western Civilization as well as the ways western societies have shaped women's lives and creative expression. With conversations on the arts and theory, the course analyzes the complex ways gender, intersecting with race, class, and ethnicity, influences our experience and culture.

**LIB 315 The Environment & the Human Spirit 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.

**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.

**LIB 318 Peacemaking: A Study of Conflict Resolution 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

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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.

### **LIB 320 Global Socioeconomic Perspectives** 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.

### **LIB 323 Revolution & Terrorism in the Modern World** 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.

### **LIB 332 Science & Culture** 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.

### **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.

### **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.

## LNG Linguistics

### **LNG 101 Introduction to Language** 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. At the end of this course, students should understand what linguists study and have a good understanding of the core concepts in phonology, phonetics, 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.

### **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: LNG 101 or 321.

### **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: LNG 101 or 321.

### **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: LNG 101 or 321.

### **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: LNG 101 or 321.

### **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: LNG 101 or 321.

### **LNG 330 Language and Power: An Introduction to Discourse Analysis** 3 Credits

How does language function in maintaining and changing power relations in modern society? What are the ways of analyzing language which can reveal these processes? How can people become more conscious of power structures, and more able to resist and change them? The question of language and power is still important and urgent in the twenty-first century, but substantial social changes in the past decade have changed the nature of unequal power relations, and therefore the agenda for the critical study of language. This course provides an introduction to the analysis of discourse and dialogue, and brings the discussion fully up-to-date by covering the issue of globalization of power relations and the development of the internet in relation to language and power.

### **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.

### **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: LNG 101 or 321.

### **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: LNG 101 or 321.

### **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: LNG 101 or 321.

**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: LNG 101 or 321 and successful completion of the General Education Capstone course.

## MAT Mathematics

**MAT 205 Quantitative Explorations in Everyday Life 3 credits**

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.

**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.

**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.

**MAT 232 Statistical Literacy 3 Credits**

This course is designed to meet general education quantitative reasoning (mathematics) requirements. It will cover such topics as sampling, bias, probability, distributions, graphical methods of portraying data, measures of center, dispersion and position and the Central Limit Theorem. It will also cover computational techniques such as correlation, regression and confidence intervals

**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.

## MGT Management

**MGT 300 Supply Management 3 Credits**

This course introduces the professional practice of supply management and its application to business. Students examine procurement, total cost of ownership, sustainability, and strategic partnerships in a global economy with different market structures. Students also evaluate negotiating and contracting to achieve organizational strategic objectives. Finally, students explore supply management careers.

**MGT 302 Foundations of Production & Operations Management 3 Credits**

This course addresses the basic concepts of production and operations management, including the use of quantitative methods and analytical tool for forecasting, resource allocation, operations budgeting, capacity planning, project management, supply chain management, and quality assurance. Prerequisites: Quantitative Reasoning, ACC 206 or ACC 202, BUS 308, and MGT 330.

**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.

**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.

**MGT 323 Principles of Supply Chain 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.

**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.

**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.)

**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.

**MGT 380 Leadership for Organizations 3 Credits**

Several leadership styles are examined in this course. Emphasis is placed on developing effective leadership in organizations and personal enterprises, and on developing ethical leadership perspectives in personal and professional decision-making.

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### **MGT 400 Logistics Management** 3 Credits

This course is an overview of logistics management in the modern business environment. It examines financial and economic aspects of logistics and highlights the value created by logistics activities. Students will evaluate transportation and warehousing management strategies. The course takes a practical approach to logistics and applies innovative logistics principles to business situations. The course examines contemporary topics, including the role of inventory, that support the organization's strategic goals. Prerequisite: MGT 300

### **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.

### **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.

### **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.

### **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.

### **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. Prerequisite: MGT 330.

### **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.

### **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.

### **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.

### **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.

### **MGT 497 Strategic Technology Planning for Organizations** 3 Credits

In this capstone, students will integrate knowledge and practices explored in the Bachelor of Business Information Systems program 53 core courses. The course examines how an organization can achieve competitive advantage through the strategic alignment of information systems with organizational goals, and provides an opportunity for students to develop an Information Technology Strategic Plan. The course includes use of case analysis and interactive assignments to address industry best practices and challenges in real-world applications of IT strategic planning concepts. Prerequisites: All core BABIS degree program courses.

### **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.

## **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 health care administrator are emphasized.

### **MHA 605 Business Intelligence** 3 Credits

Business Intelligence uses technology to transform and analyze data into presentable information for decision-making. Strategic planning is essential for sustainability and business intelligence tools help leaders make the decisions that will positively impact the bottom line.

### **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.

### **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.

### **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.

### **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.

### **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.

**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.

**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.

**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.

**MHA 630 Global & Population Health: Comparative Systems** 3 Credits

Global health care needs continue to emerge as interchanges among peoples and nations increase. To effectively address these needs, health care administrators must understand the social, economic, environmental, and political determinants of health and be prepared to respond to challenges related to health and health care at the local, national, and global level. This course examines the historical evolution of global health challenges as well as the future trends that will continue to impact health and health systems worldwide.

**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.

## MIL Military Studies

**MIL 101 Introduction to Military Studies** 3 Credits

This course provides a concise and exciting primer for examining the historical, topical, and geographic issues that encompass today's international security environment. Students will investigate the threats and risks associated with military, economic, technological, socio/political, and environmental insecurity. Students will also be introduced to various ways and means to mitigate threats and risks from real-world security and military events. Finally, students will analyze some of the pro and cons of a spectrum of mitigation processes

**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.

**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.

**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.

**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.

**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.

**MIL 312 Peacekeeping** 3 Credits

This course will explore the concept of peacekeeping, particularly as it relates to grand strategy. Both multilateral and unilateral peacekeeping operations will be studied in considerable detail. Students will use a case study methodology to assess the utility and moral implications of peacekeeping operations worldwide.

**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.

**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.

**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.

## MKT Marketing

**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.

**MKT 640 Brand Publishing** 3 Credits

This course builds on leadership, business, management, and marketing concepts contained in the MBA program, while introducing the principles of brand publishing, trending technologies, and customer behavior. Through examples and case studies, students learn to improve the organization, tracking, assembly, personalization, and sourcing of content to establish a center of excellence within an organization. In addition, this capstone project will generate a portfolio project to

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demonstrate students' significant execution of brand publishing as a core marketing function and career path.

### MPH Master of Public Health

#### **MPH 601 Introduction to Public Health Concepts** 3 Credits

This course presents foundational information about the field of public health – its purpose, focus, infrastructure, and tools. The seven program themes (Integration of Science and Practice, Quantitative Foundations, Health Policy, Structural Determinants of Health, Systems Thinking, Leadership, Diversity and Culture) that will be covered in the core courses are introduced in a way that demonstrates the application and integration of these disciplines in the analysis and resolution of public health problems in the community.

#### **MPH 602 Social & Biological Determinants of Public Health** 3 Credits

This course provides an overview of current knowledge regarding the social and biological mechanisms of major health concerns in the US and globally. The focus will be on understanding and interpreting the determinants of health and disease in a public health context. Students will examine major public health problems from the past century and the interventions used to address them. Prerequisite: MPH 601.

#### **MPH 603 Applied Behavioral Science** 3 Credits

This course provides an overview of the application and use of applied behavioral science. Students will develop an understanding of the theoretical basis of social and behavioral interventions. In addition, students will examine the psychosocial influences on morbidity and mortality where topics covered include definition of the field, sub-specialties, and real world applications, and aspects of the field. Students will examine the social and behavioral factors responsible for health-related behaviors that lead to morbidity, premature mortality and health disparities. Prerequisite: MPH 602, HIA 625.

#### **MPH 604 Principles of Epidemiology** 3 Credits

This course provides an introduction to epidemiology for students majoring in any aspect of public health. The focus will be on the principles and methods of epidemiologic investigation, including describing the patterns of illness in populations and research designs for investigating the etiology of disease. Students will examine quantitative measures to determine risk, association, and procedures for standardization of rates. Prerequisite: MPH 603.

#### **MPH 605 Environmental Health Sciences** 3 Credits

Students will illustrate the connection between physical, biological, and chemical agents in the environment. Students will also become familiar with data sources, methodologies, and policy approaches being used to address the public health impacts of environmental and occupational health hazards through the use of problem-solving frameworks. Students will also gain a more complete understanding of how built environments can affect multiple aspects of health and the populations they house. Prerequisite: MPH 606.

#### **MPH 606 Health Services Administration** 3 Credits

This course offers students the opportunity to acquire the leadership and management skills needed to pursue positions of authority and influence in organizations that serve the public and promote public health. An emphasis will be placed on understanding the greater health care system and how they serve culturally diverse populations. Topics to be covered include: overview of the U.S. Health Care System (private and public sectors), interface between Public Health and U.S. Health Care System, various health care delivery structures, health care workforce, health care resources, types of health services, financing of health services and health care coverage, meeting the health care needs of special populations, and critical issues in health services. The student will conduct a community health system analysis. Prerequisite: MPH 604.

#### **MPH 607 Global Health** 3 Credits

During the course a broad snapshot of global health will be presented, providing students with insight into the challenges currently facing global health. Students will also gain an understanding of why tackling

global health issues is such an important endeavor with the potential to reduce poverty, build stronger economies and promote peace. Students will not only be exposed to the major communicable and noncommunicable diseases posing a profound effect on health (especially within the developing world), but they will also learn how socioeconomic and demographic differences can influence the burden of disease. Students will be encouraged to understand that solving global health problems requires the input of multiple disciplines (e.g. the sciences, ethics, economics and diplomacy). Prerequisite: HIA 625.

#### **MPH 608 Health Communication Practice & Theory** 3 Credits

This course is designed to examine research and practice in the area of health communication with a special focus on how health media campaigns are planned and executed in order to stimulate change in knowledge, attitudes, behavior, and subsequent health outcomes. This examination will include the review of the history of health communication campaigns, selected case studies of campaigns, and the theoretical foundation for the design and implementation of campaigns health. Prerequisite: MPH 606.

#### **MPH 609 Public Health Education Methods** 3 Credits

Research methods are at the center of our approach to knowledge and understanding in public health. An opinion alone does not hold weight. Theories are supported by concrete evidence. This class provides an introduction to this way of thinking, i.e., into methodology or the "science of finding out". The purpose of this course is to train students in how to collect and analyze data on social phenomena in a rigorous and scientific manner. This knowledge requires an understanding of three different components: 1) inquiry and research design, 2) data collection, and 3) data analysis. Prerequisite: MPH 605.

#### **MPH 610 Public Health Program Planning & Implementation** 3 Credits

This course is designed to assist individuals to become responsible and productive public health professionals who are capable of planning, implementing, and managing health promotion and education programs for public health. Concepts in community assessment, organization, and mobilization for the purposes of addressing identified public health concerns will serve as the foundation for the public health planning process. Appropriate techniques of partnership building, planning strategies, data collection, data analysis, and evidence-based decision-making will also be introduced. Prerequisite: MPH 609.

#### **MPH 611 Public Health Program Assessment & Evaluation** 3 Credits

Public health specialists must develop the expertise and adaptability to manage the complexities of research design encountered in evaluations. Public health specialists must also develop expertise in psychometrics, statistical analysis, and in substantive disciplines, to develop and evaluate tests and assessments. These skills form a strong foundation in theory and methodology coupled with practical experience in real evaluation and assessment projects. Students will learn to apply theory and advanced methods in evaluation and assessment to public health programs, campaigns, and initiatives. Prerequisite: MPH 610.

#### **MPH 621 Public Health Systems** 3 Credits

Students will explore the history, basic structures and operations of public health and health care delivery systems based on the 10 Essential Public Health Services. They will learn to apply the core functions and essential public health services framework to public health problems, and identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. Prerequisite: HIA 625.

#### **MPH 623 Human Resources Management** 3 Credits

This course provides a study on managing people in the health care workplace, focusing on the important policies and processes associated with recruiting, hiring, training and evaluating personnel in order to achieve strategic organizational goals. Prerequisite: MHA 622.

#### **MPH 650 Public Health Practicum I** 1 Credit

The practicum provides students with a unique opportunity to gain

professional experience and apply knowledge and skills learned in the classroom to real-world public health settings and real-time public health issues. The practicum is critical to students' academic and professional development and their ability to become competent in the practice of public health. This course includes 30 hours of practicum experience. Prerequisite: Practicum Site approval.

**MPH 651 Public Health Practicum II 1 Credit**

The practicum provides students with a unique opportunity to gain professional experience and apply knowledge and skills learned in the classroom to real-world public health settings and real-time public health issues. The practicum is critical to students' academic and professional development and their ability to become competent in the practice of public health. This course includes 30 hours of practicum experience. Prerequisite: MPH 650.

**MPH 652 Public Health Practicum III 1 Credit**

The practicum provides students with a unique opportunity to gain professional experience and apply knowledge and skills learned in the classroom to real-world public health settings and real-time public health issues. The practicum is critical to students' academic and professional development and their ability to become competent in the practice of public health. This course includes 30 hours of practicum experience. Prerequisite: MPH 651.

**MPH 653 Public Health Practicum Extension 3 Credits**

When practicum is incomplete and all courses in the Master of Public Health degree are complete, students must register in Public Health Practicum Extension consecutively until the Practicum is complete. Prerequisite: MPH 652.

**MPH 699 Public Health Capstone/Culminating Experience 3 Credits**

The public health capstone is an opportunity for students to work on a public health project that is of particular interest to them. The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience. The project is done under the direction of a faculty member. Prerequisite: MPH 605.

## NUR Nursing

**NUR 300 Professional Role Development & Practice in Nursing 3 Credits**

This course focuses on the baccalaureate-prepared nurse's role(s) in professional practice, and the alignment of nursing theories with practice and research. The course surveys important changes that have occurred in the nursing profession over the years, such as the ANCC Magnet Recognition Program. The course will cover quality and safety education for nurses (QSEN), the nursing scope of practice as defined by the American Nurses Association (ANA), the Institute of Medicine's (IOM's) core competencies in collaborative care, nursing ethics, education, health promotion, and disease prevention, as they relate to professional nursing roles. Students will apply critical thinking, evidence-based practice (EBP), and continuous quality improvement (CQI) to professional nursing practice. This course includes 20 hours of practice experience activities. Prerequisites: ENG 328.

**NUR 302 Transcultural Nursing Care 3 Credits**

This course focuses on the differences and similarities among cultures with respect to human care, health, and illness and how these considerations apply to real-world nursing practices. Students enrolled in the course develop their scientific and humanistic knowledge by integrating their own history, life experiences, beliefs, and values and by assessing how these factors have the potential to impact the ways in which they provide culturally competent care. Prerequisite: NUR 300.

**NUR 304 Health Assessment 3 Credits**

This course prepares RN to BSN students to synthesize the comprehensive health assessment. Emphasis is placed on the acquisition, processing, and interpretation of data collected from clients of all ages. A physical, psychological, sociocultural, and spiritual

approach, which is supported by evidence-based practices is used to assess the client and to incorporate consideration of the client's needs, state of wellness, developmental level, and response to life experiences. Students also evaluate current health policy and technology to support health assessment to improve community health. Prerequisite: NUR 302.

**NUR 306 Nursing Research 3 Credits**

This course provides the scientific foundation for professional practice. It introduces the student to the basic research methodologies and statistical concepts, and qualitative, quantitative, and epidemiologic research designs. Research methods and findings are appraised and applied within the framework of evidence based professional practice. Research proposal development as a foundation for nursing inquiry is emphasized. Prerequisite: NUR 300.

**NUR 400 Family Health Nursing 3 Credits**

Major theoretical models and frameworks for developing clinical skills in assessing, diagnosing, planning, implementing, and evaluating holistic nursing interventions across the family life cycle are presented. Contemporary issues related to diverse family structures, cultural and socioeconomic influences on access to and delivery of health care, and provision of culturally-competent family nursing care are emphasized. Knowledge and skill development in providing evidence-based nursing care and coordinating health care for families experiencing acute and chronic illnesses, including transitions in level of care and care settings, are reinforced. Community-based nursing assessment and interventions with physically-, psychologically-, and socially-vulnerable client populations within a family health context are explored. Prerequisites: NUR 304, NUR 306 and GRO 325.

**NUR 402 Community Health Nursing 3 Credits**

This course focuses on culturally diverse populations and aggregates in communities to achieve an optimum level of wellness. Special emphasis is placed on advanced theoretical concepts related to health promotion, risk reduction, disease prevention, and development processes. Students gain skills needed to influence policy and to support the changes in a community context. They examine health care reform and its impact on communities, evaluate policies that influence the structure, financing, and quality in health care, and examine health care delivery from a global perspective. Through discussions and other activities, students examine the effect of legal and regulatory processes on nursing practice, health care delivery, and population health outcomes as well as ways to advocate for promotion and preservation of population health. This course includes 20 hours of practice experience activities. Prerequisites: NUR 304 and NUR 306.

**NUR 404 Nursing Care and Management of Chronic Illness and Disability 3 Credits**

This course focuses on the interrelationship among functioning, health, and disability, which is analyzed within a biopsychosocial context. Pathophysiological, psychosocial, and functional aspects of chronic health conditions, across the lifespan and linked to the following physiological systems, are presented: respiratory, cardiovascular, neurological, gastrointestinal, renal, endocrine, immune/ inflammatory, hematological, and skeletal/integumentary. The Chronic Care Model (CCM), multidisciplinary care, and current therapeutic modalities and disease management for these conditions are explored. Development of evidence-based, community-focused chronic illness nursing assessment, care plans, and interventions, including care coordination strategies, is emphasized. Prerequisites: NUR 400 and NUR 402

**NUR 406 Leading and Managing in Nursing 3 Credits**

To effectively transition from a clinical nursing role to leadership, nursing professionals must possess business savvy and specialty skills that allow them to meet the demands an evolving and changing industry while maintaining the caring competencies of the nursing profession. This course introduces and reinforces group-promoting teamwork, leadership, delegation, supervision, health care ethical decision-making processes, strategic planning, and business negotiation. This course includes 20 hours of practice experience activities. Prerequisites: NUR 304 and NUR 306.

**NUR 492 Capstone I: Nursing Practice Improvement Inquiry**

**3 Credits**

This course, and its companion, NUR 494, represent the culmination of learning in the nursing program, and provide students an opportunity to synthesize and demonstrate knowledge of biopsychosocial health alterations and health promotion with clients across multiple practice settings, with an emphasis on patient population/community practice, the importance of culture and diversity in nursing practice, health policy, knowledge of nursing leadership, intra- and interprofessional collaboration, ethics, and research. Integrated knowledge and skills will be demonstrated through the development of a capstone project proposal related to the identification and critical, evidence-based, research exploration of a nursing practice problem, and strategies for quality improvement in the areas of health informatics, leadership and management, or population/ community health. NUR 492 and NUR 494 includes 30 hours of practice experience activities. Prerequisites: NUR 404, NUR 406 and permission of the program chair.

**NUR 494 Capstone II: Nursing Practice Improvement and Evaluation**

**3 Credits**

Demonstration of integrated theoretical, research, and evidence-based practice knowledge and skills is foundational to the role of the professional, bachelor's-prepared nurse. The student will utilize the capstone project proposal developed in NUR 492 to develop a comprehensive improvement plan for the identified nursing practice problem, which encompasses best practices utilizing: quality and safety in patient care, nursing informatics, health policy, community/ population health, nursing leadership, ethical and professional standards, and integration of theory. The plan will include strategies for evaluating its identified outcomes. The project will highlight the knowledge gained of the professional nurse practice role, specialized patient population, and health care-practice setting. NUR 492 and NUR 494 includes 30 hours of practice experience activities. Prerequisites: NUR 492 and permission of the program chair.

**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.

**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.

**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.

**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.

**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.

**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.

**ORG Organizational Leadership**

**ORG 5571 Traditional Criminological Theories**

**3 Credits**

This course introduces students to traditional theories of crime to facilitate an understanding of the causes of criminal behavior. Emphasis will be placed on the origins of traditional, interdisciplinary, and theoretical frameworks as they relate to delinquency, deviant behavior, and other types of crime. Specific types of criminal behavior will be used to explain and evaluate the various theories. Additionally, issues concerning societal problems will be discussed in relation to divergent theoretical views.

**ORG 5574 Criminal Justice Organizations & their Functions**

**3 Credits**

In this course, the criminal justice process and its components are examined. Students will become familiar with the different organizations that the justice system comprises. The complexity of criminal justice processes functioning as a dynamic system of interrelated yet separate parts will also be studied. In addition, students will be introduced to the distinctions between the adult criminal justice and the juvenile justice system to gain an understanding of the different ways in which offenders are dealt with in each system.

**ORG 5650 Contemporary Issues in Mental Health Care Compliance**

**3 Credits**

This course familiarizes the student with major areas of compliance in the administration of mental health agencies. Through readings and exercises students will explore HIPAA, JCAHO, other accrediting bodies, grant compliance, insurance regulations and lobbying efforts on behalf of mental health systems of care. Other topics may also be examined as new issues arise.

**ORG 6343 Intervention Strategies in Wellness Programs**

**3 Credits**

This course explores the various methodologies for assessing the needs of target populations through health risk assessments, biometric health screenings, medical insurance data, culture audits, and health interest surveys whose focus is to select appropriate interventions. Interventions covered will include organizational changes, integration of wellness initiatives with various departments and functions, utilizing current research, as well as health education and behavioral strategies. Efficacy of intervention strategies will be explored in terms of their ability to improve lifestyle, mental health, and enhanced organizational performance. Additional issues to be explored include information on our aging workforce, medical consumerism, and prevention of relapses. Students learn to prioritize and tailor the various interventions for organizations and will plan for involving a population in the health promotion interventions.

**ORG 6499 Cultural Diversity & Individual Differences**

**3 Credits**

This course provides a systematic review of the wide range of cultures and individual differences and the ways in which cultural mores, ethnocentrism, and factors such as matters of race, gender, religion, sexual orientation, customs and cultures impact behavior of the individual themselves and of those around them. Through this course, students better understand themselves and others, in terms of perceptions and behaviors. Equivalent to CSL/PSY 5530.

**ORG 6503 Organizational Theories & Systems 3 Credits**

This course explores the theories of human organizations and how they function and the factors which influence the structure, design, operation, and performance of individuals in complex organizations. The emphasis is on integrating theory and concepts from the behavioral and social sciences as a basis for understanding human behavior within organizations.

**ORG 6504 Leadership & Management 3 Credits**

This course is an overview of essential principles and current issues in leadership and management theory and practice. Students explore the evolutionary progress of leadership and management theories and practices from early in the industrial age to the present. Students learn to distinguish effective management and leadership practices for different organizations and operating environments. This class will examine systematic approaches to leadership in the context of organizational culture and interpersonal factors such as leadership ethics, organizational mission, individual motivation, leadership power, organizational strategy, and team performance.

**ORG 6505 Diagnosing Organizations 3 Credits**

This course explores qualitative and quantitative research methods and data analysis that leaders and consultants use in organizations with particular attention to interview and observation. An understanding of organizational structure and organizational life-cycle development is provided. The course also examines how leaders in organizations can mediate high performance and learning through project team development, communication, collaboration, and individual and group conversation-based assessment.

**ORG 6506 Leading Organizational Change 3 Credits**

This course focuses on the principles and techniques associated with leading organizations through the change process. Included is a discussion of why organizations need to change in the current business and organizational environment. In addition, a process model of how best to bring about change serves as the core schema for the class sessions. To complement the “macro” or organizational approach to creating change, we also examine a “micro” viewpoint, addressing how to encourage individuals to change. Along these lines, we spend some time exploring the parallels between the organizational change process and how this discipline might inform how we change ourselves, and perhaps individuals. Finally, we draw some connections between the function of change and the role of leadership. Prerequisite: completion of all required coursework. This course may not be transferred in.

**ORG 6511 Introduction to Human Performance Management 3 Credits**

This course focuses on improving performance from the individual level, to teams, and overall organizational performance. Students explore influences upon individuals’ performance in organizations, with an emphasis on the strategic and tactical decisions required to deploy human resources effectively. This course includes systematic themes, models, and theories for making decisions related to recruitment, selection, training, development, placement, and retention. Students also learn the basics of conducting job analysis and performance evaluation, as well as how to recommend solutions to organizational leaders in business terms. Topics include legal, ethical, and diversity issues related to employee selection, performance measurement and evaluation and progressive sanctions.

**ORG 6512 Training & Development 3 Credits**

This course examines the role of training and development initiatives as tools for change at the individual, team, and organizational levels. Students will also explore training and development systems designed to have an ongoing impact on organizational performance. The course explores the variety of methodologies, techniques, settings, and approaches to training and development including curriculum design and various training delivery modalities. The practical issues related to designing training and development initiatives that target specific organizational strategies will be discussed, based on established principles of adult learning. Topics include aligning training and

development initiatives to business strategy, facilitating training programs, and evaluating the impact those programs have on individual, team, and organizational performance.

**ORG 6520 Professional Ethics, Standards of Practice & Law 3 Credits**

This course is a study of the ethical and legal issues confronting practicing professionals. Topics related to ethics, standards of practice, and professional conduct are explored. Students learn principles of ethical decision-making, standards for human and animal use in research, and standards of care specified by state and federal laws. Emphasis is placed on exploration of the emotional impact that major ethical and legal dilemmas have on decision-making. Students also examine the professional code of ethics for their professional discipline. Equivalent to PSY 5280.

**ORG 6522 Fundamentals of Coaching 3 Credits**

This course will examine and analyze essential constructs and practices of effective executive coaching. It will focus on cutting edge executive coaching models, various coaching orientations, tools, and techniques of effective coaching. Students will get practice in basic skills in coaching such as establishing rapport and purpose, effective listening skills, giving effective feedback, and goal setting. The course also explores legal and ethical issues in the application and practice of executive coaching.

**ORG 6523 Teams in Organizations 3 Credits**

In this course students explore the dynamics of highly functioning teams and their role in improving performance and increasing cross-functional collaboration in organizations. Students analyze the fundamental building blocks of effective teams in organizations, including behaviors of effective team members, factors that distinguish effective problem solving by teams, how organizational cultures influence team effectiveness, and the vital dimensions of team leadership. The course explores the life cycle of a team, including how leaders effectively form teams and optimize performance at different stages of the life cycle.

**ORG 6534 Human Resources Management 3 Credits**

This course will focus on the evolving role of human resource management (HRM), which emphasizes its strategic importance to organizational effectiveness. The course also explores the systems-oriented view of HRM integral current best practices. Students will examine the impact of trends and changes in the external environment on the design and implementation of organizational HRM strategies and practices. Topics include recruitment, selection, retention, compensation, benefits, training, development, employee engagement, and succession planning.

**ORG 6570 Victimology: Theory, Research & Policy 3 Credits**

To broaden the student’s understanding of criminal events, this course explores the impact of crime on victims, both in relation to the criminal event itself as well as its aftermath, when criminal justice agencies become involved. The student is also introduced to various viewpoints on trauma effects of victimization, responses to victimization, and media intervention. In addition, the course examines the role and participation of victims in the processing of criminal cases.

**ORG 6572 Law Enforcement & Communities 3 Credits**

This course introduces students to traditional policing strategies as well as to new movements and trends in policing. The role of communities in policing, the interaction of police with communities, and their collective impact on the effectiveness of policing strategies will be examined. In addition, the range of possible consequences related to various policing strategies used in communities will be covered.

**ORG 6574 Law & Society 3 Credits**

In this course students explore the links between the application of law and its impact on society. Major course topics include how laws are developed, the evolution of the legal system, and the impact society has on the creation and changing of laws. The ways in which the law plays a role in creating social change will also be analyzed. Additionally,

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constitutional issues that guide and constrain criminal processes will be addressed. Prerequisite: completion of all required coursework. This course may not be transferred in.

### **ORG 6580 Correctional Philosophies & Strategies** 3 Credits

This course introduces students to the various theoretical, philosophical, and historical foundations for the punishment of offenders. Theoretical perspectives will be linked to strategies developed to deal with offenders. Further, the rationale behind these linkages will be explained and analyzed from a historical perspective. Students will be required to perform a critical examination to compare the relative merits and drawbacks of each philosophical approach and to assess how these approaches affect the ways in which offenders are dealt with in society.

### **ORG 6660 Fiscal Administration in Mental Health Care Systems** 3 Credits

This course explores the common metrics organizations use, the data used in support of those metrics, the assessment of fiscal outcomes, trends and events. Identifying cost centers and programs is considered. Students will evaluate differing funding streams that could potentially support the provision of services including public funding, public insurance programs (e.g. Medicaid, Medicare), government and foundation grants and private donations. Fundraising efforts as applied to an overall budget strategy will also be considered.

### **ORG 7101 Assessment Tools for Organizational Leadership** 3 Credits

This course involves the study of the theory and practice of objective personality assessment and its application to executive coaching and organizational leadership. The course focuses on how objective personality assessment is used to provide insights into readiness for leadership and management roles. Primary emphasis is on those published instruments and inventories commonly used in executive coaching, organizational leadership assessment and organizational development, including instruments such as: FIRO-B, Social Style Profile, Myers-Briggs Type Indicator, CPI 260, Thomas-Kilmann Conflict Mode, Campbell Leadership Index, Workplace Big Five, Change Style Indicator, Campbell Organizational Survey, and Conflicts Dynamics Profile. (All of the above will not necessarily be included in each session of the course; instructors will select representative examples from classes of instruments.)

### **ORG 7272 Group Process & Group Leadership in Organizations** 3 Credits

This course provides an overview of group theory, processes and dynamics in organizations. It will also examine effective behaviors and characteristics of facilitating/leading groups in an organizational setting. Students will be afforded the opportunity to participate in group simulations both as participant and facilitator. Students will receive evaluation and feedback on their group facilitation skills. A strong emphasis is placed on ethical standards and behavior in groups along with legal issues. The impact on groups of factors such as diversity, culture, distance, and others are explored.

### **ORG 7343 Advanced Intervention Strategies in Wellness Programming** 3 Credits

This course examines the full range of intervention strategies and learning modalities for promoting health and wellness. Students will explore the most updated and proven theories for achieving strong employee participation, improving lifestyles and health outcomes, as well as for reducing health care costs. Students will analyze and plan advanced interventions for new wellness programs and mature wellness programs. Additional topics in this advanced course will cover recent issues in health care such as the impact of an aging population, use of incentives, injury prevention, and medical consumerism. Students will conduct a survey of relevant research to determine suitable environments and conditions for integration of current best practices.

### **ORG 7356 Integrative Medicine in Health Promotion Programs** 3 Credits

This course examines recent advances in traditional and nontraditional research that have led to new ways of thinking about well-being and

illness. Drawing on fields such as neuroscience, positive psychology, and interdisciplinary consciousness studies, students will enhance their awareness of ways to promote exceptional health habits through self-awareness and enlightenment. Students will also conduct in-depth studies of advanced research and theories that integrate mind-body practices beneficial to the health of individuals, groups, and organizations alike. Advanced practices in the areas of performance, health psychology, energy healing, indigenous, and Eastern medicine will be explored. Students will assess the efficacy and appropriateness of various practices to know which of them to incorporate into health promotion programs. The Health and Wellness Psychology student will be well-informed about the ramifications of nutrient deficiency, and that there is a fourth aspect of well-being besides (a) stress management, (b) dietary choices, and (c) exercise regimen. This fourth aspect is (d) dietary supplementation with the goal of counter-balancing nutrient deficiency. The safety of dietary supplements is explored, along with the differences between synthetic, natural and organic supplements.

### **ORG 7525 Issues & Methods in Market Research** 3 Credits

This advanced workshop explores current techniques in mass market and Internet market research, with an emphasis on state of the art methods and issues facing practitioners. The course explores the social psychology of creating and supplying demand for products and services, by applying qualitative and quantitative research methods in both traditional retail and business distribution channels as well as through the Internet. Topics include market segmentation, product feature targeting, packaging, pricing, bundling, and placement, as well as advertising through direct mail, email, Internet, electronic mass media, and print media.

### **ORG 7650 Organizational Systems & Conflict Theories** 3 Credits

Systems theory involves an orientation to the unified whole of any system in which human beings find themselves. The emphasis will be on integrating theory and concepts from the behavioral and social sciences as a basis for understanding human behavior within organizations and resulting conflict from that behavior. Experiential exercises will augment theoretical learning.

### **ORG 7701 Theoretical Foundations for Diversity Work** 3 Credits

This course will review the theoretical underpinnings for diversity work in the United States. Students will consider the implications of different models and explore what diversity means as a developing field. The course explores multi-disciplinary scholars, practitioners and theorists (academic, public policy, organizational, and others) to formulate discussion, analysis and experiment in the concept of diversity as a framework for organizational success.

### **ORG 7705 Advanced Topics in Cross-Cultural Communications** 3 Credits

This advanced course in cross-cultural communication will focus on the natural tensions that exist when conducting business globally. Within a framework of transnational business and global economics, students will address contemporary concerns that apply to strategic alliances and the management of the globally diverse organization. Topics covered include the achievements of global leaders, characteristics of leaders, leading across cultures, leading change and relationship between leaders and followers.

### **ORG 7710 Cross-Functional Diversity Alignment** 3 Credits

Promoting an organizational environment that fosters diversity requires aligning to and with organizational values, missions and visions. This course provides an overview of the organizational system including the design, control, and improvement of business systems. Topics include operations strategy, marketing and public relations, the legal landscape, principles of measuring organizational results, quality management, affirmative action and its role with Human Resources, as well as supplier diversity management.

### **ORG 8061 Administration of Grants & Contracts: Governmental & Community Funding** 3 Credits

This course provides students with knowledge of the various types of funding sources, including government agencies, private and



community sources, grants and contracts as well as rules, guidelines and typical procedures applied to gaining and managing funding. The course also includes basic skill building in using social capital to develop funding sources and in grant proposal development. Interagency collaboration is emphasized.

**ORG 8160 Mental Health Programs & Services for Special Populations** 3 Credits

This course covers the unique mental health service programming options for individuals representing special populations, including individuals with traumatic brain injury, mental retardation/developmental disabilities, co-occurring disorders, physical disabilities, individuals who are homeless, individuals in distressed communities, etc. The impact of family systems is also considered.

**ORG 8165 Mental Health in the Context of Community Wellness** 3 Credits

This course is designed to present the student with methods of conducting needs analysis, developing presentation activities, and programs to promote positive mental health. Interaction with, and promotion within the community, is also an area of focus. Methods of conducting and presenting results of cost-benefit analysis of community mental wellness programs are also covered. Prevention and wellness programs are discussed.

**ORG 8201 Learning Strategies in Organizations** 3 Credits

This course explores aligning organizational learning and business strategies. Students will explore current issues in this area, including different approaches that organizations take to planning, implementing, managing, and evaluating training as well as factors that contribute to success. Topics include selecting the optimal combination of curricula and delivery modalities; choosing and implementing learning management systems, selecting and utilizing instructional technology tools; and evaluating the impact of learning programs on strategic organizational performance.

**ORG 8205 Training Needs Assessment Models & Methods** 3 Credits

This course focuses on the process of applying research design models and methodologies to the analysis of performance problems or opportunities for organizations, teams or individual workers. Students will develop and apply a variety of systematic measurement tools, including extant (existing) data research, surveys, benchmarking, and focus groups while conducting performance and root cause analysis in the context of needs assessments or front end analysis.

**ORG 8210 Training Evaluation Models & Methods** 3 Credits

This course presents approaches to utilizing quantitative, qualitative, and mixed methods to evaluate the effectiveness and impact of training programs. Models/methods will include Kirkpatrick's levels of evaluation, Brinkerhoff's Success Case Method, Phillip's ROI method, and new developments in TDR (Talent Development Reporting).

**ORG 8213 Strategic Talent Development** 3 Credits

This course focuses on the role of the training function as it relates to strategic talent development utilizing an evidence-based approach. Students will learn how to integrate and align a development strategy with the long-term goals and needs of the organization. Connections will be made to tools and methods utilized for performance management, identification of high-potential leaders, and succession planning. Topics will include the increasing demand for leadership development and executive coaching.

**ORG 8270 Diversity & Inclusion – Research in Action** 3 Credits

In this course, students will conduct an action research project to help select the appropriate interventions related to diversity and inclusion. It is critical that when designing plans, students understand the role that different solutions have toward meeting organizational goals. Students will first begin by defining diversity and inclusion and how the definitions relate to organizational solutions. Then, they will explore approaches that organizations may take to assess and evaluate their needs, and to plan and then execute the appropriate response to support

the organizational strategy. Topics will include: learning and development, training, communications, event planning, and community relations.

**ORG 8300 International Comparison of Health Insurance Systems** 3 Credits

This course examines healthcare delivery systems in various developed economies around the world. Content focuses on health insurance and other forms of healthcare financing, and means of providing efficient and effective healthcare to the general public. The course includes discussions of a variety of healthcare financing and healthcare delivery systems in countries around the world, some of which offer nationally financed programs, while others offer a combination of nationalized and private health care features. Pertinent issues related to healthcare financing and delivery systems located in the United States will be highlighted and analyzed. Topics include current issues and practices in the public policy related to financing and delivery of healthcare, preventative and wellness programs, access to healthcare, and quality of care.

**ORG 8320 Environmental Stress on Mind & Body** 3 Credits

This course addresses important aspects of environmental influences on health and wellness, such as exposure to industrial chemicals, environmental toxins in air, water due to excessive use of agricultural chemicals, as well as contaminants from radon, molds and cancer causing erionite exposure. A corporate health and wellness consultant needs to be familiar with basic environmental hazards that cause illness both in the private and corporate settings, as well as how to address the health and wellness needs of those whose health has already been compromised through environmental agents.

**ORG 8340 Exploring the Self: Increasing the Efficiency of Helping Others** 3 Credits

This course emphasizes the importance of reflecting on the self. The emphasis is on exploring unresolved shame, guilt, anger and interpersonal communication blunders, the role of forgiveness and making amends, along with negative and positive communication patterns as they help future health and wellness experts increase their effectiveness in advising and counseling employees, patients and clients in various organizational settings. The role of suppressing biased thinking is also addressed. The idea is that people who are able to address their own psychological needs are more efficient in helping others, than those who have unresolved issues.

**ORG 8500 Advanced Topics in Organizational Consulting** 3 Credits

This course focuses on the application of psychological principles to the workplace and how psychologists can facilitate the improvement of work environments, conditions, employee performance, and interpersonal/team functioning. In addition, the course provides a review of the basic theory, research, and practice in organizational training, development, and behavior. Topics covered include job performance and attitudes, work motivation, personnel selection and classification, group influence, and training and development. There is an emphasis on the contribution of specific psychological skills in organizational consultation.

**ORG 8510 Advanced Seminar: Leading Organizational Change** 3 Credits

This seminar examines cutting edge trends in organizational change, the current global business climate, forces driving change, and issues related to positioning organizations for the future. The topics selected will connect change with culture, existing organizational strategies, and the process of change in future directions. Major case study examples of organizational change are included in the learning process.

**ORG 8511 Advanced Topics in Performance Management** 3 Credits

This course takes a broad perspective on the theory and strategic application of performance management systems design and implementation, with an emphasis on the more complex issues and questions associated with these advanced systems. This advanced

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course explores strategic issues and best practices in employee engagement, leadership development, succession planning, evaluative performance feedback, and compensation models. The ways that the changing nature of work and changing demographics in the business world are influencing performance management systems are examined, including globalization, generational differences, multinational operations and cross-cultural issues. Based on current theories and applications for performance management systems, students explore current literature and case examples to implement and support organizational development and increased organizational effectiveness.

### **ORG 8512 Leadership & Organizational Cultures** 3 Credits

This course addresses the key relationships among organizational culture, executing business strategy, structuring organizations into teams and workgroups, and aligning these with culture. The role of leaders in creating, maintaining, and changing culture gets special emphasis. The course includes current theories on the role of culture in organizational success and the role of leadership in guiding the organization and its culture toward successful outcomes.

### **ORG 8518 Professional & Business Ethics in Organizational Leadership** 3 Credits

This advanced seminar examines enduring issues in business and professional ethics and applying proven approaches to ethical professional practice and organizational operations to contemporary organizational environments and issues.

### **ORG 8530 Influence, Motivation & Persuasion in the Workplace** 3 Credits

This advanced graduate seminar explores theories of motivating adult performance in the workplace. The exploration includes theories and application of methods for leaders to influence and persuade others in ways that motivate and engage them in their work and their organization's mission.

### **ORG 8532 Advanced Seminar: The Leader as Coach** 3 Credits

This advanced graduate seminar explores models and techniques for organizational leaders to apply in coaching others in their organization, especially direct reports and others they influence in matrixed organizations.

### **ORG 8534 Advanced Seminar: Human Resources Business Strategy** 3 Credits

This advanced graduate seminar explores issues and models for leveraging human resources to execute business strategy. Topics include succession planning, leadership development models, workforce staffing models, compensation models, and training and development strategies. Equivalent to ORG 8182.

### **ORG 8542 Advanced Seminar: Learning Strategies in Organizations** 3 Credits

This advanced seminar explores current topics in aligning educational and business strategy in organizations. Students will explore current issues in this area, including published literature, with an emphasis on learning the implementation of educational and learning strategy in organizations. Topics include return on investment in learning programs, selecting the optimal combination of curriculum, instruction, and technology, and evaluating the impact of learning programs on the strategic organizational performance.

### **ORG 8545 Advanced Seminar: Learning Initiatives & Organizational Change** 3 Credits

This advanced course explores the role of learning, education and training in designing and implementing organizational change. The course examines the role of learning initiatives as tools for change and as environmental factors that impel organizations toward changing their strategies and tactics. Based on current theories and applications for leading organizational change, students will explore current literature and case examples of learning initiatives and educational programs to implement and support organizational change and organizational development.

### **ORG 8550 Organizational Systems Theory** 3 Credits

Based on current thinking in systems theory and its application, this course applies systems thinking to organizational development. Topics include system dynamics, system archetypes, dynamic links, loops, and the application of chaos theory to improving organizational performance.

### **ORG 8571 Contemporary Criminological Theory** 3 Credits

This course involves a critical analysis of contemporary criminological theories and current applications or revisions of traditional theories. Students will explore topics ranging from restorative justice and gender-driven theories to critical criminology and environmental criminology. The relative benefits and drawbacks of each topic will be examined, as well as the status of current research relating to them.

### **ORG 8573 Types & Characteristics of Crime** 3 Credits

The purpose of this course is to review the classification of different crime types, and to assess the distribution of each type across an array of socio-demographic variables, including class, race/ethnicity, gender, age, and locale. Students will learn about the various causes of the different types of crimes, and the specific ways the justice system should respond to different types of offenders.

### **ORG 8575 Advanced Analysis of Criminal Justice Processes** 3 Credits

This course examines the processing of offenders through the criminal justice system, from arrest to corrections. Issues of due process will be analyzed and critiqued, with particular emphasis placed on judicial system parameters. Recognition of the need for the three components of the justice system to process cases efficiently will lead the student to an understanding of how systems theory is integrated into an overall analysis of the justice system.

### **ORG 8577 Juvenile Justice** 3 Credits

This course focuses on the juvenile justice system, while highlighting differences between the juvenile and the adult criminal justice system. The course will not only cover traditional topics such as juvenile delinquency and the processing of juvenile offenders, but also current concerns about juvenile behavior, such as rates of youth violence and gang participation. The legal and philosophical bases for the separate system for juveniles will also be analyzed and debated.

### **ORG 8580 Mental Health & Crime** 3 Credits

The relationship between crime, mental health, and mental illness are covered in this course, with a focus on analyzing specific treatment and rehabilitation practices used with various types of offenders in diverse settings. Emphasis will be placed on changes in the mental health system that generated an increase in the presence of mentally ill offenders in the criminal justice system. Additionally, focus will be placed on issues such as the accurate assessment of mental illness, problems with certain therapy methods, and difficulties in treating dangerous offenders, drawbacks of utilizing personnel with limited training, and other impediments and limitations to effective treatment of offenders.

### **ORG 8582 Drugs, Addiction, & Crime** 3 Credits

This course explores the relationships among criminality, drug use, and addiction by examining the evolution of drug policies from the following perspectives: enforcement, prosecution, and sentencing of drug users and addicts. The impact of drug laws on criminal justice processing will also be examined. Students will gain an understanding of drug use and will explore theoretical orientations that help to explain why people use drugs and how such use leads to criminal behavior. Further, the ways in which drug use and drug policies have an impact on the juvenile justice and criminal justice systems will be covered. An integral part of this course will be based on current events, policies on drug treatment, and enforcement of drug laws.

### **ORG 8586 Evaluating Criminal Justice Interventions** 3 Credits

This course focuses on methods used to examine the effectiveness of programs developed to treat offenders, support victims, as well those concerning crime prevention schemes. Prior evaluation models will be

reviewed and problems and appropriate methods in assessing effective models of intervention will be discussed. Evaluation concerns will not only include program effectiveness, but also issues of ethics and legal requirements. Students will become familiar with how to address the need to design and evaluate programs according to such concerns. They will also have an opportunity to use prediction techniques and operational research methods to measure the effectiveness and performance of criminal justice programs.

**ORG 8615 Advanced Topics in Organizational Development & Leadership** **3 Credits**

This highly experiential course explores current issues and practices in the application of leadership and organizational development processes and systems. Topics include succession planning, facilitation skills, leading across global cultures, strategic planning, transforming organizational cultures, implementing effective leadership development programs, and other current topics. Learning methodology include simulated organizational environments and the development of realistic strategic plans, systems, and processes that address the issues that impact the performance of organizations viewed as a whole.

**ORG 8619 Current & Global Issues in Industrial & Organizational Psychology** **3 Credits**

Due to the rapidly and continually changing nature of industrial and organizational (I/O) psychology, it is important for scholars, researchers, and practitioners to stay abreast of current and emerging issues in the field. Given that many of the changes occurring in the field of I/O are due to the globalization of the business world, particular emphasis will be focused on the role and practice of I/O in the complex environment of global organizations. In this advanced seminar, students explore current and global issues that attract the attention of researchers and practitioners in I/O psychology, as evidenced by the published literature, with an emphasis on learning the application and implementation of best practices and emerging theories in the field. Topics in the seminar will evolve along with the issues that appear most often in the I/O literature, issues that receive the most attention in the professional and business press, and current lines of research having the most impact on the field.

**ORG 8630 Influencing Leaders to Resolve Conflict** **3 Credits**

This course explores the theories and methods leaders can use to influence and persuade others to employ as constructive approaches to conflict resolution. Topics include the power leaders can employ to provide impetus to conflict resolution and effective communication strategies for leaders to employ in resolving conflict.

**ORG 8632 Evaluating Conflict Resolution Processes** **3 Credits**

This course explores principles, challenges, and models of conflict resolution. The course emphasizes using organizational business metrics as key macro-level outcomes measures, and multiple-method, multiple source measurement approaches to predicting and explaining outcomes.

**ORG 8635 Developing Conflict Resolution Plans & Policies** **3 Credits**

This course will lead the student through the development of a conflict resolution plan, and will focus on how a written plan serves as a key tool in conflict resolution for mediators, managers, and negotiators alike. Further emphasis will be given to the role communication plays the resolution process by providing a concrete structure, guidelines, and standards for conflict resolution.

**ORG 8650 Strategies & Policies to Advance Mental Health Care** **3 Credits**

Analyze and transform mental health treatment systems, cross cultural mental health systems, advocate for legislative change, integrate research into coherent and effective argument to analyze and transform mental health treatment systems.

**ORG 8801 Organization Design for Innovation** **3 Credits**

This course focuses on developing an organization design that encourages innovation and enhances the success of entrepreneurial ventures. Various organization design techniques are discussed as a

foundation, followed by application to various scenarios and business issues.

**ORG 8803 Creating a Culture of Innovation** **3 Credits**

This course focuses on the development of an organizational culture that encourages innovation and entrepreneurship. Principles of organizational culture are discussed as a foundation, as well as factors that increase innovation and entrepreneurship. Levers for driving culture and techniques of culture change will also be demonstrated. Students will develop an idea and business plan for an innovative venture within a corporation/agency or a new entrepreneurial venture. Students will demonstrate application of the program content in the creation of a business plan. Equivalent to ORG 8600.

**ORG 8805 Managing for Agility** **3 Credits**

Students in this course will learn the principles of managing for creativity and agility. This will include the role of management in encouraging and inhibiting creativity, as well as specific management techniques for managing staff in creative jobs. Specific management techniques will be compared and contrasted for their potential application to innovation and entrepreneurship. This seminar-based course will focus on the ability of organizations to rapidly respond to changing market conditions and emerging opportunities. Topics such as disruptive innovation, alternative organization models, the extended enterprise, and others will be discussed, with a focus on the latest thinking in this area.

**ORG 8815 Global Issues in Innovation & Entrepreneurship** **3 Credits**

This course will focus on the emerging practice of innovation and entrepreneurship around the globe, with a particular focus on developing and lesser-developed countries. As countries such as India and China emerge as sources of innovation and entrepreneurship, it presents new challenges for countries that have traditionally held positions of economic leadership – how can innovators and entrepreneurs capitalize on this trend and counter these threats? Innovation and micro-enterprise in lesser-developed countries and the opportunities that it presents will also be discussed.

**ORG 8855 Advanced Social Networking for Organizations** **3 Credits**

The role that media forms like “social media” (or computer-mediated social networking sites like Facebook or LinkedIn) play in large companies and organizations has become increasingly important for the analysis and leadership of organizations. In this course, students will develop a theoretical basis in, and begin to differentiate among, emerging media and internet technologies, the ethical questions surrounding social media, personal identity and the workplace, and the role that the internet, blogs and email have on group decision-making and the effectiveness of leaders. Students will take their knowledge of how social media are used for promotion and public relations, and how content communities and virtual social worlds are utilized in organizations, and apply it to creating plans for transforming organizations.

**PED Physical Education and Health**

**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.

## PHI Philosophy

### **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.

### **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.

### **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.

## POL Political Science

### **POL 111 Introduction to Political Science** 3 Credits

This course is an introduction to the complexity and nuance of Political Science. It explores the political and social dynamics of choice, action, and consequence that underlie and support all political phenomena. Specifically, this course focuses on the why and how of politics rather than the what, in order to provide students with useful, current, and relevant conceptual and theoretical tools for enhancing their critical thinking skills.

### **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.

### **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.

### **POL 255 Introduction to International Relations** 3 Credits

This course in International Relations is an introductory study of the interactions and interconnectivity of the countries of the world. The course emphasizes the need to think critically about international politics and foreign policy. Consequently, this course focuses topically on how and why wars begin, balances of power between states, international institutions, collective security, international communications, human rights, globalization, regime types, international trade, environmental change, imperialism, injustice, inequality, and other issues relevant to the changing world.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **POL 470 Introduction to Political Analysis** 3 Credits

This course introduces the preliminary processes needed to research and write presentable and professional Political Science papers. Practical, hands-on experience and in-class exercises will walk students through the research process and enable them to create expert research products. Specifically, this course focuses on how to choose a research topic, conduct a thorough literature review, make critical research design decisions, collect and analyze relevant data, and skillfully document and present the results of the research. Prerequisite: 18 credit hours in Political Science

### **POL 480 Methodology in Political Science** 3 Credits

This course completes the process of learning how to conduct political analysis and critically assess statistical research. In this course, students will learn how to measure political science events and actions, identify and assess pertinent variables, design valid hypothesis testing techniques, control for alternative hypotheses, and interpret data in various formats, including graphs, statistical tables, and charts. Students will utilize pragmatic, relevant Political Science-related exercises to enhance and refine their political science analysis skills. Prerequisite: POL 470.

### **POL 497 Political Science Capstone** 3 Credits

In this final course, students will demonstrate mastery of program outcomes in Political Science and Government by applying the scientific method and research analysis to create a professional research paper examining a current and relevant political issue. Prerequisite: Successful completion of the General Education Capstone course.

## 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.

### **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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**PPA 699 Public Policy Development 3 Credits**

This 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.

**PRM Project Management****PRM 300 Introduction to Project Management 3 Credits**

This course provides the foundational principles and techniques to initiate, plan, execute, control, and close projects. Topics such as the project life-cycle management, project organizations and leadership, project team building will be covered. Project management methods and techniques for project charter, scope, schedule, budget, risk management, control and closeout, and project management software are also covered.

**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.

**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.

**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.

**PSY 203 Psychology of Human Sexuality 3 Credits**

This course examines various perspectives on sexuality, such as its biological, psychological, social, and cultural dimensions. Topics examined include but are not limited to: male and female reproductive anatomy and physiology of sexual responding; sexual development, behavior, and identity over the life span; and variations in typical and atypical sexual behavior and expression. Emphasis is placed on the human sexual experience as a vehicle for self-awareness, self-understanding, and self-acceptance.

**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 SSC 101 or equivalent.

**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.

## COURSE DESCRIPTIONS

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Topics include recruiting, personnel selection, organizational climate, group problem solving, and conflict resolution.

### **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 diagnosing psychological disorders will be discussed, and various alternative systems will be introduced. Prerequisite: PSY 101 or equivalent and PSY 330.

### **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.

### **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.

### **PSY 317 Cognitive Functioning in the Elderly** 3 Credits

This course will introduce changes both cognitively and physically, that occur in both healthy and pathological aging. This course will emphasize changes in functioning, learning, language-processing, decision-making, memory, and reasoning in older adults. Prerequisite: PSY 101 or equivalent.

### **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.

### **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: MAT 232

### **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. Prerequisite: MAT 232

### **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 as they relate to the development of personality. Theoretical assumptions of the importance of environment and genetics will be stressed. Students will be challenged to identify the theoretical concepts that they think best describe personality development and to evaluate their own personality, as it relates to the theories being presented. Prerequisite: PSY 101 or equivalent.

### **PSY 331 Psychology of Learning** 3 Credits

Learning is the relatively anent 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.

### **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.

### **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.

### **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

### **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.

### **PSY 380 Counseling & Behavior Change** 3 Credits

This course is designed for students entering into human service fields. Students compare and contrast behavior change theories and models, determine client needs, apply motivational strategies and counseling skills, and evaluate moral and ethical issues. Cultural competency and cultural sensitivity concepts are also discussed. Prerequisites: HWE 200 and PSY 361.

### **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 the program. Prerequisite: Successful completion of the General Education Capstone course.

### **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.

### **PSY 600 Introduction to Graduate Study in Psychology** 3 Credits

This course provides an introduction to graduate study at Ashford University in the field of psychology. Students will explore psychology as a science and profession. They will examine professional roles and organizations, ethics and professional standards, theoretical perspectives, and contemporary practical applications of psychology to real-world situations.

### **PSY 605 Developmental Psychology** 3 Credits

This course will cover developmental and contextual experiences of humans across the lifespan. Emphasis will be placed on issues and questions that have dominated the field over time and continue to provide impetus for research. Interactions will focus on articles that

describe and illustrate current theories and trends. Students will read selected research articles and self-select additional readings related to weekly topics and personal interest. These topics include theoretical trends and foundations in research, policy and ethics, health and wellness, human developmental context, and end-of-life issues.

**PSY 610 Applied Social Psychology 3 Credits**

This course provides a comprehensive examination of the science of social psychology as well as how it is applied to manage and aid the understanding of contemporary social issues. Topics include social quandaries encountered in the fields of mental and physical health, the workplace, the education system, and the legal system. Students will study seminal theories and research that informs the practical application of social psychology to real-life situations. Students will also apply social psychology theory and research to explain current social issues.

**PSY 615 Personality Theories 3 Credits**

This course provides an overview of the basic concepts and principles of the major theories of personality. Students will assess the scientific worth and validity of these theories based on case studies that show how these theories are applied to the treatment of psychological disorders and how personality assessments are applied in different settings. Detailed descriptions of healthy and unhealthy personality types will be stressed, and students will be challenged to evaluate various assessment tools as they relate to the respective theories being presented.

**PSY 620 Learning & Cognition 3 Credits**

This course introduces students to multiple dimensions of learning and cognition, which range from the basic processes underlying learning to the contexts that promote self-regulation and metacognition. As the foundation of cognitive psychology, learning and cognition encompasses many topics including attention, memory, categorization, problem solving, epistemology, language acquisition, and recognition of diversity. During the course, students will study a broad range of content through an eclectic collection of peer-reviewed articles focusing on the different aspects of learning and cognition. This course highlights main findings, established facts, and skills in learning and cognition that are applicable to a wide range of contexts.

**PSY 625 Biological Bases of Behavior 3 Credits**

In this course students will explore the detailed anatomy and physiology of the brain, including cellular physiology, synaptic transmission, and clinical neuroanatomy. Theories that focus on the relationship between brain function and behavior will be reviewed, and students will illustrate their understanding of important brain networks, including those involved in sensation/perception, language, memory, movement, and emotions. Through a review of the history of behavioral neuroscience, students will learn about the relationship between symptom presentation and underlying theories of neuroanatomy/neurophysiology as well as how these concepts have evolved over time. Students will also become familiar with important research methods used in neuroscience by analyzing current concepts in brain aging and neurodegenerative diseases. For the final assignment in the course, students will design a grant proposal that focuses on a particular disorder/syndrome in the area of neurophysiology. Prerequisites: PSY 600, PSY 605, PSY 610, PSY 615 and PSY 620.

**PSY 630 Psychopharmacology 3 Credits**

Students will examine the activity of drugs, both therapeutic and recreational, on the body with an emphasis on the brain. Theories of the biological basis of psychiatric disorders will be explored as a basis for examining the professional standards behind therapeutic drug use. The history of drug use, research methods and ethical concerns will be examined. Prerequisite: PSY 625.

**PSY 635 Research Design & Methods 3 Credits**

This course reviews the basic concepts of common quantitative research methods and introduces research design using qualitative and mixed methods. In the review of quantitative methods, emphasis will be placed on experimental research designs. Students will be challenged to select appropriate research designs and methodologies for various research

questions. The course will culminate in a detailed research proposal on topics chosen by the students.

**PSY 640 Psychological Testing & Assessment 3 Credits**

The course includes an overview of individual and group approaches to testing in psychology. Students will review psychological assessments utilized to evaluate personality, intelligence, achievement, and career-related interests and skills in a variety of work settings. The course will provide students with opportunities to analyze psychometric methodologies typically employed in the development and validation of psychological and educational tests. Students will apply knowledge of psychological measurement principles to testing and assessment data with an emphasis on ethical and professional interpretation. Issues and challenges related to testing and assessment with diverse populations will be integrated into the course. Prerequisite: PSY 635

**PSY 645 Psychopathology 3 Credits**

This course introduces students to objective and phenomenological understandings of psychological symptoms and disorders. Students will draw from various theoretical and historical perspectives to build their understanding of diagnostic and treatment methods for psychological disorders and develop their appreciation for evidence-based practices. Additionally, students will be encouraged to conceptualize psychopathology from a socioculturally sensitive standpoint through the examination of culture-related syndromes. Diagnostic manuals and handbooks will be discussed and used throughout the course. Prerequisite: PSY 645

**PSY 650 Introduction to Clinical & Counseling Psychology 3 Credits**

This course examines similarities and differences in clinical and counseling psychology, with an emphasis on professional roles and activities. Students will gain greater awareness of their attitudes toward various ethical and professional issues, psychotherapy modalities, theoretical orientations, and clinical interventions through case studies. Evidenced-based practices and psychotherapy integration will also be covered during the course.

**PSY 699 Master of Arts in Psychology Capstone 3 Credits**

The capstone course is the culminating educational experience for the Master of Arts in Psychology. In this course, students will integrate and apply what they have learned throughout the program to meet competencies as outlined in the program learning outcomes. Students will be exposed to a holistic view of psychology as a discipline, and they will be encouraged to think critically about the broader themes that link various subfields of psychology. Students will reflect on the experience of the program as a whole and will consider how the program's themes apply to a variety of civic and professional settings. The capstone affords students a final opportunity to practice and demonstrate the skills they will need to succeed after graduation.

## PSY Psychology

**PSY 5001 Survey of Psychology I 3 Credits**

This course is a survey course developed to assist students with degrees in areas other than psychology to become prepared for graduate study in psychology. Survey I covers an introduction to research, basic psychotherapeutic concepts, cognitive development, sexual development and issues, child issues, family therapy and other therapies, learning and memory and ethics. This course is the first of two survey courses in this preparation process.

**PSY 5002 Survey of Psychology II 3 Credits**

This course is the second of two survey courses. This course covers a brief history of psychology, psychoanalytic theories of personality as well as other personality theories, human motives and social motives, psychological therapies and questions about psychotherapy, intelligence measurement, personality traits and their measurement, social relation in groups, stress, health and illness and mind, self and well-being. Prerequisite: PSY 5001.

## COURSE DESCRIPTIONS

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### **PSY 5003 Introduction to Applied & Professional Psychology** 3 Credits

This course provides an overview of the roles, relationships, and responsibilities of individuals in the various specialties in applied and professional psychology. Attention is given to identifying those specialties for which licensure or certification is possible and/or available, those specialties that apply the principles of psychology to organizations and organizational problems, and the distinction between experimental/theoretical psychology and applied/professional psychology.

### **PSY 5130 Life Span Development** 3 Credits

This course surveys the major theoretical perspectives on life span development from conception through late adulthood. Developmental processes related to physical, cognitive, moral, and emotional functions are reviewed as well as societal and cultural aspects of development. Equivalent to CSL 5130.

### **PSY 5280 Ethics, Laws & Standards of Professional Practice** 3 Credits

This course is a study of the ethical and legal issues confronting those practicing in human services. Topics related to clinical methodology, standards of practice, and inter-professional relations are explored. Students learn principles of ethical decision making, standards for human and animal use in research, and standards of care specified by state and federal laws. Emphasis is placed on exploration of the emotional impact that major ethical and legal dilemmas have on decision making. Students also master the current code of ethics of the American Psychological Association and other professional codes of ethics, such as the code of the American Association of Marriage and Family Therapy or the code of the American Counseling Association. Equivalent to ORG 6520. This course may not be transferred in for the Doctor of Psychology, Clinical Specialization.

### **PSY 5290 Theories & Techniques of Counseling** 3 Credits

This course is an overview of the psychodynamic, cognitive/behavioral, and existential/humanistic schools of psychology, as well as corresponding models of counseling and frequently used assessment and therapeutic techniques. The primary focus in the course is on the development of both skills and rationale in the application of intervention strategies to treatment and case management.

### **PSY 5330 History of Psychology** 3 Credits

This course introduces students to the theoretical systems, methods of inquiry, and terminologies associated with the history of psychology. The course is grounded in a broad historical understanding that builds a framework for understanding the contemporary field of psychology. The focus is on the contributions of religion, philosophy, and biology to the development of psychology as well as on the development of Psychoanalytic, Behaviorist, Cognitive, Humanistic, and Existential theories and their impact on the current practice of psychology. Prerequisite for MA Psychology, General Psychology Specialization: completion of all required coursework. This course may not be transferred into the MA Psychology, General Psychology Specialization.

### **PSY 5410 Physiological Bases of Behavior** 3 Credits

This course is designed to provide the student with a foundation of human physiology including the nervous, hormonal, reproductive, and sensory systems, and the attendant functions of digestion, sleep, learning and memory, emotion and other human biological functions. The course provides an essential knowledge base for most other offerings in the field of psychology. Equivalent to CSL 5410.

### **PSY 5420 Principles of Social Psychology** 3 Credits

This course provides an introduction and overview of the principles and theories of social psychology. The course includes exploration of behavior in groups, group impacts on individual behavior and the ways in which organizational rules and norms impact behavior. Constructs of social psychology, including social influence, social thinking, and attitude formation are covered and related to sociological and psychological research. Equivalent to CSL 5420.

### **PSY 5520 Cognitive & Affective Bases of Behavior** 3 Credits

This course studies the science of the cognitive and affective bases of behavior. The course reviews the contributions of cognitive psychology and also studies the effect of emotion and motivation on behavior. Cognitive psychology emphasizes perception, attention, memory, reasoning, language, imagery, and problem solving. Affective psychology focuses on emotional arousal, motivation, attribution, and mood. Students are thoroughly acquainted with research and research methods in this area and also focus on how this information applies in clinical practice.

### **PSY 5610 Psychometrics: Tests & Measurements** 3 Credits

This course involves the study of the theory and practice of psychological measurement. The focus is on the process of measuring and differentiating variables of psychological interest. Students explore basic concepts of measurement and the principles of test construction. The course familiarizes the prospective professional psychologist with the common tests used in psychological and educational practice. These include intellectual, aptitude, and achievement tests; interest inventories; personality tests; and social measures.

### **PSY 6160 Family Systems & Dynamics** 3 Credits

This course is an introduction to the systems approach to intervention with families. It includes a historical perspective on family theory development. The focus is on obtaining knowledge and theory about the nuclear family in traditional and alternative forms. Normal family patterns of interaction, family life cycle, family of origin, family subsystems, and societal influence are explored. Contemporary issues and outcome research literature are reviewed. This course serves as a knowledge base for further study of assessment, treatment, and intervention with families. Equivalent to CSL 6160.

### **PSY 6230 Treatment of Family Violence** 3 Credits

This course explores the major personal and social theories of family violence, including elder abuse. The course focuses on severe marital conflicts, rape, and physical and emotional violence. The cycle of family violence is examined with emphasis on societal factors that contribute to this behavior. Students explore causality and treatment alternatives for victims and perpetrators as well as current research findings in the field. Prerequisite: PSY 6160. Equivalent to CSL 6230.

### **PSY 6290 Learning Theory & Behavioral Applications** 3 Credits

This course surveys traditional areas of learning theory, including classical and instrumental conditioning paradigms, motivation, reinforcement variables, stimulus discrimination, generalization and transfer, habituation, and memory. Also reviewed are models of social learning theory, modeling, and behavioral rehearsal. Behavioral approaches to therapy that focus on modifying specific, observable behaviors, using the principles of learning theory such as systematic desensitization, cognitive-behavioral approaches, and dialectical behavioral therapy.

### **PSY 6460 Marital Systems** 3 Credits

This course explores current theory and practice of couple and marital therapy. It includes a review of the professional and non-professional literature related to the subject. Topics such as divorce, infidelity, relationship enhancement, cross-cultural marriages, and same sex couples are researched. Interactive patterns, societal influences, and intervention strategies are discussed. Prerequisite: PSY 6160 or equivalent. Equivalent to CSL 6460.

### **PSY 6470 Theories & Techniques of Group Counseling & Psychotherapy** 3 Credits

This course is a study of the history, theory, and practice of group counseling and psychotherapy. Several major contemporary models of group counseling are examined. Instructional methods include both didactic presentations and experiential methods. Students are afforded the opportunity to participate in a training group as a group member and as a leader. A strong emphasis is placed on ethical standards and self-assessment of personal strengths and weaknesses that affect group leadership. Prerequisites: PSY 7210 or equivalent for the Doctor of Psychology, Clinical Specialization. Equivalent to CSL 6470.



**PSY 6501 Psychology of Personality 3 Credits**

This course explores the major theories of personality including Psychodynamic, Behavioral, Biological, Cognitive, Trait-Factor, and Humanistic/Existential approaches. Students study individual theories and compare and contrast these theoretical positions in terms of current research. In addition, students explore the relevance and application of personality theories to the profession of psychology. Equivalent to CSL 6501. Prerequisite for MA Psychology, Sport and Performance Psychology Specialization: completion of all required coursework. This course may not be transferred into the MA Psychology, Sport and Performance Psychology Specialization.

**PSY 6580 Human Sexuality & Sexual Disorders 3 Credits**

This course focuses on the sexual response cycle, sexual identity, and the treatment of sexual disorders in clinical practice. The primary emphasis is on the way in which a disturbance in the processes of the sexual response cycle (desire/excitement/orgasm/resolution) leads to sexual dysfunction. The student also becomes familiar with the paraphilias and gender identity disorders. Equivalent to CSL 6580.

**PSY 6600 Theories & Techniques of Marriage & Family Therapy I 3 Credits**

This course is a didactic integration designed to introduce the student to the foundations of marriage and family therapy. It provides an overview of the major theoretical approaches to marriage and family therapy. Assessment techniques and intervention strategies are presented for all of the schools of thought, with an emphasis on intergenerational, communication, experiential, structural, and behavioral approaches. Equivalent to CSL 6600.

**PSY 6610 Theories & Techniques of Marriage & Family Therapy II 3 Credits**

This course focuses on mastery of basic and advanced principles of marriage and family therapy through an integration of therapeutic perspectives of modernist models. Models studied include strategic, brief solution focused, narrative, and integrative. Intervention strategies from each perspective are presented and practiced. Prerequisites: PSY 6160 and PSY 6600, or equivalents. Equivalent to CSL 6610.

**PSY 7210 Adult Psychopathology & Treatment I 3 Credits**

This course focuses on the etiology and diagnosis of adult psychopathological disorders. Students develop skills in case conceptualization and addressing adult disorders, differential diagnosis and construction of a systematic treatment plan, emerging treatment revision, assessment of outcome, termination, and ethical issues in the treatment process. While placing treatment within a theoretical context, the real emphasis in this course is on treatment techniques aimed at symptom and problem reduction. Benefits and limitations of the diagnostic process are reviewed.

**PSY 7220 Clinical Personality Assessment: Objective Techniques 3 Credits**

This course involves the study of the theory and practice of objective personality assessment. The course focuses on how objective personality assessment is used to provide information in educational, psychiatric, industrial, and medical practice. Primary emphasis is on the Minnesota Multiphasic Personality Inventory - 2nd Edition, and the Millon Clinical Multiaxial Inventory - 3rd Edition. Secondary emphasis is on the Personality Assessment Inventory and tests of normal personality functioning. In addition, the student gains familiarity with numerous scales and inventories used to measure functioning in educational, industrial, and psychiatric practice. Prerequisite (for clinical programs only): PSY 5610 or equivalent.

**PSY 7301 Advanced Performance Enhancement I: Core Mind-Body Practices 3 Credits**

This course presents mind-body practices that provide the core elements of behaviors for individual and team performance. The student will learn to practice and to teach mastery of cognitive and physical skills to control systemic arousal and focusing behavior. The course will provide tools to construct performance profiles on individuals taking into account age, gender and cultural parameters. This depth of analysis

provides the foundation to effectively integrate mind-body practices with performance enhancement. The student will be given strategies for measuring the efficacy of applying mind-body practices in diverse settings.

**PSY 7305 Advanced Psychomotor Development & Kinesiology 3 Credits**

This course explores the practical applications of physiological and psychomotor dimensions of performance. The curriculum provides a comprehensive analysis of human movement and mental training applications. Parameters for measuring the stress response will be explored in conjunction with optimizing human performance. The lifelong developmental aspects of physiological and motor behavior will be examined.

**PSY 7311 Advanced Performance Enhancement II: Integrative Mind-Body Practices 3 Credits**

This course provides in depth study of advanced research and theories that integrate mind-body practices in enhancing performance. Students are taught how to utilize multiple conceptual frameworks and research findings in training skills such as advanced arousal control, imagery and focusing. The student will be able to assess the influence of age, gender and cultural factors on performance and apply this understanding to developing individualized training protocols. The graduate will be able to assess the efficacy of integrative mind-body practice models in enhancing individual, group and team performance.

**PSY 7314 Rehabilitation in Sports & Performance 3 Credits**

This course examines crucial rehabilitation topics in sports and performance. The curriculum provides methods of psychological evaluation and treatment for injuries, addictions, eating disorders, and burnout. Students will investigate the dynamics of aggression in sports and performance settings. Retirement issues and exercise adherence strategies are explored. Inclusive in the course is a special debate section challenging students to confront current ethical issues in the field.

**PSY 7317 Advanced Group Dynamics in Sports & Performance Settings 3 Credits**

This course examines the integral relationship between leadership, communication, and group performance. The curriculum applies group and team principles to diverse populations such as youth, special needs, high-profile performers and support networks. Leadership is studied within the context of group functioning. Students will develop research protocols for assessing group and team functioning.

**PSY 7321 Advanced Performance Enhancement III: The Psychology of Peak Experience 3 Credits**

This course is the pinnacle of performance enhancement teachings. The emphasis in this course is the development of advanced awareness skills in the attainment of self-mastery. The student learns how to guide individual goal achievement in congruence with current skills. The ultimate goal for the student is to recognize and cultivate individual and group experiences that are characterized by such terms as optimal performance, actualization, effortless awareness, flow, and peak experience.

**PSY 7330 Sport & Performance Psychology as a Business 3 Credits**

This course assists students in developing personal business plans. The curriculum addresses the financial, legal and ethical issues encountered in sport and performance psychology. The course gives the student persuasive arguments to use with clients to prevent their use of licit and illicit drugs and performance enhancing substances, as well as advising clients who have already used illicit substances and how to handle accusations against them for substance use or abuse. Potential career opportunities are identified and compared. The student will prepare a personal resume, market analysis and comprehensive business plan.

**PSY 7340 Assessment of Intelligence 3 Credits**

This course involves the study of the theory and practice of intellectual assessment. The course focuses on how intellectual assessment is used

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to provide information in educational, psychiatric, industrial, and neurological practice. Primary emphasis is on the Wechsler intelligence assessment instruments. Secondary emphasis is on the Stanford-Binet and Kaufmann Assessment Battery for Children. The student also gains familiarity with numerous intelligence tests and achievement tests used in school and industrial settings and with tests used with non-traditional clients. Prerequisite: PSY 5610 or equivalent.

### **PSY 7360 Psychopathology II: Children & Adolescents** 3 Credits

This course focuses on the etiology and diagnosis of child and adolescent psychopathological disorders. Students develop skills in addressing disorders of childhood and adolescence, as well as psychotherapeutic techniques to be employed with children and adolescents with a broad range of psychological problems from stress reactions to psychosis. Treatment modalities include group, family, and individual. The course includes an examination of psychopathology in childhood and adolescence with emphasis on diagnostic classification systems for children, major types of disturbances, assessment techniques, and etiology as related to constitutional, environmental, and familial factors. Benefits and limitations of the diagnostic process are reviewed. This course may not be transferred in.

### **PSY 7480 Neuropsychology** 3 Credits

This course is designed to familiarize the student with language and terms used in neuroanatomy and physiological psychology. The course explores brain-behavior relationships that exist and are diagnostic in the practice of psychology. There is emphasis on the anatomy of the brain and the nervous system. The course also looks at several neurological conditions, including AIDS, Parkinson's disease, and Multiple Sclerosis as well as the psychological and neurological impacts of these diseases. Prerequisite: PSY 5410 or equivalent.

### **PSY 7490 Integrative Report Writing** 2 Credits

This course demonstrates essential components that make up report writing commonly used in the field of mental health, including forensic/criminal/custody, school, traditional psychological, neuropsychological, industrial/organization, and other areas. Common structure of various types of reports will be considered, but with attention also given to more focused mental health venues. Common elements in report writing, integrating report writing, treatment plans and progress notes and summaries, evaluation of treatment outcomes, and documentation will be covered. Practice in writing reports will be a vital part of the course as well as review examples of well-constructed reports. Finally, ethical issues of report writing will also be examined. Prerequisites: PSY 7220 and PSY 7340.

### **PSY 7510 Biological Bases of Behavior** 3 Credits

This course is designed to provide the student with a foundation of human physiology including the nervous, hormonal, reproductive, and sensory systems, and the attendant functions of digestion, sleep, learning and memory, emotion and other human biological functions. The course provides an essential knowledge base for most other offerings in the field of psychology.

### **PSY 7512 Psychology of Leadership** 3 Credits

The course will provide an overview of the key events and accomplishments that have played an important role in the historical evolution of the psychology of leadership and the systems that form the basis of the discipline. A review of the history of organizational psychology introduces several important distinctions that define the discipline, and theoretical models and perspectives that trace the evolution of theory and practice. The learning activities emphasize the dichotomy between the science and applications of organizational psychology and leadership. The course approaches the psychology of leadership from three different perspectives 1) objectives for research and practice in the field, 2) basic methodological orientation of practitioners and 3) the systems and research-based foundations that form the basis of organizational psychology and the psychology of leadership.

### **PSY 7540 Clinical Personality Assessment: Projective Techniques** 3 Credits

This course involves the study of the theory and practice of projective personality assessment and the way in which projective assessment is used to provide information in clinical practice. Primary emphasis is on the Comprehensive System for scoring and interpreting the Rorschach Ink Blot Test. In addition, the student gains familiarity with the Holtzman Inkblot Technique, the Thematic Apperception Test, and projective drawings. Prerequisites: PSY 5610 or equivalent.

### **PSY 7620 Professional Issues in Clinical Psychology** 3 Credits

This course is focused on the skills necessary to successfully complete a doctoral program in Clinical Psychology and work as a licensed psychologist in Colorado. This includes completing a dissertation, obtaining an internship, completing post-doctoral hours, securing state licensure and gaining professional employment. The student is prepared to become a positive representative of, and contributor to, the mental health professional community. Prerequisite: PSY 5003 and PSY 7640.

### **PSY 7640 Quantitative Research Design & Methods** 3 Credits

This course extends a student's knowledge of the principles and procedures involved in complex behavioral sciences research. The goal is to provide the student with an educational experience that allows him or her to become an informed consumer of scholarly psychological research. The course also prepares the student to conduct advanced research. Topics include philosophy of science, advanced research methods, and analysis of variance. Prerequisite: RES 5400 or equivalent.

### **PSY 7720 Evidence-Based Practices in Psychotherapy** 1 Credit

The recent trend toward empirically-based treatments excludes other, more potent factors responsible for psychotherapy outcome. This course takes a critical look at "business as usual" in mental health, exposes its mythmakers, and translates the latest research findings on what really works in therapy into empirically supported principles for clinical practice. It emphasizes practical skill building over theory by teaching students how to use valid and reliable feedback from clients to deliver effective, efficient, and accountable care.

### **PSY 7740 Qualitative Research Design & Methods** 3 Credits

Readings and exercises in this course emphasize design, analysis, and research concepts most appropriate to investigating intangibles and common data in psychological modeling. Techniques of methodological design related to observational, evaluative, systemic, psycho-historical, phenomenological, heuristic, mythic, and case methods are emphasized. Other course topics include data collection, reliability, validity, data summary and analysis, data reporting, influences on response rate, techniques of survey sampling (mail, questionnaire, and telephone surveys), and semi-structured interview schedules. Research issues of protection of human subjects, privacy, and confidentiality are also addressed. Students are supervised and share experiences gained while preparing to develop, administer, and analyze qualitative research projects. Emphasis is placed on the role that qualitative methodologies play in the world of research. Prerequisite: RES 5400 or equivalent.

### **PSY 7870 Substance Abuse & Dependence** 3 Credits

This course addresses the basic models and theories of substance abuse/chemical dependency; basic psychopathology and psychodynamics of substance abuse/chemical dependency; assessment, diagnosis, and differential diagnosis of substance use disorders (including psychological testing and assessment with the MMPI-2, MAC, AUI, MAST, and others); and treatment models and modalities for substance abusing and chemically dependent clients.

### **PSY 7880 Psychopharmacology** 3 Credits

This is a required course which all clinical students must complete at Ashford University or through transfer credit. This course includes an examination of basic neurobiology, the brain, CNS, and biologic models of major psychiatric illness. Students examine in-depth the clinical uses, mechanisms of action, therapeutic efficacy, side effects, and other practical and clinical issues associated with psychotropic medications. These medications, designed to treat mental illness, include anti-

depressants, mood stabilizers, anti-anxiety agents, and anti-psychotic medications. This course also examines the match between different clinical subgroups and various psychotropic medications, as well as the complex relationships between substance abusing or chemically dependent patients and psychopharmacologic treatments. Prerequisites: PSY 5410, PSY 5520 and PSY 7480, or equivalents.

**PSY 7940 Advanced & Multivariate Statistical**

**Analysis 3 Credits**  
This course builds on the foundation covered in RES 5400. The focus is on multivariate techniques commonly used in psychological research, such as factorial analysis of variance, analysis of covariance, repeated measures analysis of variance, multivariate analysis of variance, multiple regression, factor analysis, canonical correlation, and other multivariate techniques. The emphasis is skill-building and conceptual understanding, with exposure to a variety of procedures, so students gain a solid understanding of the reasoning/logic behind statistical procedures. Extensive use of statistical software packages (e.g., SPSS, R) will help illustrate techniques and concepts. This course prepares students to analyze and interpret data collected for the dissertation. Prerequisite: RES 5400.

**PSY 7950 Theories & Methods of Supervision & Consultation**

**3 Credits**

This course is designed as an interactive experience including a variety of exercises, group discussions, debates, and observations of supervision. The course prepares participants for a variety of therapy settings including private practice, agencies, and academia. The following critical areas of knowledge and skills are addressed: major models of supervision, development of a personal model of supervision, co-evolving therapist-client and supervisor's relationships, issues in supervision, and ethical and legal considerations related to supervision. Students are also acquainted with best practices for consulting in agency settings. Prerequisite: 1 of the Practicum courses must have been taken at Ashford University.

**PSY 7961 – 7965 Clinical Practicum**

**1 Credit (each)**

Students obtain direct clinical experience during participation in the provision of psychological services. Students provide clinical services in the form of psychotherapy and psychological assessment to a broad range of clients in collaboration with, and under the supervision of, licensed psychologists. Students receive both individual and group supervision from licensed psychologists. This clinical practicum is conducted at a site approved by the Director of Clinical Training. Prerequisites: PSY 5280 and PSY 5290.

**PSY 7971 – 7975 Clinical Practicum**

**1 Credit (each)**

Students obtain direct clinical experience during participation in the provision of psychological services. Students provide clinical services in the form of psychotherapy and psychological assessment to a broad range of clients in collaboration with, and under the supervision of, licensed psychologists. Students receive both individual and group supervision from licensed psychologists. This clinical practicum is conducted at a site approved by the Director of Clinical Training. Prerequisites: PSY 7962-7965.

**PSY 7981 – 7985 Clinical Practicum (100 Hours, 1 Term)**

**1 Credit (each)**

Students obtain direct clinical experience during participation in the provision of psychological services. Students provide clinical services in the form of psychotherapy and psychological assessment to a broad range of clients in collaboration with, and under the supervision of, licensed psychologists. Students receive both individual and group supervision from licensed psychologists. This clinical practicum is conducted at a site approved by the Director of Clinical Training. Prerequisites: PSY 7971-7975 and PSY 7220, PSY 7340 and PSY 7540.

**PSY 8110 Neuropsychological Assessment**

**3 Credits**

This course focuses on the theory and practice of neuropsychological assessment and how behavior can be measured to provide information regarding brain functioning. Primary emphasis is on neuropsychological

assessment using the Halstead-Reitan and other single or comprehensive batteries. Secondary emphasis is given to instruments used for neuropsychological screening and to illuminate abilities in specific areas of brain functioning. The student learns how these tests are used to provide assessments and recommendations in clinical practice. Prerequisites: PSY 5610, PSY 7340, PSY 7220, PSY 7480, or equivalents.

**PSY 8160 Forensic Assessment**

**3 Credits**

Students examine the forensic application of traditional assessment instruments such as MMPI-II, Rorschach, and MCMI-III. This course also acquaints the student with specific forensic instruments such as the Hare Psychopathy Checklist, Multiphasic Sex Inventory, and risk assessment instruments. Students have the opportunity to administer and interpret a number of forensic measures and apply the results in clinical situations. Prerequisites: PSY 5610, PSY 7340, and PSY 7220.

**PSY 8170 Neurofeedback Assessment & Treatment**

**3 Credits**

This course introduces the student to converging trends that have influenced the development of applied biofeedback/psychophysiology. Major antecedents in classical and operant conditioning, psychophysiology, behavioral medicine, and electroencephalography will be examined, as well as the key role that CNS arousal patterns play in the genesis and etiology of various brain-based disorders. The primary focus of the course is on neurofeedback (NF), and offers the student a decidedly hands-on opportunity for learning how to: 1) become a competent NF technician; and 2) gain familiarity with the clinical skills that comprise the basics of choosing NF protocols individually tailored for patients with a variety of medical and psychological maladies.

**PSY 8185 Pediatric Neuropsychology**

**3 Credits**

This course focuses on the theory and practice of pediatric neuropsychology and its distinctions from adult neuropsychology. Thus, emphasis is given to the unique practical considerations in assessing the child/adolescent, to ensure that data collection is valid and free from unnecessary confounding factors. The student is also exposed to a variety of common neurological conditions such as TBI, sports concussion, Autistic Spectrum, toxic exposure, Reactive Attachment Disorder, etc. In addition, introduction and hands-on practice with the administration, scoring, and interpretation of a thorough pediatric neuropsychological battery is provided. The student furthermore gains supervised experience in writing meaningful clinical reports and with regard to treatment planning. Lastly, practical information on how to provide effective assessment feedback to parents/caretakers is supplied. Prerequisites: PSY 5610, PSY 7340, PSY 7220, and PSY 7480.

**PSY 8190 Sport Neuropsychology**

**3 Credits**

Sport Neuropsychology covers the application of neuropsychological understanding to the world of sport, with a particular emphasis on concussion assessment and management. Topics will include epidemiology of concussions, on field and post-concussion assessment, concussion management, and counseling issues related to concussions and neuropsychology. Students will develop knowledge and expertise in concussion recognition and management. Prerequisites: PSY 7480 and PSY 8110.

**PSY 8310 Correctional Mental Health: Theory & Practice**

**3 Credits**

Correctional Mental Health covers the application of mental health theory and practice to jail and prison settings, with a particular emphasis on identifying and treating mental illness for those who are incarcerated. Topics will include legislative and court battles that established correctional mental health, suicide prevention, components of mental health treatment in correctional systems and facilities, and issues related to the provision of psychotherapy in jails and prisons. Students will develop the knowledge and expertise that will enable them to practice effectively in correctional systems.

**PSY 8540 Forensic Psychology**

**3 Credits**

This course is designed to acquaint the student with psychological services provided to the criminal and civil justice systems. Emphasis is

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placed on the role of psychologists in correctional institutions, the assessment of juvenile and adult offenders, consultation with various law enforcement agencies, criminal profiling, and mental health law. Prerequisite: PSY 5280 or equivalent.

### **PSY 8620 Advanced Seminar in Marriage & Family Therapy** 3 Credits

This course is for students with significant experience in marriage and family therapy and explores the cutting edge research and theory in the field. Students have the opportunity to build theory and create and develop marriage and family interventions. Prerequisites: PSY 6160, PSY 6600, PSY 8600, and PSY 8610, or equivalents.

### **PSY 8820 Health Psychology** 3 Credits

This course explores the major theories and techniques of health psychology, behavioral medicine, psychoneuroimmunology, and body-mind approaches to healing and health care. Psychodynamic theories and the theories of Reich and Lowen; biofeedback and behavioral theories; humanistic, Eastern, and body-mind theories are explored, as well as the works of Borysenko, Ornish, Siegel, and Weil. Current theoretical approaches and research related to the field are explored.

### **PSY 8821 Major Illness: Health Psychology's Role** 3 Credits

Purpose of this course is to familiarize the students with major medical illness, disease progression, and the contribution of life-style to disease etiology, prevention, wellness, and quality of life. Treatment issues are reviewed only by way of illustrating problems of compliance or adherence once an illness is diagnosed and treatment has begun. Case illustrations will be used to describe the health psychology approach to etiology, assessment, treatment planning, treatment tools and modalities, and the multidisciplinary environment that the health psychologist functions within.

### **PSY 8822 Treatment Approaches in Health Psychology** 3 Credits

This course explores major theories and techniques of health psychology treatment, behavioral medicine, psycho-neuroimmunology, and body-mind approaches to health and health care. Biofeedback, stress management/relaxation training, behavioral management approaches, guided imagery, autogenic phrases/progressive relaxation, hypnosis, meditation / yoga / acupuncture, massage/body work, pain management, flotation REST, spirituality and health, relationship/social support and health, and other related treatment approaches will be explored. The work of health psychology /behavioral medicine professionals such as Neil Miller, Dean Omish, Bernie Siegel, Andrew Weil, and Joan Borysenko along with current theoretical approaches and research related to the field are explored. Prerequisite: PSY 8820.

### **PSY 8823 Medical Ethics in Health Psychology** 3 Credits

This course is devoted to learning about the practice of psychology in the health care environment dealing with medical illnesses whether integrated or non-integrated. Emphasis is placed on ethical issues in health psychology and behavioral medicine.

### **PSY 8980 Pre-Doctoral Internship (1500 Hours; 1 credit per term, 5 terms)** 1 Credit

The Internship year provides students with an intensive clinical experience building upon coursework, Practicum experiences, and supervision skills obtained during the first three years of coursework. Through their own investigation and with the assistance of the Internship Director at Ashford University, students obtain approved Internship sites either locally or at a distance to provide them with an opportunity to exercise clinical skills in their area of specialization or in general psychotherapy. Students are immersed during the Internship experience in a clinical setting that allows them to work full time in the field of psychology and therefore prepares them for a career in psychology. Students may refer to the Internship Handbook for detailed information regarding Internship requirements. All Internships must meet APPIC requirements. Prerequisites: 15 hours of Clinical Practicum and Passing of Doctoral Comprehensive Examination.

## 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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

## RES Research

### **RES 5240 Applied Research Methods** 3 Credits

This course involves the study of research design, and the quantitative and qualitative methods that can be used in addressing research questions. Students will be introduced to social scientific inquiry and the research design process, as well as some of the most common quantitative and qualitative research methodologies. Through the process of critiquing research articles, students will learn how to determine the appropriate use of research design, recognize errors and

biases in conducting research, and communicate the methods and results of particular studies.

**RES 5400 Understanding, Interpreting, & Applying Statistical Concepts** **3 Credits**

This course teaches students how to critically analyze, interpret, and apply statistical concepts to research in education and the social sciences. The focus is on a quantitative approach to the concepts and methods of statistical inference. Topics include sampling, frequency distributions, estimation, hypothesis testing, and probability. Statistical analyses covered include correlation, regression, t-tests, nonparametric tests, and Analysis of Variance. Basic research design issues are also addressed focusing on selecting data analysis techniques to appropriately address research questions and to apply the concepts covered to various psychological problems and realistic situations. Emphasis is on developing skills in interpreting statistical results presented in research articles. Equivalent to CSL 5400.

**RES 7105 Scholarly Argument I** **3 Credits**

In this course students will learn foundation skills for searching the academic literature and constructing a sound argument. Students will develop a detailed topic outline and an annotated bibliography of resources in an area of interest. This course will give students the opportunity to develop the research skills to succeed in their coursework and complete either an Applied Doctoral Project or Dissertation.

**RES 7110 Scholarly Argument II** **3 Credits**

This course will build on the work students began in Scholarly Argument I and the research skills honed throughout the curriculum. Organization of content and formulating a well-researched scholarly argument are key learning outcomes. Students will produce a first draft of a literature review in their content areas and review potential research methodologies for completing either an Applied Doctoral Project or Dissertation. Prerequisites: Scholarly Argument I and 6 credits of research (RES) courses.

**RES 7302 Advanced Research Methods** **3 Credits**

This course involves the advanced study of research design, and the quantitative and qualitative methods that can be used in addressing research questions. The course is divided into three sections, which cover social scientific inquiry and research design, quantitative methodologies, and qualitative methodologies. Qualitative methods will be emphasized, but a foundation for quantitative methodological principles will be provided. Students will be required to complete a training on ethics in research, as well as complete a qualitative research proposal in an area of interest, which may include dissertation related research.

**RES 7400 Research Design & Methods - Quantitative** **3 Credits**

This course involves the advanced study of research design, and the quantitative methods that can be used in addressing research questions. Students will gain experience developing their own research ideas and learning how to select and apply appropriate research designs to test those ideas. Through the process of critiquing research articles, students will also learn how to evaluate which research designs would be appropriate to test various areas of inquiry, as well as how to communicate the methods and results of particular quantitative studies. Students will be required to complete a training on ethics in research, as well as complete a quantitative research proposal in an area of interest, which may include dissertation related research.

**RES 7402 Advanced Tests & Measurements** **3 Credits**

This course involves the advanced study of the theory and practice of psychological measurement. Students review and apply the concepts of measurement (levels of measurement, variables, and validity and reliability of instruments and measurement procedures), and basic principles of statistics (descriptive statistics, univariate inferential statistics for comparisons of sample means, correlation, and regression), as a basis for exploring the proper use of tests and measurements in psychological research. Students will explore published research based on psychometric instruments and other measurement methodologies, and design a quantitative research proposal in an area of interest, which

may include dissertation related research. Prerequisites for PhD: RES 7410 and RES 7400.

**RES 7410 Research Design & Methods - Qualitative** **3 Credits**

This course involves the advanced study of research design, in general, and the qualitative inquiry, in particular, that can be used in addressing research questions. The epistemological assumptions underlying the qualitative methodology will be explored as students become familiar with the philosophical issues underlying how we know what we know. The ability to choose a researchable topic and create associated research questions will be emphasized. Students will become familiar with a variety of approaches including ethnography, grounded theory, phenomenology, narrative, participatory action research, and case study. A variety of common data collection methods will be studied, such as observation, interviews, surveys, and historical document collection. Validation and reliability standards, as well as evaluation criteria for qualitative approaches will be addressed. Students will be required to complete training on ethics in research, as well as complete a qualitative research proposal in an area of interest, which may include dissertation related research.

**RES 7415 Advanced Statistics** **3 Credits**

This course emphasizes inferential statistical concepts related to methods most appropriate to data and theories. The focus is on a quantitative approach to the concepts and methods of statistical inference. Topics include hypothesis testing, probability, multiple correlation and regression, t-tests, Analysis of Variance, Analysis of Covariance, and Multivariate Analysis of Variance, and nonparametric tests. Research design issues are addressed, with a focus on selecting data analysis techniques to appropriately address research questions and apply the concepts covered to various research problems and real life situations. Emphasis is on developing skills for interpreting statistical results presented in scholarly research articles. Prerequisite for PhD: RES 7410. Additional prerequisite for PhD ODL: RES 7402. Prerequisite for PsyD: RES/ORG/PSY 7402.

**RES 7430 Action Research** **3 Credits**

Action research is a reflective process of collaborative, participatory problem solving. This course addresses the processes and procedures for conducting action research, as well as how to develop an action research plan. Students will attain a conceptual and applied understanding of action research methods and the skills to use these methods to transform an organization through data driven decision-making. Students will be able to critically analyze and design action research projects, collect and analyze data, interpret results, and articulate action research principles as a leader in relevant contexts.

**RES 7440 Advanced Study in Qualitative Research** **3 Credits**

Students with interest in qualitative research, or with a desire to utilize this methodology for their respective doctoral dissertation, will be given an opportunity to greatly expand their existing knowledge base on qualitative research methodology. Students may elect to begin working on a preliminary proposal for their doctoral dissertation (or select and explore a topic of interest that may become the dissertation topic) for the culminating project in this course. Prerequisites: RES 7400 and RES 7410.

**RES 7480 Evidence-Based Practice** **3 Credits**

This course demonstrates the value of evidence-based practice as an integral part of formulating research and policy across multiple disciplines, including human services, education, and organizational leadership. Coursework examines the current definition of evidence-based policy and change approaches informed by research. The course also examines actions to further evidence-based policy, including preparing and communicating data more effectively, using existing analytic tools, conducting policy surveillance, and tracking outcomes with different types of evidence. This course emphasizes evidence-based practice within the context of action research, quality improvement, program evaluation, and other real-world research methodologies.

## COURSE DESCRIPTIONS

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### **RES 8001 In-Residence Workshop 1** **0 Credits**

This interactive workshop contributes to a student's commitment toward lifelong learning. As practitioners, leaders, and scholars, students will engage in self-awareness and learn to become active participants in supporting their personal, professional, and academic goals. Students will consider what it means to be a participant of a scholarly community, and how becoming a scholar-practitioner can impact the students' professional community and future goals. Students will engage in scholarly skills of writing, critical thinking, and research as they learn how to explore topics within their own discipline. Students will formulate questions and provide structured responses, discuss the results and impact of data, recognize the need and scope of research problems, and search for scholarly articles and documents. The Dissertation or Applied Doctoral Project process will be introduced as students will connect their Dissertation or Applied Doctoral Project preparation to the rest of their scholarly journey.

### **RES 8002 In-Residence Workshop 2** **0 Credits**

In the second workshop of the In-Residence series, students will continue to build on scholarly competencies, focusing on critical thinking skills and developing more advanced research skills involving assessment and feedback. Through discussion, assessment, feedback, and reflective activities, students will learn a variety of skills, both insight- and action-based, with a core focus on critically assessing oneself and others in order to serve as leaders and scholars in their communities of practice. Students will evaluate a problem statement, critique a scholarly paper, interpret data, and synthesize ideas through the development of a literature review.

### **RES 8003 In-Residence Workshop 3** **0 Credits**

In the third workshop of the In-Residence series, students will continue to build on scholarly competencies with clarity and accuracy about data or complex ideas, focusing on the Dissertation or Applied Doctoral Project process and how this definitive scholarly product supports the community in which students serve. As leaders in scholarship and in their communities, it becomes increasingly essential for students to recognize the complexity of the people with whom they interact. In this advanced workshop, students explore their understanding of different populations and the impact of diversity on their research and professional experiences by creating relevant questions. Students will learn to write a problem statement as well as a scholarly paper with a focus on the ethical and legal access and use of information. Students will further explore how to generate, and implement new knowledge as well as create visuals of data in a variety of contexts for scholarly and professional application.

### **RES 8004 In-Residence Workshop 4** **0 Credits**

This workshop is optional. The session provides an opportunity for students to return to the Ashford University community to support the Dissertation or Applied Doctoral Project process, specifically enhancing the quality of their research question, research design, methodology, and/or the analysis. This open-forum, community-based workshop provides the setting to support student-faculty interaction and personalized solutions in assisting students who desire additional face-to-face support.

### **RES 8101 Virtual In-Residence Workshop 1** **0 Credits**

This interactive workshop contributes to a student's commitment toward lifelong learning. As practitioners, leaders, and scholars, students will engage in self-awareness and learn to become active participants in supporting their personal, professional, and academic goals. Students will consider what it means to be a participant of a scholarly community, and how becoming a scholar-practitioner can impact the students' professional community and future goals. Students will engage in scholarly skills of writing, critical thinking, and research as they learn how to explore topics within their own discipline. Students will formulate questions and provide structured responses, discuss the results and impact of data, recognize the need and scope of research problems, and search for scholarly articles and documents. The Dissertation or Applied Doctoral Project process will be introduced as

students will connect their Dissertation or Applied Doctoral Project preparation to the rest of their scholarly journey.

### **RES 8102 Virtual In-Residence Workshop 2** **0 Credits**

In the second workshop of the In-Residence series, students will continue to build on scholarly competencies, focusing on critical thinking skills and developing more advanced research skills involving assessment and feedback. Through discussion, assessment, feedback, and reflective activities, students will learn a variety of skills, both insight- and action-based, with a core focus on critically assessing oneself and others in order to serve as leaders and scholars in their communities of practice. Students will evaluate a problem statement, critique a scholarly paper, interpret data, and synthesize ideas through the development of a literature review.

### **RES 8103 Virtual In-Residence Workshop 3** **0 Credits**

In the third workshop of the In-Residence series, students will continue to build on scholarly competencies with clarity and accuracy about data or complex ideas, focusing on the Dissertation or Applied Doctoral Project process and how this definitive scholarly product supports the community in which students serve. As leaders in scholarship and in their communities, it becomes increasingly essential for students to recognize the complexity of the people with whom they interact. In this advanced workshop, students explore their understanding of different populations and the impact of diversity on their research and professional experiences by creating relevant questions. Students will learn to write a problem statement as well as a scholarly paper with a focus on the ethical and legal access and use of information. Students will further explore how to generate, and implement new knowledge as well as create visuals of data in a variety of contexts for scholarly and professional application.

### **RES 8104 Virtual In-Residence Workshop 4** **0 Credits**

This workshop is optional. The session provides an opportunity for students to return to the Ashford University community to support the Dissertation or Applied Doctoral Project process, specifically enhancing the quality of their research question, research design, methodology, and/or the analysis. This open-forum, community-based workshop provides the setting to support student-faculty interaction and personalized solutions in assisting students who desire additional face-to-face support. Equivalent to RES 8004.

### **RES 8910 Dissertation Planning I** **1 Credit (9 weeks)**

In this course students begin drafting their dissertation under instructor supervision. Students working individually on their dissertation drafts focus on the description of their topic, refinement of their research questions, and outlining their review of the literature with feedback and recommendations for revisions from their instructor. (Final approval of these drafts of portions of the dissertation rests with the student's individual dissertation committees, as described in the current Ashford University Dissertation Handbook, as revised from time to time. Following the procedures outlined in the Handbook, students may form their committees before, during, or after their enrollment and completion of Dissertation Planning I and II.) Prerequisite: Doctoral Capstone Seminar.

### **RES 8912 Dissertation Planning II** **1 Credit (9 weeks)**

In this course students continue drafting their dissertation from Dissertation Planning I under instructor supervision. Students working individually on their own dissertation drafts focus on further refinement of the description of their topic, the final draft wording of their research questions, and beginning to write their review of the literature and research methodology with feedback and recommendations for revisions from their instructor. Students will exchange research concepts and proposed approaches about their research methodology with other students proposing similar methods (qualitative, quantitative, mixed, action). Final approval of these drafts of portions of the dissertation rests with the student's individual dissertation committees, as described in the current Ashford University Dissertation Handbook, as revised from time to time. Following the procedures outlined in the Handbook, students may form their committees before, during or after

their enrollment and completion of Dissertation Planning I and II.  
Prerequisite: completion of all required coursework and Dissertation Planning I.

**RES 8920 Applied Doctoral Project Planning I 1 Credit (9 weeks)**

In this course students will begin drafting their Applied Doctoral Project under instructor supervision. Students will work individually on their Applied Doctoral Project drafts and their Project Justification drafts, focusing on the description of their project, refinement of their research questions, and a draft of their review of the literature. Students are encouraged to work closely with their chair during this course.  
Prerequisite: Doctoral Capstone Seminar (excluding Doctor of Psychology, Clinical Specialization).

**RES 8922 Applied Doctoral Project Planning II 1 Credit (9 weeks)**

In this course students continue drafting their Applied Doctoral Project and Project Justification from Applied Doctoral Project Planning I. Students will further refine the description of their topic, their review of the literature and their Project Justification. At the end of this course, students should have a Project Justification in close to its final form.  
Prerequisites: completion of Applied Doctoral Project Planning I.

**RES 8981 – 8985 Applied Doctoral Project**

**(1 credit per term, 5 terms) 1 Credit (each)**  
Students opting to complete an Applied Doctoral Project must complete a total of 5 credits by registering for five terms of Applied Doctoral Project credit, one cred per term. Applied Doctoral Projects are written per the policies, practices, and procedures in the Applied Doctoral Project Handbook. Prerequisites: completion of all required coursework and Applied Doctoral Project Planning II.

**RES 8986 Applied Doctoral Project Extension**

**1 Credit**

When an Applied Doctoral Project extends beyond 5 credit hours, students must register in Applied Doctoral Project Extension until the Applied Doctoral Project is complete.

**RES 8987 Applied Doctoral Project Extension**

**1 Credit**

When an Applied Doctoral Project extends beyond 5 credit hours, students must register in Applied Doctoral Project Extension until the Applied Doctoral Project is complete. Students are registered for RES 8987 after successfully passing the Preliminary Oral Defense, at which point the Applied Doctoral Project Support Fee is no longer charged. Equivalent to RES 8986.

**RES 8990 Dissertation (1 credit per term, 5 terms) 1 Credit (each)**

Students writing a dissertation must complete a total of 5 credits by registering for five terms of dissertation credit, one credit per term. Dissertations are written per the policies, practices, and procedures in the Dissertation Handbook. Clinical program students register for dissertation after they complete PSY 7620, Professional Issues in Clinical Psychology. Equivalent to RES 8992.

**RES 8991 Dissertation Extension**

**1 Credit**

When Dissertation extends beyond 5 credit hours, students must register in Dissertation Extension until the Dissertation is complete. Equivalent to RES 8993.

**RES 8992 Dissertation (1 credit per term, 5 terms) 1 Credit (each)**

Students writing a dissertation must complete a total of 5 credits by registering for five terms of dissertation credit, one credit per term. Dissertations are written per the policies, practices, and procedures in the Dissertation Handbook. Students are registered for RES 8992 after successfully passing the Preliminary Oral Defense, at which point the Dissertation Support Fee is no longer charged. Clinical program students register for dissertation after they complete PSY 7620, Professional Issues in Clinical Psychology. Equivalent to RES 8990.

**RES 8993 Dissertation Extension**

**1 Credit**

When Dissertation extends beyond 5 credit hours, students must register in Dissertation Extension until the Dissertation is complete. Students are registered for RES 8993 after successfully passing the Preliminary Oral Defense, at which point the Dissertation Support Fee is no longer charged. Equivalent to RES 8991.

## SCI Science

**SCI 207 Our Dependence Upon 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.

## 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.

**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.

**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.

**SOC 205 Social Theory**

**3 Credits**

Social theory refers to efforts to understand and illuminate the nature of social life. As such, social theory is not only the domain of sociologists. Contributors to social theory include economists, philosophers, psychologists, historians, activists, dramatists, essayists, poets, and novelists. Moreover, ordinary folks like us also theorize about social life. Social theories are crucial for helping us as individuals make sense of our daily lives, and they are essential to understanding new research, social practices and institutions. With the long-term aim of helping us better understand our lives and the world we live in, we will study what sociological theorists, have to say about the social world. The course covers key theorists such as Marx, Durkheim, Weber, Bourdieu and Foucault, Du Bois, Butler and Bauman and their seminal works, as well as the key social thought movements of Capitalism, Modernity, Alternative Knowledge, Self and Society.

**SOC 301 Identity & Social Inequality**

**3 Credits**

The course considers issues of identity, social inequality, and discrimination in society. The focus is on identities such as race and ethnicity, sex and gender, social class, culture, age, and ability, as well as the intersection between them. The focus is on these social categories as both elements of personal identity and sources of social inequality.

**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.

**SOC 305 Crime & Society**

**3 Credits**

The course considers the basic sociological theories and research 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.

**SOC 307 Gender & Sexuality**

**3 Credits**

This course is an introduction to gender and sexuality studies from a sociological perspective. Its primary focus is critical perspectives on the social construction of gender and sexuality, inequalities on the basis of gender and sexuality, activism around issues of gender and sexuality, and how gender and sexuality shape and are shaped by other systems of inequality such as race, ethnicity, class, culture, and age. Also covered

## COURSE DESCRIPTIONS

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are key sociological discourses in the areas of feminism, masculinities, and queer theory.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **SOC 333 Research Methods** 3 Credits

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

### **SOC 401 Engaging in Sociology** 3 Credits

The course embraces the concept of 'Engaging Sociology' - a need for students to understand how to engage social/theoretical concepts into their daily lives in varied social environments, as well as through their employment. The course covers varied aspects of applied Sociology and

social/theoretical concepts as a citizen in communities on a local, national, and global scale, as well as through employment as a Sociologist or in a related field. Prerequisites: SOC101, SOC333, and SOC301 or ANT340, ANT351, and ANT353.

### **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.

### **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.

## SOC Sociology

### **SOC 5110 Sociological Theory** 3 credits

This course provides a systematic review of classical and contemporary sociological theory and its application to social situations and social problems. Students will learn about classical theorists, contemporary perspectives on society, and the social and organizational contexts in which these theories were developed.

### **SOC 5610 Structure & Function of Nonprofit & Government Organizations** 3 Credits

In this course, the nonprofit organization, the governmental organization, and their structure and function are examined. Students will become familiar with different types of nonprofit and governmental organizations and their interrelated and often interdependent functions. Students will learn about the complexity of the public and nonprofit sectors functioning as a dynamic system of interrelated yet separate organizations that are governed by social and fiscal policy and regulation.

### **SOC 5620 Sociology of Work in Contemporary Society** 3 Credits

This course explores theories and concepts of work in contemporary society within and external to formal employment, and the intersection of work, gender, and family. Students will understand a broad range of experiences of work, drawing upon research on how temporal, socio-economic, gender and family roles, culture, and other factors shape work experiences. Students will also consider implications for policy and practice.

### **SOC 5630 Community Organizations & Analysis** 3 Credits

This course explores the structure, function, and culture of community organizations, and the ways in which social scientists can use qualitative and quantitative data to inform decision making, identify and address needs, and evaluate processes and outcomes. Students will read and analyze a variety of case studies and approaches that address these issues.

### **SOC 6910 Public Sociology Capstone** 3 Credits

This capstone course addresses the application of sociological theory and research methods to social problems or policy concerns in organizations or communities. Students can either choose from a selection of case studies provided or identify a local organization with an applied or medical social problem or policy issue and develop a proposed solution that applies their learning through an integrative project plan that combines theory, research, and practice. Prerequisite: completion of all required coursework. This course may not be transferred in.



## 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.

### 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.

## 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.

## SRM Sports and Recreation Management

### SRM 311 Sport Law 3 Credits

This course explores the legal structure of, and issues surrounding, amateur and professional sports leagues and associations. Included will be an examination of tort issues, risk management, sports agency, contract law, collective bargaining, gender issues, intellectual property, and antitrust law.

### 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.

### 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.

### SRM 401 Sport Finance 3 Credits

The course examines the economic and financial environment in which the sport industry operates, with emphasis on financial decision-making, financial management, and current financial trends. The content identifies key stakeholders and their various interests in the financial success of sport operations and organizations. The students will explore sources of funding and revenue generation, financial controls and reporting, budgets, and the relationship between management principles and financial performance. Prerequisite: ACC 205

### 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.

## SRV Service Management

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### SRV 425 Event, Meeting, & Conference Management 3 Credits

In this course, students learn strategies to develop meaningful, well-

## COURSE DESCRIPTIONS

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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.

### **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.

### **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.

## SSC Social Science

### **SSC 101 Introduction to Social Sciences 3 Credits**

This course introduces students to the interdisciplinary field of social sciences and some of the disciplines that comprise this field, including anthropology, sociology, political science and history. These subject areas figure prominently in the Social Science major. In this course, students will learn important social science concepts and theoretical approaches, along with the research methods that social scientists use to study human behavior. Throughout the course and through a summative assignment, students will examine how social factors shape social behavior, and some of the consequences of current social problems.

### **SSC 320 Global Socioeconomic Perspectives 3 credits**

This course is an examination of global socioeconomic development in the context of globalization. Topics include population growth, natural resources, sustainable growth, migration, diplomacy, and the global consequences of inequality, poverty, and war. These topics are examined through the lens of social expectations, gender ideals, and economic justice.

### **SSC 330 Peacemaking: A Study of Conflict Resolution & Activism 3 Credits**

An interdisciplinary study of peacemaking and activism with a focus on how they impact conflict resolution. 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, activism, and negotiation and then apply these methods to in class activities.

### **SSC 340 Human Health & Global Environmental Change 3 Credits**

This course analyzes the relationship between health and the environment and takes into account how health is influenced by natural and manmade environmental factors. Students will consider the history of the relationship between health and the global environment, addressing how groups in the past understood the connection and the actions they took to improve both. The course will also address contemporary theories that highlight how race, gender, and class influence the relationship between health and the environment. By concentrating on these factors, students will consider the negative and positive influences of the environment on human health as well as possible future concerns and issues that might emerge.

### **SSC 350 eSociety: Science, Technology, and Society 3 Credits**

The eSociety course focuses on the relationship between society, science, and technology and the social dynamics of knowledge production from a social science perspective. The course provides students with an understanding of how social values affect scientific research and technological innovation as well as the transformative impacts of technologies on society. Through discussions of key concepts and case studies, students will explore how particular scientific

facts or technologies become accepted, how controversies are settled, and how science and scientists retain credibility and authority. Students will also engage with the social, ethical, and political consequences of technological developments. Prerequisite: SSC 101.

## SECTION TWELVE: 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. Grey Edwards, Jr.**

Chief of the Army Continuing Education Services (ACES) Hub at Fort Benning, Georgia; served as a practitioner of the U.S. Army adult education program. In 2009, she retired from her full-time position as the W. Dallas Herring Professor of Community College Education in the Department of Adult and Higher Education at North Carolina State University. In 2001, Dr. González Sullivan also served as the Interim Director for Community College Relations at The College Board. Prior to that, she has held community college presidencies in the states of Connecticut and Maryland. Dr. González Sullivan has been involved in the community college movement at the national, regional, and local levels for many years. She has served on the board of directors of the American Association for Community Colleges twice, was the national president of the American Association for Women in Community Colleges (AAWCC), and was the Executive Director of the National Community College Hispanic Council's Leadership Fellows Program. She served 12 years as a member of the board of trustees for the American University of Rome and presently chairs the Community Coalition on Race in Maplewood, NJ. Dr. González Sullivan holds her EdD in Vocational Education and EdS in Adult Education from the University of Arkansas. She holds her MA in Spanish Literature from New York University and earned her BA from Trinity College in Washington, D.C. Her research interests focus on the effects of leadership training, an area in which she has published numerous articles and book chapters.

#### **Dr. Leila González Sullivan**

Adjunct faculty member /faculty facilitator for the New York Student Cluster in the School of Education Leadership for Change of Fielding Graduate

University; former W. Dallas Herring Professor of Community College Education. In 2009, she retired from her full-time position as the W. Dallas Herring Professor of Community College Education in the Department of Adult and Higher Education at North Carolina State University. In 2001, Dr. González Sullivan also served as the Interim Director for Community College Relations at The College Board. Prior to that, she has held community college presidencies in the states of Connecticut and Maryland. Dr. González Sullivan has been involved in the community college movement at the national, regional, and local levels for many years. She has served on the board of directors of the American Association for Community Colleges twice, was the national president of the American Association for Women in Community Colleges (AAWCC), and was the Executive Director of the National Community College Hispanic Council's Leadership Fellows Program. She served 12 years as a member of the board of trustees for the American University of Rome and presently chairs the Community Coalition on Race in Maplewood, NJ. Dr. González Sullivan holds her EdD in Vocational Education and EdS in Adult Education from the University of Arkansas. She holds her MA in Spanish Literature from New York University and earned her BA from Trinity College in Washington, D.C. Her research interests focus on the effects of leadership training, an area in which she has published numerous articles and book chapters.

#### **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. 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 of 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. 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. Craig Swenson**

Dr. Craig Swenson is the President and Chief Executive Officer of Ashford University. With more than 40 years of experience in higher education, Dr. Swenson is a recognized national leader in higher education. In 2015, Dr. Swenson served as Interim President of University of the Rockies. Prior to that, he served as Chancellor Emeritus and was a Professor of Higher Education Administration at Argosy University. He also served as Chancellor of the Argosy System for seven years and held the position of Chief Academic Officer for Education Management Corporation for several years. Before his tenure at Argosy University, Dr. Swenson was Provost and Vice President of Academic Affairs at Western Governors University. Prior to that, he served as Provost and Senior Vice President of Academic Affairs over the University of Phoenix system. At University of Phoenix, he was a Senior Regional Vice President and a Vice President/Campus Director. Dr. Swenson is on the Board of Directors of the Council for Higher Education Accreditation (CHEA) and he serves on the Advisory Board for the CHEA International Quality Initiative. He is active as a peer reviewer and accreditation team chair for the Commission on Senior Colleges of the Western Association of Schools and Colleges. Dr. Swenson has been a member of the National Advisory Committee on Institutional Quality and Integrity (NACIQI), advising the U.S. Secretary of Education on matters related to accreditation and the eligibility and certification process for institutions of higher education. In addition, he has served on the Jacob K. Javits Program Fellowship Board at the U.S. Department of Education. He was a non-federal negotiator for the U.S. Department of Education Negotiated Rulemaking process in 2007. Additionally, he was a member of the U.S. Army Educational Advisory Committee, advising the Secretary of the Army on education and training matters. Dr. Swenson earned a PhD in Education with an emphasis in Adult and Organizational

Learning at Walden University, a master’s degree in Organizational Communication from Brigham Young University, and a bachelor’s degree in Journalism and Mass Communications from the University of Utah.

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## Catalog Supplement 2018-2019

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# Tuition & Fees Update

Effective January 1, 2019

Effective 04-03-2019 [MSTM new program]

## Tuition and Fees

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.

## Undergraduate Programs Tuition & Fees

The following is a list of tuition and fees applicable to Associate's and Bachelor's degree programs and/or undergraduate courses, effective January 1, 2019.

### Tuition per credit:

|                       |           |
|-----------------------|-----------|
| 100-400 Level Courses | \$ 485.00 |
|-----------------------|-----------|

## Master's Programs Tuition & Fees

The following is a list of tuition and fees applicable to Master's degree programs.

|  |                 |
|--|-----------------|
| Master of Accountancy                                    | \$705.00        |
| Master of Arts in Curriculum and Instruction             | \$635.00        |
| Master of Arts in Early Childhood Education Leadership   | \$635.00        |
| Master of Arts in Education                              | \$635.00        |
| Master of Arts in Health Care Administration             | \$705.00        |
| Master of Arts in Human Services                         | \$635.00        |
| Master of Arts in Leadership                             | \$635.00        |
| Master of Arts in Organizational Management              | \$705.00        |
| Master of Arts in Psychology                             | \$635.00        |
| Master of Arts in Special Education                      | \$635.00        |
| Master of Arts in Teaching and Learning with Technology  | \$635.00        |
| Master of Business Administration                        | \$705.00        |
| Master of Human Resource Management                      | \$705.00        |
| Master of Information Systems Management                 | \$705.00        |
| Master of Public Administration                          | \$705.00        |
| Master of Public Health                                  | \$635.00        |
| Master of Arts in Public Sociology                       | \$635.00        |
| Master of Science in Criminal Justice                    | \$705.00        |
| Master of Science in Finance                             | \$705.00        |
| Master of Science in Instructional Design and Technology | \$635.00        |
| <i>Master of Science in Technology Management</i>        | <i>\$705.00</i> |

|   |          |
|---|----------|
| Master of Accountancy   | \$705.00 |
| Post Baccalaureate Teaching Certificate: Elementary Education                   | \$635.00 |
| Post Baccalaureate Teaching Certificate: Secondary Education                    | \$635.00 |
| Teaching Channel Courses (Non-Degree course offerings: EDU 500, 501, 502 & 503) | \$158.00 |

**Schedule of Charges:**

| Program Name  | Period of Attendance | Entire Educational Program |
|---|----------------------|----------------------------|
| AA in Early Childhood Education<br>(67 credits)             | \$6,660              | \$37,265                   |
| AA in Military Studies<br>(64 credits)                      | \$6,660              | \$35,600                   |
| All Online Bachelor's Programs<br>(120 credits)             | \$6,660              | \$66,750                   |
| Master of Accountancy<br>(48 credits)                       | \$7,155              | \$38,310                   |
| MA in Curriculum and Instruction<br>(30 credits)            | \$6,525              | \$21,900                   |
| MA in Early Childhood Education Leadership<br>(30 credits)  | \$6,525              | \$21,900                   |
| MA in Education<br>(36 credits)                             | \$6,525              | \$26,250                   |
| MA in Health Care Administration<br>(36 credits)            | \$7,155              | \$28,770                   |
| MA in Human Services (33 credits)                           | \$6,525              | \$24,075                   |
| MA in Leadership<br>(33 credits)                            | \$6,525              | \$24,075                   |
| MA in Organizational Management<br>(33 credits)             | \$7,155              | \$26,540                   |
| MA in Public Sociology<br>(30 credits)                      | \$6,525              | \$21,900                   |
| MA in Psychology<br>(36 credits)                            | \$6,525              | \$26,250                   |
| MA in Special Education<br>(30 credits)                     | \$6,525              | \$21,900                   |
| MA in Teaching and Learning with Technology<br>(30 credits) | \$6,525              | \$21,900                   |
| Master of Business Administration<br>(42 credits)           | \$7,155              | \$33,540                   |
| Master of Human Resource Management<br>(39 credits)         | \$7,155              | \$31,155                   |
| Master of Information Systems Management<br>(42 credits)    | \$7,155              | \$33,540                   |

| Program Name  | Period of Attendance | Entire Educational Program |
|---|----------------------|----------------------------|
| Master of Public Administration<br>(36 credits)                                   | \$7,155              | \$28,770                   |
| Master of Public Health<br>(42 credits)   | \$6,525              | \$30,600                   |
| Master of Science in Criminal Justice<br>(39 credits)                             | \$7,155              | \$31,155                   |
| Master of Science in Finance<br>(39 credits)                                      | \$7,155              | \$31,155                   |
| Master of Science in Instructional Design and Technology<br>(36 credits)          | \$6,525              | \$26,250                   |
| <i>Master of Science in Technology Management</i><br>(36 credits)                 | <i>\$7,155</i>       | <i>\$28,770</i>            |
| Post Baccalaureate Teaching Certificate: Elementary Education<br>(33 credits)     | \$6,525              | \$24,075                   |
| Post Baccalaureate Teaching Certificate: Secondary Education<br>(27 credits)      | \$6,525              | \$19,725                   |
| Doctor of Philosophy in Education<br>(59 credits)                                 | \$10,548             | \$72,598                   |
| Doctor of Philosophy in Human Services<br>(62 credits)                            | \$10,548             | \$76,404                   |
| Doctor of Philosophy in Organizational Development and Leadership<br>(62 credits) | \$10,548             | \$76,404                   |
| Doctor of Psychology<br>(62 credits)  | \$10,548             | \$76,404                   |

### Ashford University Bridge Grant

Ashford University understands that some students require additional financial support during their first academic year which is why the University offers the Bridge Grant to new and reapply undergraduate students who reflect financial need upon the review of financial aid eligibility. Students are not required to *use* financial aid to see if they qualify for additional support through the Bridge Grant. However, students are required to complete the Free Application for Federal Student Aid (FAFSA) and any required verification documents within 30 days from their start date in order for the University to determine the student's need.

A student's need is determined by assessing a student's maximum financial aid eligibility based on independent level funding. The Bridge Grant can only be applied to direct costs which are tuition, course digital materials, and technology fees up to a student's maximum financial aid eligibility, based on independent level funding.

Students that meet eligibility requirements will be awarded the Bridge Grant not to exceed \$3,922.00 ~~\$3,682.00~~ for their first academic year. In order for a student to receive those funds and continue to be eligible, they must also meet academic standards. Students are expected to complete four successful courses in 26 weeks per payment period in their first academic year and maintain good academic standing. Students who do not maintain good academic standing will not receive the Bridge Grant in the payment period that standards were not met. Students who fail to meet academic standards in their first payment period automatically lose eligibility for their second payment period. Students can appeal the loss of the Bridge Grant by speaking with a Financial Services Manager and students may subsequently be requested to provide supporting documentation.

# Bachelor of Science in Cyber and Data Security Technology

Effective 01/23/2019

The Bachelor of Science degree in Cyber and Data Security Technology at the Forbes School of Business & Technology at Ashford University has been built on the principles of information security. The program is aimed to help students secure and protect the digital assets of both public and private organizations from security threats. Students in this program will have a firm understanding of the fundamentals of information assurance and the supporting principles of information security. The Cyber & Data Security Technology program will enable students to become cybersecurity professionals that can support both government and industry and protect the information systems of the organization.

*Special Terms and Conditions: Successful completion of the Bachelor of Science in Cyber and Data Security Technology degree by itself does not provide 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 in this degree program. 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 Specific Requirements

- **Platforms:** The most currently commercially available version of the Windows operating system (as of June 2018 this is version 10) or macOS (as of June 2018 this is version 10.13). Note: The most current version of the Windows operating system is the recommended platform.
- **Hardware:** 2.2 GHz or faster processor, 250 GB minimum available disk space. 8 GB RAM minimum available. 16 GB RAM recommended.
- **Productivity Software:** Microsoft Word, PowerPoint, and Excel (provided). Latest revision of Adobe Reader, Adobe Flash, and Windows Media Player.
- **Web Browser:** Latest version recommended of Chrome, Edge, Firefox, or Internet Explorer Safari, or other major web browser.

- **Networking:** High speed Internet connection required. Note: Dial up connections have been found to be incompatible with the large file transfers often required for coursework.
- **Email:** Ashford University students are issued an Ashford University email address for classroom use.
- **Administrative Rights:** Students must obtain administrative rights to their computer and Internet connection. The ability to download and upload files from various sources and providers will be required.

## Program Outcomes

Cyber and Data Security Technology major graduates will be able to:

1. Employ professionalism, ethics, and social responsibility values related to the cyber & data security technology professions;
2. Create an information security policy framework based upon the classification of data in the seven domains of the typical information technology infrastructure;
3. Develop a risk management plan of the seven domains of the typical Information technology infrastructure;
4. Construct the appropriate countermeasures to ensure the principles of information security;
5. Evaluate the local, national, and global impact of attacks and unauthorized use of digital assets on individuals, organizations, and society; and
6. Prepare the appropriate solutions for business continuity to minimize the impact of a disruption or disaster utilizing current techniques, best practices, skills, and necessary security tools.

## Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 57 credits

Electives: 20 credits

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

## Major Course Requirements (57 credits)

### Core Course of Study

- MAT 232 Statistical Literacy (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)

- ENG 328 Scientific & Technical Writing (3 credits) *Prerequisites: ENG 122 and Fulfillment of General Education Scientific Reasoning requirement.*
- INT 100 Fundamentals of Information Technology & Literacy (3 credits)
- CPT 200 Fundamentals of Programming Languages (3 credits) *Prerequisite: INT 100*
- CPT 301 Computer Organization and Architecture (3 credits) *Prerequisite: CPT 200*
- CPT 304 Operating Systems Theory & Design (3 credits) *Prerequisite: CPT 200*
- CPT 307 Data Structures, Algorithms, and Designs (3 credits) *Prerequisite: CPT 200*
- INT 301 Computer Networking (3 credits) *Prerequisite: CPT 307*
- CPT 310 Database Systems & Management (3 credits) *Prerequisite: CPT 307*
- CYB 300 System Administration and Security (3 credits) *Prerequisite: INT 301*
- CST 301 Software Technology and Design (3 credits) *Prerequisite: CPT 310*
- PRM 300 Introduction to Project Management (3 credits)

### **Major Course of Study**

- CYB 301 Introduction to Cyber & Data Security Technology (3 credits)
- CYB 302 Secure Web Applications & Social Networking (3 credits)
- CYB 400 Cryptography (3 credits)
- CYB 401 Risk Management & Infrastructure (3 credits)
- CYB 402 Computer Forensics (3 credits)
- ^CYB 499 Capstone for Cyber & Data Security Technology (3 credits) *Prerequisite: GEN 499.*

*^ This course must be taken last in the program.*



# Bachelor of Science in Web and Mobile App Technology

Effective 01/23/2019

The Bachelor of Science in Web & Mobile App Technology has been built on a solid foundation of computing. The program is aimed to help students develop creative websites and software solutions for mobile devices. Students in this program explore the underpinnings of web and mobile applications development including responsive web design, back-end web processing, and Android and iOS applications development. The Web & Mobile App Technology program supports the integration of smart devices and advanced software development with business and other disciplines.

*Special Terms and Conditions: Successful completion of the Bachelor of Science in Web & Mobile App Technology degree by itself does not provide 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 in this degree program. 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 Specific Requirements:

- **Platforms:** The most currently commercially available version of the Windows operating system (as of June 2018 this is version 10) or macOS (as of June 2018 this is version 10.13). Note: The most current version of the Windows operating system is the recommended platform.
- **Hardware:** 2.2 GHz or faster processor, 250 GB minimum available disk space. 8 GB RAM minimum available. 16 GB RAM recommended.
- **Productivity Software:** Microsoft Word, PowerPoint, and Excel (provided). Latest revision of Adobe Reader, Adobe Flash, and Windows Media Player.
- **Web Browser:** Latest version recommended of Chrome, Edge, Firefox, or Internet Explorer Safari, or other major web browser.
- **Networking:** High speed Internet connection required. Note: Dial up connections have been found to be incompatible with the large file transfers often required for coursework.

- **Email:** Ashford University students are issued an Ashford University email address for classroom use.
- **Administrative Rights:** Students must obtain administrative rights to their computer and Internet connection. The ability to download and upload files from various sources and providers will be required.

## Program Outcomes

Web & Mobile App Technology major graduates will be able to:

1. Apply knowledge of mathematics, computing, and scientific methods to system components and process development that meet requirement constraints in the application domain;
2. Employ professionalism, ethics, and social responsibility values related to the development of web and mobile applications;
3. Use various web and mobile technologies to develop responsive websites and Mobile Applications;
4. Analyze the local and global impact of web and mobile technologies on individuals, organizations, and society;
5. Apply requirements gathering, design, programming skills, and software tools towards the development of cutting edge web and mobile applications;
6. Communicate complex requirements, design, and development concepts in a multidisciplinary team using a variety of formats; and
7. Perform software management skills and evaluations according to best practices.

## Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 57 credits

Electives: 20 credits

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

## Major Course Requirements (57 credits)

### Core Course of Study

- MAT 232 Statistical Literacy (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ENG 328 Scientific & Technical Writing (3 credits) *Prerequisites: ENG 122 and*

*Fulfillment of General Education Scientific Reasoning requirement.*

- INT 100 Fundamentals of Information Technology & Literacy (3 credits)
- CPT 200 Fundamentals of Programming Languages (3 credits) *Prerequisite: INT 100*
- CPT 301 Computer Organization and Architecture (3 credits) *Prerequisite: CPT 200*
- CPT 304 Operating Systems Theory & Design (3 credits) *Prerequisite: CPT 200*
- CPT 307 Data Structures, Algorithms, and Designs (3 credits) *Prerequisite: CPT 200*
- INT 301 Computer Networking (3 credits) *Prerequisite: CPT 307*
- CPT 310 Database Systems & Management (3 credits) *Prerequisite: CPT 307*
- CYB 300 System Administration and Security (3 credits) *Prerequisite: INT 301*
- CST 301 Software Technology and Design (3 credits) *Prerequisite: CPT 310*
- PRM 300 Introduction to Project Management (3 credits)

**Major Course of Study**

- WEB 301 Web Front-End Design & Development (3 credits) *Prerequisite: CST 301*
- WEB 401 Web Server-Side Development (3 credits) *Prerequisite: WEB 301*
- WEB 304 Cross-Platform Mobile Applications Development (3 credits) *Prerequisite: WEB 401*
- WEB 307 Android Mobile Applications Development (3 credits) *Prerequisite: CST 301*
- WEB 310 iOS Applications Development (3 credits) *Prerequisite: CST 301*
- ^WEB 499 Capstone for Web & Mobile App Technology (3 credits) *Prerequisite: GEN 499.*

*^ This course must be taken last in the program.*

# Master of Science in Technology Management

Effective 04/03/2019

The Master of Science in Technology Management program provides students with methods and techniques required for employment in fields that leverage the application of technology in a managerial role. The Technology Management degree will assist graduates to leverage the full potential of technology and human resources. Students examine managerial skills required for securing and protecting assets, implementing technical projects, and enhancing communication and collaboration in an organization, through business adaptations of information and technology.

*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

Technology Management graduates will be able to:

1. Assess business adaptations of information and technology to enhance the strategic competitive advantage of an organization;
2. Identify, model and promote the required management and leadership skills to succeed in a culture of innovation;
3. Plan the implementation of technical projects while effectively utilizing human and financial resources to improve the operational efficiencies of an organization;
4. Determine the appropriate technologies to enhance communication and collaboration within an organization; and
5. Analyze issues of ethical and social responsibility within an organization.

## Program Specific Requirements

Unofficial or official transcripts from the institution(s) that awarded your bachelor's degree in science, technology, engineering, or other fields must be submitted with the Application for Admission. It is strongly preferred that the undergraduate degree be in a science, technology, or engineering discipline.

Applicants with a bachelor's degree in fields other than science, technology or engineering that can document prior technical work experience equivalent to the knowledge found in a preferred program may request a waiver. It will be incumbent upon the student to provide evidence and documentation through the waiver process that is satisfactory to the Dean or designee for the FSBT.

Master of Science in Technology Management students who submit official transcripts indicating that they have earned a Bachelor's degree or higher 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.

## Major Course Requirements (36 credits)

- BUS 600 Management Communications with Technology Tools (3 credits)
- \*BUS 591 Financial Accounting & Analysis (3 credits)
- BUS 611 Project Planning & Management (3 credits)
- BUS 644 Operations Management (3 credits)
- \*MAT 540 Statistical Concepts for Research (3 credits)
- OMM 640 Business Ethics & Social Responsibility (3 credits)
- TMG 601 Technology Strategy & Governance (3 credits) *Pre-requisite: BUS 600*
- TMG 602 Management of Technology (3 credits) *Pre-requisite: BUS 600*
- ^TMG 699 Technology Management Capstone (3 credits) *Pre-requisite: GEN 499*

Student will select 3 courses from this list, for a total of 9 credits:

- BUS 612 Advanced Project Procurement (3 credits)
- BUS 642 Business Research Methods & Tools (3 credits)
- BUS 660 Contemporary Issues in Organizational Leadership (3 credits)
- BUS 661 Leading Organizational Change (3 credits)
- INF 620 Management Information Systems (3 credits)
- INF 630 Business Systems Analysis (3 credits)
- ISM 643 Leadership in Business Systems Development (3 credits)
- MHA 605 Business Intelligence (3 credits)
- MHA 616 Health Care Management Information Systems (3 credits)
- MHA 626 Strategic Planning & Marketing in Health Care (3 credits)

\*Students who waive MAT 540, and BUS 591 are required to take 30 total program credits in order to meet graduation requirements.

^ This course must be taken last in the program.

### **Graduation Requirements**

To be eligible for the Master of Science in Technology Management 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 Science in Technology 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.*

# Course Descriptions

(Includes only new, revised or discontinued)

Please see the [Course Descriptions](#) section in the Online Catalog for course descriptions not listed below. New and revised will be shown in italics, discontinued courses will be indicated with a strikethrough.

## **ACC 305 Intermediate Accounting I** 3 Credits

*This is the first of three intermediate accounting courses. The course covers accounting theory and a review of the accounting cycle.*

*Additional topics covered include net income and comprehensive income, cash flows and the time value of money. Prerequisite: ACC 206*

~~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.~~

## **ACC 306 Intermediate Accounting II** 3 Credits

*This is the second of three intermediate accounting courses. The first part of the course covers revenue recognition accounting theory.*

*Additional topics covered include cash and receivables, inventory, long-term assets and liabilities. Prerequisite ACC 305.*

~~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.~~

## **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.~~

## **COM 327 Visual Communication** 3 Credits

This course will teach students the importance of visual elements in communication, and how to effectively incorporate visual elements into messages for various media platforms. Students will also be introduced to communication fields' standards related to the design of visual messages and the various software programs that are used.

## **CSL 6220 Family/Marital Assessment** 3 Credits

This course covers assessment goals related to treatment strategies, assessment techniques, and assessment instruments used in working with couples and families. Guided practice in selecting, administering, scoring, and interpreting assessment techniques and instruments is provided. Prerequisite: CSL 5610.

## **CSL 6380 Seminar in Marriage & Family Therapy** 3 Credits

This course is for students with prior coursework in marriage and family therapy. It focuses on current research and theory in the field, and provides students with the opportunity to build theory and create and develop marriage and family interventions. Prerequisites: CSL 6160 and CSL 6600.

## **CSL 6460 Marital Systems** 3 Credits

This course explores current theory and practice of couple and marital therapy. It includes a review of the professional and non-professional literature related to the subject. Topics such as divorce, infidelity, relationship enhancement, cross-cultural marriages, and same sex couples are researched. Interactive patterns, societal influences, and intervention strategies are discussed. Prerequisite: CSL 6160 or equivalent. Equivalent to PSY 6460.

## **CSL 6580 Human Sexuality & Sexual Disorders** 3 Credits

This course focuses on the sexual response cycle, sexual identity, and the treatment of sexual disorders in clinical practice. The primary emphasis is on the way in which a disturbance in the processes of the sexual response cycle (desire/excitement/orgasm/resolution) leads to sexual dysfunction. The student also becomes familiar with the paraphilias and gender identity disorders. Equivalent to PSY 6580.

## **CSL 6600 Theories & Techniques of Marriage & Family Therapy I** 3 Credits

This course is a didactic integration designed to introduce the student to the foundations of marriage and family therapy. It provides an overview of the major theoretical approaches to marriage and family therapy. Assessment techniques and intervention strategies are presented for all of the schools of thought, with an emphasis on intergenerational, communication, experiential, structural, and behavioral approaches. Equivalent to PSY 6600. This course may not be transferred in.

## **CSL 6610 Theories & Techniques of Marriage & Family Therapy II** 3 Credits

This course focuses on mastery of basic and advanced principles of marriage and family therapy through an integration of therapeutic perspectives of modernist models. Models studied include strategic, brief solution focused, narrative, and integrative. Intervention strategies from each perspective are presented and practiced. Prerequisites: CSL 6600. Equivalent to PSY 6610.

**CSL 6951 Marriage & Family Therapy Practicum 1 Credit**

The Marriage & Family Therapy Practicum experience at University of the Rockies is designed to further the classroom knowledge that students have completed and to allow them to begin the practice and application of skills. The competencies that are evaluated are designed to train graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g., CACREP, AAMFT.) Prerequisites: CSL 5101, CSL 5530, CSL 5280, CSL 6600, CSL 6210, CSL 6610, CSL 6380, and CSL 6470, as well as completion of Practicum Application and permission of instructor

**CSL 6952 Marriage & Family Therapy Practicum 1 Credit**

The Marriage & Family Therapy Practicum experience at University of the Rockies is designed to further the classroom knowledge that students have completed and to allow them to begin the practice and application of skills. The competencies that are evaluated are designed to train graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g., CACREP, AAMFT.) Prerequisite: CSL 6951.

**CSL 6953–6957 Marriage & Family Therapy Internship 1 Credit (each)**

The Marriage & Family Therapy Internship experience at University of the Rockies is designed to further the classroom knowledge that students have completed and to allow them to begin the practice and application of skills. The competencies that are evaluated are designed to train graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g., CACREP, AAMFT.)

**CYB 301 Introduction to Cyber & Data Security Technology 3 Credits**

This course introduces students to the principles of information systems security (confidentiality, integrity, and availability) and the seven domains of the typical IT infrastructure. Risks, threats, and vulnerabilities will be defined. Creation of an IT security policy framework will be emphasized. The following topics will be introduced: the risk management process, cryptography, compliance laws, and information security standards. At the end of the course, students will be able to apply the security life cycle to an information system.

**CYB 302 Secure Web Applications & Social Networking 3 Credits**

This course introduces the risks associated with connecting to the Internet via web applications and social networking. Students will learn the Open Web Application Security Project (OWASP) Top 10 threats to web applications and the threat classifications of the Web Application Security Consortium (WASC). Instruction on how to maintain PCI-DSS compliance in e-commerce sites will be provided. At the end of the course, students will be able to secure web

applications and mitigate vulnerabilities with web applications on the Linux and Windows platforms.

**CYB 400 Cryptography 3 credits**

This course expands upon the cryptography concepts learned in CYB 301 Introduction to Cyber & Data Security Technology. A history of cryptography will be presented. Topics include symmetric encryption algorithms, asymmetric encryption algorithms, and hashing functions. The protocols, tools, and techniques used in cryptography will be reviewed. Hacking techniques that use cryptography will be introduced. At the end of the course, students will be able to design a cryptography plan to safeguard information that is electronically transmitted.

**CYB 401 Risk Management and Infrastructure 3 Credits**

This course builds upon the risk management concepts learned in CYB 301 Introduction to Cyber & Data Security Technology. Topics presented are risk management standards, methods, and tools and IT governance and control frameworks. Methods to prepare a risk analysis will be reviewed. Upon completion of the course, students will be able to identify an organization's threats and vulnerabilities and the associated risks along with the probability that the risks will occur.

**CYB 402 Computer Forensics 3 Credits**

This course builds upon the compliance concepts learned in CYB 301 Introduction to Cyber & Data Security Technology. Students will examine laws and/or regulations that may apply to an organization. The various types of evidence and how to protect the evidence via the chain of custody will be emphasized. Upon completion of the course, the students will be able to perform a digital forensic investigation.

**CYB 499 Capstone for Cyber & Data Security Technology 3 Credits**

In the Cyber & Data Security Technology Capstone course, students will complete an original and significant project that integrates concepts, principles, and tools taught throughout the program. In this course, the student will design, implement, test, and document a secured solution of the seven domains of an organization's IT infrastructure. A presentation will be made by the individual for evaluation and approval. Prerequisites: GEN 499. This course must be taken last in the program.

**ECA 380 Becoming an Early Childhood Education Leader in Today's Society 3 Credits**

This course will provide students with a clear and practical introduction to the leadership foundation including the knowledge, skills, theories, roles, and responsibilities prevalent in early childhood education administration today. This course will provide students with the framework to begin to build their leadership philosophy.

*Prerequisite: ECE 312.*

**ECA 400 Building, Maintaining and Leading Early Childhood Education Programs 3 Credits**

This course will further explore the knowledge, skills and roles of an early childhood professional in leading staff, families, children and communities. Students will explore the building, maintaining, and leading of early childhood programs fostering communication, collaboration, and high quality practices. *Prerequisite: ECA 380.*

**ECA 435 Leading the future of Early Childhood Education 3 Credits**

This course explores fiscal management, policy and law topics surrounding the field of early childhood education. This course culminates in the development of student's personal vision of leadership and a plan for a high quality early childhood education program. *Prerequisite: ECA 400.*

**ECD 335 Children & Families in a Diverse Society 3 Credits**

In this course, students will apply concepts of multicultural education and anti-bias in the context of early learning settings. Students will explain relevant methods in providing culturally responsive learning opportunities as well as analyze misconceptions and stereotypes in early learning and inclusive settings. Finally, students will evaluate the impact of diverse family structures on the development and socialization of children from birth to age 8. *Prerequisite: ECD 330*

**ECD 336 Examining Multicultural & Anti-Bias Education 3 Credits**

In this course, students will examine approaches and critical perspectives in multicultural education that acknowledge and support the needs of diverse children and families. Students will design activities and environments that are culturally and linguistically inclusive as well as assess personal cultural competence and context for the purpose of building respectful, reciprocal relationships with diverse children and families. Finally, students will evaluate how families and culture affect the development of the child in order to plan for bias-free interactions and environments.

**ECE 201 Introduction to Early Childhood Behavior Management 3 Credits**

*Introduction to Early Childhood Behavior Management will address age appropriate behavioral expectations. Challenging behaviors will be identified as well as strategies to assist with classroom management. Strategies to increase positive self-esteem as well as strategies to assist with classroom management will be examined. Students will also apply the understanding of how planning and assessment will be utilized to address challenging behaviors in the classroom. The final project will include creating a behavior plan to address a child's needs.*

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.

**ECE 203 Introduction to Curriculum & Instruction for the Early Childhood Classroom 3 Credits**

*Introduction to Curriculum and Instruction for the Early Childhood Classroom examines the relationship between curriculum, instruction, and assessment. This course is designed to provide students with the opportunity to apply developmentally appropriate practices to lessons. In addition, students will create lessons that are inclusive of culture and individual differences. Finally, students will apply knowledge of aligning professional standards to the curriculum and to the classroom. The final project will include a comprehensive curriculum plan.*

~~Introduction to Curriculum & Instruction for the Early Childhood Classroom examines the relationship between curriculum, instruction, and assessment. This course is designed to provide students with the opportunity to analyze developmentally appropriate practices for early childhood settings, as well as compare the effectiveness of early childhood curricular approaches. In addition, students will apply specific methods for early childhood instruction and assessment. For the final project, students will develop a curriculum unit plan.~~

**ECE 207 Professional Responsibilities in the Early Childhood Environment (3 credits)**

Professional Responsibilities in the Early Childhood Environment examines key topics related to high quality early learning environments. In this course, students will discuss ways to involve families in the health, safety and nutritional growth of their children. Students will also utilize their knowledge of developmentally appropriate practices to plan for high-quality learning environments for young children. Finally, this course examines administrative practices, workforce issues, professional standards, and ethical behaviors associated with operating a high quality early childhood environment.

**ECE 320 Supporting Adolescent Development 3 Credits**

Adolescence is the largest developmental period other than infancy. The purpose of this course is to provide a solid foundation for educators and other professionals to be able to support the developing adolescent. In this course, students will examine the key physical, social-emotional, behavioral, and cognitive changes in adolescence and explain methods for fostering positive peer and family relationships. Students will analyze the role of media and technology and its impact on adolescent development. Additionally, students will summarize the key elements that influence adolescent identity-development and propose strategies for supporting adolescents facing mental health and behavioral issues.

**EDU 416 Intelligence Assessment 3 Credits**

*This course will explore the definition of intelligence, different theories of intelligence, the use of intelligence tests in a variety of*

settings, and the impact of family and culture on intelligence. Educational and learning expectations, programs based on intelligence scores, and cultural biases that may impact educational opportunities will be investigated across the lifespan. Prerequisite: ABS 300.

~~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.~~

### **EDU 431 Advanced Instructional Design 3 Credits**

*In this course, students will apply the systematic approach of instructional design to design and develop instruction for online delivery. Throughout this course, students will evaluate trends and issues in the field of instructional design. Students will apply knowledge and skills acquired throughout the Bachelor of Arts in Instructional Design program to assess the quality of instructional design projects. Prerequisites: EDU 120 and EDU 232.*

~~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 prerequisite courses to a learning project.~~

### **EDU 645 Learning & Assessment for the 21st Century 3 Credits**

*Student learning is achieved when assessments appropriately measure student skill and content knowledge. This course examines the most effective practices and principles of assessment as it relates to informal and formal assessment instruments and procedures. The course explores the importance of using formative assessments to monitor student learning and guide instruction through analyzing assessment data results to identify learner needs. Furthermore, effective uses of technology to enhance and support assessment practices are evaluated. Prerequisite: EDU 673.*

~~Student learning is achieved when assessments appropriately measure student skill and content knowledge. This course will examine the most effective practices and principles of assessment as it relates to informal and formal assessment instruments and procedures. The course will explore the importance of using formative assessments to monitor student learning and guide instruction through analyzing assessment data results to identify student learning needs. Furthermore, effective uses of technology to enhance and support assessment practices will be evaluated. Prerequisite: EDU 673.~~

### **EDU 694 Capstone 1: Educational Research 3 Credits**

Capstone I: Educational Research guides students through the process of becoming an effective change agent by applying action research principles to current educational challenges and issues. Students will locate and evaluate research articles for scholarship, relevancy, and ethical neutrality. The topics covered during this course include implementing change in an education-based organization, evaluating

the impact of the applied intervention, communicating outcomes, collaboration, and 21st-century leadership practices. Prerequisite: ECI 685, EDU 620, or ECE 673.

### **FIN 301 Ethics for Finance Professional 3 Credits**

In this course, students will examine some of the most recent and classical organizational ethics cases using the framework from managing business ethical procedures and practices. This course will provide a sound ethical decisions making guideline for students to use when making business ethical decisions and encourage ethical conduct and discourage unethical conduct in the workplace. Student will also explore how business ethics impact the global business environment and the current thinking on business –society and the business-environment relationships.

### **FIN 689 Advanced Financial Management & Analysis 3 Credits**

*This course continues financial statement analysis of public companies, with a focus on special issues such as income taxes, post-employment compensation plans, and intercorporate investments. Students will investigate financial reporting in publicly traded companies, and develop an understanding of financial statement analysis from a global perspective. Techniques for adjusting financial statements and determining the quality of financial reports will be used throughout the course. The course will culminate in a research paper that comprehensively assesses the investment quality of a company based on its financial reports.*

~~This course integrates subject matter from financial management and accounting program courses. Advanced principles, techniques, and theories are applied through the analysis and presentation of case studies. The course will culminate in a research paper that comprehensively assesses an important current issue or emerging trend in the field of financial management and analysis.~~

### **HIS 206 United States History II 3 Credits**

*This course surveys American history from 1877 to the present. Emphasis is placed on the multifaceted experiences within American society; political, economic, intercultural, and social trends; and the impact of the United States in world affairs. Prerequisite: ENG 122. This course surveys American history from 1877 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.*

### **HSL 300 Social Welfare Policy & Social Programs: A Historical Perspective (updates made to each use within catalog)**

### **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.~~

### **LNG 312 Second Language Acquisition 3 Credits**

This course provides students with an opportunity to examine the process of acquiring a second language. Students will compare the basic theories of second language acquisition to those first language acquisition, and to learning in general. They will explore how theories of second language acquisition influence curriculum design and guide second language instructional methods. Building on the knowledge and skills obtained throughout the course, students will develop their own strategies for second language instruction that address the cognitive and social obstacles faced by second language learners.

~~This course will provide students with 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 discuss how these theories influence second language curriculum design and guide second language instructional methods.~~

### **LNG 330 Language & Power: An Introduction to Discourse Analysis 3 Credits**

How does language function in maintaining and changing power relations in modern society? What are the ways of analyzing language that can reveal these processes? How can people become more conscious of power structures, and more able to resist and change them? The relationship between language and power remains an important issue in the twenty-first century, but substantial social changes in the past decade have altered the nature of unequal power relations, and therefore the agenda for the critical study of language. This course provides an introduction to the analysis of discourse and dialogue. It brings the discussion fully up-to date by addressing the globalization of power relations and the influence of the internet and new technologies on the language of contemporary institutions and ideologies.

~~How does language function in maintaining and changing power relations in modern society? What are the ways of analyzing language which can reveal these processes? How can people become more conscious of power structures, and more able to resist and change them? The question of language and power is still important and urgent in the twenty first century, but substantial social changes in the past decade have changed the nature of unequal power~~

~~relations, and therefore the agenda for the critical study of language. This course provides an introduction to the analysis of discourse and dialogue, and brings the discussion fully up to date by covering the issue of globalization of power relations and the development of the Internet in relation to language and power.~~

### **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: LNG 101 or 321.~~

### **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.~~

### **PPF 457 Retirement & Estate Planning 3 Credits**

The Retirement and Estate Planning course is designed to introduce methods and techniques of personal financial planning with an emphasis on how a client's needs are addressed within the confines of government rules and regulations. This course will include an examination of the laws, regulations and benefits available to those who are retiring, who have retired, or those who are estate planning. Prerequisite: ACC 401

### **PSY 104 Child & Adolescent Development 3 Credits**

This course provides a basic introduction to the nature of human growth and development from conception through adolescence. Students are provided the opportunity to explore the physical, psychosocial, and cognitive factors of growth and development from both a theoretical and a practical perspective. The context and impact of the family and society as well as individual, cultural, moral, and linguistic differences on development will be covered. ~~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.~~

**PSY 304 Lifespan Development** **3 Credits**

*Life Span Development is an area of psychological inquiry that studies how human beings change (physically, cognitively, emotionally, and socially) from conception to death. How mental functioning, social relationships, and behavior associated processes change, throughout the lifecycle, will be explored. Prerequisite: PSY 101.*

~~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.~~

**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 as they relate to the development of personality. Theoretical assumptions of the importance of environment and genetics will be stressed. Students will be challenged to identify the theoretical concepts that they think best describe personality development and to evaluate their own personality, as it relates to the theories being presented. Prerequisite: PSY 101 or equivalent *and* PSY 326.

**SOC 308 Racial & Ethnic Groups** **3 Credits**

*This course examines key sociological perspectives, concepts, and current research related to race and ethnicity. Its primary focus includes the social construction of race and ethnicity, patterns of inequalities and discrimination on the basis race and ethnicity, and the ways in which key social institutions impact and are impacted by race and ethnicity. Also covered are current issues related to immigration, inter-group relations, and how race and ethnicity are shaped by other systems of inequality such as gender, class, nationality, and culture.*

~~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.~~

**SOC 401 Engaging in Sociology** **3 Credits**

The course embraces the concept of 'Engaging Sociology' - a need for students to understand how to engage social/theoretical concepts into their daily lives in varied social environments, as well as through their employment. The course covers varied aspects of applied Sociology and social/theoretical concepts as a citizen in communities on a local, national, and global scale, as well as through employment as a Sociologist or in a related field. *Prerequisites: SOC 101, SOC 301 and SOC 333 or ANT 351, ANT 353 and ANT 340.*

**SOC 5110 Sociological Theory** **3 Credits**

This course provides a systematic review of foundational and advanced sociological concepts, especially those in relation to classical and contemporary sociological theories and their reflection of individuals, social groups, social problems and social movements in society. Students will gain knowledge of the development of

social theories through research and the integration of varied theoretical perspectives on society; as well as be able to critically synthesize these social theories within the varied contexts of the field of public sociology.

~~This course provides a systematic review of classical and contemporary sociological theory and its application to social situations and social problems. Students will learn about classical theorists, contemporary perspectives on society, and the social and organizational contexts to which these theories apply.~~

**SRM 300 Sport Facility Management** **3 Credits**

This course explores the basic concepts, practices and management of sport facilities. The students will identify and review the managerial practices as to the financing, building, and management of various forms of sport facilities. Included in the course will be an examination of legal issues, risk management, and current trends and issues in the management of sport facilities. The students will be afforded the opportunity to obtain specific insights to current practices and new developments in sport facilities management.

**TMG 601 Technology Strategy & Governance** **3 Credits**

This course focuses on the strategic alliances among business, technology, and organizational design. Students will learn how to plan technology architecture in support of a business strategy. The course addresses the effect of technology on privacy and ethics, the nature of work force, and the issues in managing remote and virtual teams. Security strategy and effective policies and training for protecting corporate assets are covered. Students will also be introduced to IT governance frameworks such as COBIT, ISO, and ITIL in this course. Prerequisite: BUS 600

**TMG 602 Management of Technology** **3 Credits**

This course focuses on the key role that technology managers play in supporting the growth and daily operations of an organization. Students will examine the required leadership skills to succeed in a culture of innovation along with achieving operational excellence at the CIO level. The course covers the business opportunities provided by the convergence of big data, networks, social media, and the advanced analytics for the growth and competitive advantage of an organization. Students will learn the skills for managing human and technological resources and make choices with long-term benefits for the company. Prerequisite: BUS 600

**TMG 699 Technology Management Capstone** **3 Credits**

This final course will integrate and apply the core concepts acquired throughout the program. Evaluation will be focused on the quality of students' applied research and problem-solving skills, technical and business content assessment, project management and implementation methods, and professionalism in writing and presentation documents. Students will develop a strategic and tactical plan to solve a given business problem leveraging technology. Prerequisite: GEN 499 & completion of all MSTM core required courses

**WEB 301 Web Front-End Design & Development 3 Credits**

The Web Front-End Design and Development course introduces students to web technologies used for front-end design and development such as HTML5 (Hypertext Markup Language) and CSS3 (Cascading Style Sheets). Throughout the course, students are introduced to constructing and maintaining quality web pages; enhancing web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia; and producing a functional, multi-page website.

**WEB 304 Cross-Platform Mobile Applications Development 3 Credits**

This course provides students with an opportunity to develop a cross-platform mobile application using existing Web front-end technologies. In this course, students will also be introduced to the Bootstrap framework and learn how to use the Bootstrap's grid systems and container layouts to develop responsive and mobile first projects on the web.

**WEB 401 Web Server-Side Development 3 Credits**

This Web Server-Side Development course will focus on server-side programming technologies using PHP programming language to build web-based applications. This course will explain essential web server-side development methodologies such as session handling and validation. In addition, students will learn how to build data access layer to allow PHP websites to retrieve information from an existing database.

**WEB 307 Android Mobile Applications Development 3 Credits**

This Mobile Application Development course examines the principles of mobile application design and development for the Android framework. Topics will include memory management, user interface design, user interface building, input methods, and data handling. This course will address unique design and deployment issues that must be taken into consideration when developing applications for mobile devices.

**WEB 310 iOS Applications Development 3 Credits**

This iOS Applications Development course examines the principles of mobile application design and development. Students will learn application development for the iOS platform. Topics will include memory management, user interface design, user interface building, input methods, data handling, network techniques and URL loading, and specifics such as GPS and motion sensing. This course will address unique design and deployment issues that must be taken into consideration when developing applications for mobile devices.

**WEB 499 Capstone for Web & Mobile App Technology 3 Credits**

In the BS Web & Mobile App Technology Capstone course, students will complete an original and significant project that integrates concepts, principles, and tools taught throughout the program. In this course, student teams design, implement, test, and document a software solution system. A presentation will be made by the team or

individual for evaluation. Prerequisites: GEN 499. This course must be taken last in the program.

# Errata

The errata listed below apply to the 2018-2019 Ashford University Academic Catalog (effective date is July 1, 2018 unless otherwise noted). Entries below are provided to correct information presented in the original publication of the Catalog. Page numbers are provided to reference where the original entry may be found. To view all updates in context of the original publication, access the [Online Catalog](#). If you have questions related to changes listed, please contact your Student Advisor for assistance.

## Page 3

Revision, Effective 3/29/2019

### Memberships

- ~~Service members Opportunity College Degree Network School (SOCDNS)~~

## Page 3 & Various

Revision, Effective 4/2/2019

[Bridgepoint Education, Inc. changed its name to Zovio Inc]

### Ownership

Ashford University, LLC is a wholly owned subsidiary of:

Zovio Inc

~~Bridgepoint Education, Inc.~~  
8620 Spectrum Center Blvd.  
San Diego, CA 92123

## Page 12

Revision, Effective 11/28/2018

### Confidentiality and the Clery Act

In some cases, the University may need to disclose some information about a victim to a third party to provide necessary accommodations or protective measures. The University will inform victims before sharing personally identifying information that the institution believes is necessary to provide an accommodation or protective measure and will tell the victim what information will be shared, with whom it will be shared and why. University Title IX Coordinators and professional staff of the Office of Student Access and Wellness, *through professional consultation and drawing upon specialized training and expertise*, will determine what information about a victim should be disclosed, to whom this information will be disclosed, and will use only official University systems to transmit the information necessary to provide the accommodation or protective measure.

## Page 15

Revision, Effective 11/28/2018

### Dissemination of the Sexual Misconduct/Harassment 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.

*Programs to promote the prevention and awareness of sexual violence, sexual assault, domestic and/or dating violence, stalking, sexual exploitation, and other sexual misconduct offenses are provided by the University to promote a safe working and learning environment. Educational programs, awareness and prevention campaigns identify 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.*

*All new Ashford University students are invited to complete training on sexual violence prevention, response, and reporting, and include the University's policy on sexual misconduct/harassment. Students are informed of University and national resources for those who experience sexual misconduct. New Ashford University faculty and staff are required to complete training on sexual violence prevention, response, and reporting, and include the University's policy on sexual misconduct/harassment. All employees are required to complete annual training. Employees who address allegations of dating violence, domestic violence, sexual assault and stalking also receive annual training appropriate to their roles and responsibilities. For those responsible for investigation, this annual training addresses contemporary issues including the following topics:*

- *relevant evidence and how it should be used during a proceeding;*
- *proper techniques for questioning witnesses;*
- *basic procedural rules for conducting a proceeding; and*
- *avoiding actual and perceived conflicts of interest.*

*These trainings are delivered in person or by electronic means.*

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 annual training. Furthermore, annual training appropriate to roles and responsibilities will be provided to investigators and those responsible for implementation of Title IX.

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.

## Page 18

*Revision, Effective 11/28/2018 [Section title update]*

### **Confidentiality and Sexual Misconduct/Harassment**

## Page 19

*Revision, Effective 11/28/2018*

### **Reporting/Filing a Complaint for Title IX – Sexual Misconduct/Harassment**

#### **Leah Belsley, Access and Wellness Counselor, Deputy Title IX Coordinator**

Leah Belsley can be contacted at:

Phone: (866) 974-5700, ext. 30204

Email: [titleix@ashford.edu](mailto:titleix@ashford.edu)

Mailing Address: 1515 Arapahoe Street, Tower 3, Denver, Colorado, 80202

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, University officials;
- The option to decline assistance, or decline notifying local law enforcement;
- Options for and how to request accommodations or protective measures such as changes to academic or working situations and their options for protective orders; and
- Community and campus-based resources including counseling, health, and mental health resources, victim advocacy, legal assistance, visa and immigration assistance, student

financial aid, and other services available for victims.

- ~~Any interim protective measures that will be taken and their options for protective orders; and~~
- ~~Resources including counseling, health, and mental health services.~~

## **Reporting Options**

*Victims have options for reporting, and may choose to pursue one or more of these options. The campus Title IX Coordinator can assist in notifying the police, if requested. Victims have a right to have a friend, family member, sexual assault victim advocate, or other representative present while reporting the incident. Victims have the right to have a sexual assault victim advocate and support person of their choice present with them during a rape examination. Victims may also take any of the actions listed below.*

### **Reporting to the Police**

*Reporting to local police is an option at any time. Victims who choose not to report to the police immediately following an incident of Sexual Misconduct, Dating and Domestic Violence, or Stalking can choose to report at a later time. However, the passage of time may limit the ability to gather evidence to assist with criminal prosecution. Depending on the circumstances, the police may be able to obtain a criminal restraining order on the victim's behalf.*

*As soon after the incident as possible, victims of Sexual Misconduct, Dating Violence, Domestic Violence, or Stalking are strongly encouraged to report the incident to the police by dialing 911. The University will support all victims regardless of their decision to seek criminal prosecution of the offender or not. Victims have the option to report anonymously to the police and the decision to seek criminal prosecution remains with the victim. The University will protect the confidentiality of the victim to the extent permitted by applicable California State law.*

*If a victim reports to a local police agency about Sexual Misconduct, Dating Violence, Domestic Violence, or Stalking, the police are required to notify victims that their names will become a matter of public record unless confidentiality is requested. If a victim requests that their identity be kept confidential, their name will not become a matter of public record and the police will not report the victim's identity to anyone else at the University, including the Title IX Coordinator.*

*The University is required by the federal Clery Act to report certain types of crimes (including certain sex*

offenses) in statistical reports. However, while the University will report the type of incident in the annual crime statistics report known as the Annual Security Report, victim names/identities will not be revealed.

*In cases of Sexual Misconduct, Dating Violence, Domestic Violence, or Stalking, the preservation of physical evidence is important to facilitate the identity and successful prosecution of the 37 | Page offender. The victim should not change clothes, bathe, douche, or shower following the attack. Sexual Assault Response Team (S.A.R.T.) medical personnel are trained to collect, process, and preserve physical evidence of Sexual Misconduct, and are committed in their assistance to the victim. Victims may request a S.A.R.T. exam to preserve forensic evidence without completing a police report. This evidence may be used in the case a victim wishes to report the assault at a later date. Victims are not financially responsible for S.A.R.T. exams and the cost will be the responsibility of the local law enforcement jurisdiction. As time passes, evidence may dissipate or become lost or unavailable, thereby making investigation, possible prosecution, disciplinary proceedings, or obtaining protection orders related to the incident more difficult. Victims who choose not to make a complaint regarding an incident, nevertheless should consider speaking with law enforcement to preserve evidence in case they change their mind and decide to report the assault at a later date.*

*A victim has the right to have a confidential advocate present when reporting to law enforcement and during examinations. With the victim's consent, the confidential advocate will assess the victim's immediate needs and provide support and referral as appropriate. This confidential assistance may include: counseling, information concerning rape trauma syndrome; information on the collection of medical evidence and available health services to test for injuries, sexually transmitted diseases, and/or pregnancy. Assistance is also available with access to other resources and services, including assistance in obtaining emergency protection orders and restraining orders.*

### **Reporting to a Campus Security Authority**

*Members of the University community may report incidents of Sexual Misconduct, Dating Violence, Domestic Violence or Stalking to any Campus Security Authority (CSA). These University personnel will assist the victim in notifying the appropriate law enforcement agency, if requested. All campus employees including CSA's are required to report incidents of Sexual Misconduct, Dating Violence, Dating Violence and*

*Stalking to the Title IX Coordinator. Title IX Coordinator reporting responsibilities are described in detail below.*

*NOTE: If the University determines that the perpetrator poses a serious and immediate threat to the campus community, under the Clery Act the campus may be required to issue a timely warning to the community.*

### **Reporting to a Title IX Coordinator or Responsible Employee**

*Victims may report to the campus Title IX Coordinator, who will provide written and verbal information regarding applicable University complaint procedures for investigating and addressing the incident. The Title IX Coordinator will also provide information regarding resources available to victims, as well as information regarding their rights and options. Contact information for the Title IX Coordinator is listed above. Many resources and options are available to victims. The University has designated a Title IX Coordinator as the primary point of contact to provide them with assistance and support, and to monitor and oversee overall compliance with laws and policies related to Sexual Misconduct, Dating and Domestic Violence, and Stalking. The Title IX Coordinator is available to explain and discuss rights to file a criminal complaint and to assist in doing so; the University's relevant complaint process, and rights to receive assistance with that process, including the investigation process; how confidentiality is handled; and available resources, both on and off campus.*

*University employees have a duty to report Sexual Misconduct, Dating Violence, Domestic Violence, or Stalking incidents when they are on notice of it. When a victim tells the Title IX Coordinator or another University employee about a Sexual Misconduct, Dating Violence, Domestic Violence, or Stalking incident, the victim has the right to expect the University to take immediate and appropriate steps to investigate what happened, and to resolve the matter promptly and equitably. In all cases, the University strongly encourages victims to report Sexual Misconduct, Dating Violence, Domestic Violence, or Stalking directly to the campus Title IX Coordinator. The University will need to determine what happened and will need to know the names of the victim(s) and the perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the incident.*

*To the extent possible, information reported to the Title IX Coordinator or other University employees will be kept private and shared only with individuals*

responsible for handling the University's response to the incident. The University will protect the privacy of individuals involved in a Sexual Misconduct, Dating Violence, Domestic Violence, or Stalking incident except as otherwise required by law or University policy. A Sexual Misconduct, Dating Violence, Domestic Violence, or Stalking report may result in the gathering of extremely sensitive information about individuals in the campus community. While such information is considered confidential, University policy regarding access to public records and disclosure of personal information may require disclosure of certain information concerning a report. In such cases, efforts will be made to redact the records, as appropriate, in order to protect the victim's identity and privacy and the privacy of other involved individuals. No University employee, including the Title IX Coordinator, should disclose the victim's identity to the police without the victim's consent or unless the victim has also reported the incident to the police.

If a victim requests of the Title IX Coordinator or another University employee that their identity remain completely confidential, the Title IX Coordinator will explain that the University cannot always honor that request and guarantee complete confidentiality. If a victim wishes to remain confidential or request that no investigation be conducted or disciplinary action taken, the University must weigh that request against the University's obligation to provide a safe, nondiscriminatory environment for all students, employees and third parties, including the victim. Under those circumstances, the Title IX Coordinator will determine whether the victim's request 39 | Page for complete confidentiality and/or no investigation can be honored under the facts and circumstances of the case, including whether the University has a legal obligation to report the incident, conduct an investigation or take other steps. Without information about a victim's identity, the University's ability to meaningfully investigate the incident and pursue disciplinary action against the perpetrator may be severely limited.

The Title IX Coordinator will inform the victim of the initiation of an investigation prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the University's response to the incident. The Title IX Coordinator will remain mindful of the victim's well-being, and will take ongoing steps to protect the victim from retaliation or harm, and work with the victim to create a safety plan. Retaliation against the victim, whether by students, employees or third parties, will not be tolerated. The University and Title IX Coordinator will also:

- Provide interim remedies requested by the victim, if they are reasonably available, regardless of whether the victim chooses to report to campus or local police;
- Assist victims in accessing available victim advocacy, academic support, counseling, disability, medical/health or mental health services, and legal assistance both on and off campus;
- Provide security and support, which could include issuing a no-contact order, helping arrange a change of campus-based living or working arrangements or course schedules (including for the perpetrator pending the outcome of the investigation) or adjustments for assignments, tests, or work duties; and
- Inform victims of their right to report a crime to University or local police – and provide victims with assistance if desired.

The University will not require a victim to participate in any investigation or disciplinary proceeding if the victim does not wish to participate.

The University will not generally notify parents or legal guardians of a Sexual Misconduct, Dating Violence, Domestic Violence, or Stalking report unless the victim is under 18 years old or the victim provides the University with written permission to do so.

Under California law, and pursuant to University policy, many University employees, including the Title IX Coordinator, are mandatory child abuse and neglect reporters and should explain to victims under 18 years of age that they are required to report the incident to the police. However, the identity of the person who reports and the report itself are confidential and disclosed only among appropriate agencies.

Because the University is under a continuing legal obligation to address the issue of Sexual Misconduct, Dating Violence, Domestic Violence, or Stalking campus-wide, reports (including 40 | Page non-identifying reports) may also require the University to consider broader remedial action – such as increased monitoring, supervision or security at locations where the reported incident(s) occurred; increased education, training and prevention efforts, including to targeted population groups; climate assessments/victimization surveys; and/or revision of policies and practices.

## **Non-Reporting**

Victims are encouraged to report any incident of Sexual Misconduct, Dating and Domestic Violence, or Stalking to the police and/or campus Title IX Coordinator so that steps may be taken to protect them as well as the campus community. However, non-reporting is also an option.

### **Civil Lawsuits and Protective Orders**

Whether or not criminal charges have been filed, victims may choose to file a civil lawsuit against the perpetrator. A civil lawsuit provides the opportunity to recover actual damages, which may include compensation for medical expenses, lost wages, pain, suffering and emotional distress. Additionally, victims may choose to obtain a protective or restraining order (such as a Domestic Violence restraining order or a civil harassment restraining order). Restraining orders must be obtained from a court in the jurisdiction where the incident occurred. Restraining orders can protect victims who have experienced or are reasonably in fear of physical violence, Sexual Misconduct, Dating Violence, Domestic Violence, or Stalking. The campus Title IX Coordinator can offer assistance with obtaining a protective or restraining order.

## **Page 20**

Revision, Effective 11/28/2018

### **Reporting/Filing a Complaint for Discrimination (Not Sexual Misconduct/Harassment)**

**Leah Belsley, Access and Wellness Counselor, Deputy Title IX Coordinator**

Leah Belsley can be contacted at:

Phone: (866) 974-5700, ext. 30204

Email: [titleix@ashford.edu](mailto:titleix@ashford.edu)

Mailing Address: 1515 Arapahoe Street, Tower 3, Denver, Colorado, 80202

## **Page 22**

Revision, Effective 11/28/2018

### **Notice of Charges and Continued Investigation of Complaint**

- The investigator will make a finding and present the findings to the Title IX/SaVE Coordinator within forty-five (45) calendar days of the receipt of the complaint. There may be extensions of this or any timeframe within this procedure for good cause with written notice to the parties of the delay and the reason for the delay.
- The Title IX/SaVE Coordinator will review the findings and make a determination in the case applying a preponderance of the evidence standard within three (3) calendar days of

receipt of the investigation report. There may be extensions of this or any timeframe within this procedure for good cause with written notice to the parties of the delay and the reason for the delay.

- The Title IX/SaVE Coordinator will communicate the results, if applicable, to Human Resources staff.

## **Page 24**

Revision, Effective 11/28/2018

### **Additional Information for Sexual Misconduct/Harassment Investigations**

[Moved section to after Sanction Appeal Process]

### **Possible Sanctions and Protective Measures**

In order to protect the complainant, at any time during the investigation, the University may recommend short term, or interim, protections or remedies. These remedial actions may include, but are not limited to, making the complainant aware of their rights, resources and support services, issuance of No Contact orders to separate or limit contact between the parties, modification of ~~extracurricular, transportation, dining, academic or working environments or living arrangements or course schedules, assignments or tests, increased monitoring, supervising, or security at applicable locations or activities,~~ and/or interim suspension(s) pending investigation. These remedies or protections may apply to ground or online contexts.

## **Page 38**

Revision, Effective 11/28/2018

### **Notification of Outcomes**

*The University will, upon written request, disclose to the alleged victim of a crime of violence (as that term is defined in Section 16 of Title 18, United States Code), or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by such institution against a student who is the alleged perpetrator of such crime or offense. See also, Presentation of Investigation of Findings to the Parties under Reporting/Filing a Complaint for Title IX – Sexual Misconduct/Harassment.*

*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).*

~~The outcome of a 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 nonforcible sex offense, is found in violation of the University's Standards. A crime of violence includes arson, burglary, robbery, criminal homicide (manslaughter by negligence, murder, and nonnegligent 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).~~

## Page 38

Revision, Effective 11/28/2018

### Identity

Students authorize their wireless operator to disclose their mobile number, name, address, email, network status, customer type, customer role, billing type, mobile device identifiers (IMSI and IMEI) and other subscriber and device details, if available, to Ashford University and service providers for the duration of the business relationship, solely for identity verification and fraud avoidance. See our Privacy Policy for how the University treats student's data.

## Page 45

Correction, Published 2/04/2019 [co-directors, Kyle & Sheri]

Update, Published 5/14/2019 [Gilbert Address & other updates]

### Online Administrative and Student Service Center

Ashford University has an online administrative and student service center located at 225 E. Germann Road,

~~Suite 310, Gilbert, AZ 85297. 7360 South Kyrene Rd., Suite 105, Tempe, AZ 85283.~~ The Center has 38,688 square feet of office space and includes a reception area, 14 administrative offices, five conference rooms, six student testing stations, working and training space with 264 work-stations, breakroom/copy area, and an employee lounge. ~~Kyle Curran, VP of Financial Aid and Services and Sheri Jones, SVP of University Services & Strategic Planning serve as co-directors of the Arizona online administrative and student service center. Elyse Joiner, Military Financial Services Manager and Erin Wilton, Student Records Manager will serve as the Center Co-Directors at the new location, providing administrative oversight for the Center.~~

Ashford will allocate a portion of the Center to create for an Ashford University Veterans' Center with collaboration and lounge space and a fully funded DSST Testing Center. ~~where nearby~~ Nearby students will also be able to meet virtually or face-to-face with an advisor and can be connected on-the-spot with other staff-members across online student services locations who are available to provide a variety of administrative services to our Veteran students. These services include:

- *School Certifying Officials who provide advising on military tuition assistance, VA benefits and other financial aid options.*
- *Staff who specialize in admission, matriculation, transfer credit advisement and evaluation, degree planning and other registrar and student records services.*
- *Academic advising for course scheduling and program completion, as well as support for students with disabilities, including access and wellness.*
- *Career and alumni services specialists who provide career coaching and other career related services to students and alumni.*
- *On-site access to collateral materials, documents, and forms necessary for VA students.*
- *A fully-funded DSST Testing Center that provides active duty military, some spouses, and military civilian employees the opportunity to complete testing at no additional cost. The Testing Center is open Monday through Friday from 8:00 am to 4:00 PM. Testers can choose from more than 30 exams offered by DSST. Successful completion of an exam can result in awarding of college credit.*

### Enrollment Services

~~Program availability, admission, and orientation advisement.~~

### Financial Aid Services

~~School Certifying Officials who provide advising on military tuition assistance, VA benefits and other financial aid options.~~

#### Registrar Services

~~Transfer credit advisement regarding degree plan and transcript evaluations.~~

#### Student Services

~~Academic advising on scheduling and program completion, as well as support for students with disabilities, access and wellness, and career services.~~

~~The Veteran's Center will also provide on-site access to collateral materials, documents, and forms necessary for VA students. A component of the Veteran's Center, is a fully funded DSST Testing Center that provides active duty military, some spouses, and military civilian employees the opportunity to complete testing at no additional cost.~~

~~The Testing Center is open Monday through Friday from 8:00 am to 4:00 PM. Testers can choose from more than 30 exams offered by DSST. Successful completion of an exam can result in awarding of college credit.~~

### Page 49

*Addition, Effective 10/30/2018 [MSIDT CBE]*

*The following information outlines tuition and fees applicable to the Master of Science in Instructional Design and Technology competency based education program.*

*The MSIDT CBE program will be term-based (with each term the equivalent of nine credits), so students will be charged a flat tuition per term. Program tuition has been derived by looking at cost per credit; the MSIDT CBE program requires the successful completion of 36 credits. The assessment for this cost-neutral program will equate to a subscription-based cost of \$5,500 (including tuition, books, and fees) per 15-week term. Since students will progress at varying rates of speed, some students may require one less term and save \$5,500 while other students may require one extra term and pay an additional \$5,500.*

| Program Name   | Period of Attendance | Entire Educational Program |
|--|----------------------|----------------------------|
| <i>Master of Science in Instructional Design and Technology – CBE version (36 credits)</i> | <i>\$5,500</i>       | <i>\$22,150</i>            |

### Page 51

*Revision, Effective 10/09/2018*

#### **Doctoral Programs Tuition & Fees**

^ The Dissertation/Applied Doctoral Project Support Fee is assessed per credit of RES 8990, RES 8991, RES 8981, RES 8982, RES 8983, ~~RES 8984, RES 8985,~~ and RES 8986. The fee covers support of the Dissertation/Applied Doctoral Project process. It is the student's responsibility to ensure payment of this fee when it is charged. Payment must be received before transcripts or diplomas can be released. This fee is fully refundable if a student does not attend beyond Day 3 of a course. After this time, the fee becomes non-refundable.

### Page 55

*Update, Published 10/24/2018*

#### **Corporate Full Tuition Grant**

Corporate Full Tuition Grant Ashford University offers the Corporate Full Tuition Grant (CFTG) to students selected and sponsored by a participating Employer. *To be eligible for the CFTG program, students must be enrolled in Ashford University undergraduate or Master's level Graduate programs, or non-degree seeking coursework at the undergraduate or Master's level.* The CFTG program is funded by both the Employer 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. If both electronic and hard copy course materials are available for the same course, the CFTG program will only fund the electronic course materials, and if a student chooses to receive hard copy course materials, the student will be responsible to pay the difference in price and shipping costs. As such, the Corporate Full Tuition Grant is only available as a primary payment option. Recipients of the CFTG program are not eligible for any additional Ashford University discounts or grants.

Students who choose to participate in the CFTG 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 CFTG program. The choice to participate in the CFTG 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 CFTG program. Students will become ineligible for the CFTG program if they choose to receive funds from any federal student financial aid program for the same enrollment period.

Students may become ineligible for the CFTG if they receive more than two (2) allowances (defined as any course that is not eligible for reimbursement through the CFTG Partner's policies, including any unsuccessful grades of "F," "WF," "W," or below a "C" for General Education Competency courses) during their program of study

*If a student earns a grade that is not considered successful based on Ashford's academic policies or a company's education benefits policy, it will be considered an allowance. Allowances will be covered under the grant and the company will not be held responsible for the associated cost of that course. Students may become ineligible for the CFTG if they receive more than two (2) allowances or if they violate University policies as outlined in the Ashford University Academic Catalog. Allowances may reset on an annual basis provided students maintain successful progression and still meet their required funding amount. 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 Employer requirements in order to continue to receive CFTG benefits. Ashford University or the Employer may remove a student from the CFTG at any time. Removal will be effective at the conclusion of the student's current course. If a student becomes ineligible for CFTG at any point in time, the University will automatically revert the student to cash as a payment option. If the student would like to use an alternate payment option instead of cash, they may submit a payment option change request. Students may appeal the loss of their CFTG eligibility to Ashford University at any time.*

*The CFTG funds up to ten (10) undergraduate or eight (8) graduate courses over a period of time, up to 12-months, referred to as an FTG Year. Concurrent enrollment, defined as the enrollment in more than one class in every five (undergraduate) or six (graduate) week module, is prohibited for CFTG recipients, unless pre-approved for extenuating circumstances on a case-by-case basis. Under no circumstances can a student complete more than ten (undergraduate) or eight (graduate) courses within a single CFTG year. All required CFTG forms (detailed below) must be completed, submitted, and approved prior to application for each new participating student. In addition, the CFTG Disclosure and Waiver Annual Renewal Form and the Net Price Calculator Results must be re-submitted every FTG Year ~~twelve months~~ to continue participation. The CFTG benefits continue as long as (1) students continue to meet Employer's eligibility requirements, (2) students have not completed their degree (continuation will require a new application), and*

(3) students do not elect to discontinue participation in the CFTG program. Students must send all required forms to their assigned Academic Advisor for verification at least seven (7) days prior to the start of classes in the applicable *FTG Year*. ~~12-month period~~. The University provides this grant in conjunction with the funding provided by the Employer. The Employer must supply a ~~qualified tuition benefit~~ *qualifying amount of tuition assistance* for their students to be eligible for the University CFTG accompanying grant. CFTG students who have employer or third-party administrator (TPA) required steps to ensure payments are issued will be required to maintain a valid credit card on file. Failure of the Employer or student to supply any required payment may result in loss of CFTG benefits for the grant recipient. Documentation required for the Corporate Full Tuition Grant includes the following:

- Corporate Full Tuition Grant Agreement (executed between the University and Employer);
- Corporate Full Tuition Grant Acknowledgement, Waiver and Release Form;
- ~~Full~~ Tuition Grant Student Credit Card Payment Authorization Form (if applicable);
- Student Finance Agreement indicating Corporate Full Tuition Grant;
- Corporate Full Tuition Grant Disclosure and Waiver Annual Renewal Form (completed annually after first year of enrollment).

This program may not be utilized concurrently in the same enrollment period with any other Ashford University sponsored grant, scholarship, or benefit program. Students are encouraged to speak with their Advisor to explore all programs they may be eligible for prior to submitting their Corporate Full Tuition Grant documents.

## Page 56

*Published, 3/27/2019*

### **Employee Tuition Savings Program**

Ashford University offers an Employee Tuition Savings (ETS) program to students selected and sponsored by a participating employer. To be eligible for ETS, students must be enrolled in an Ashford University undergraduate or master's level program, or in non-degree seeking coursework at the undergraduate or master's level. ETS is funded by both the employer and Ashford University. This savings program is intended to help students minimize educational loan debt by funding a recipient's direct education-related costs not immediately covered by their employer's reimbursement plan. Direct education-related costs include tuition for all eligible

courses, Technology Fee (per course), books, course digital materials, instructional materials, graduation fee, and Prior Learning Assessment (PLA) fees. If both electronic and hard copy course materials are available for the same course, ETS will only fund the electronic course materials, and if a student chooses to receive hard copy course materials, the student will be responsible to pay the difference in price and shipping costs.

An important condition of ETS is that students maintain Satisfactory Academic Progress in their program of study. Receipt of an unsuccessful grade (as defined by Ashford University in the *General Academic Information and Policies Section* in this *Catalog*, or grades below an employer's grade policy), may necessitate a student's ETS eligibility being reviewed by the ETS Review Committee. If a student earns a grade that is unsuccessful by Ashford's or an employer's policy, it will be considered an allowance. Students who carry more than two (2) allowances at any time during their course of study may lose eligibility for ETS. Allowances may reset on an annual basis provided students maintain successful progression and still meet their required funding amount. Concurrent enrollment, defined as more than one class in each 5-week (undergraduate) or 6-week (master's) period is available for students to request with an accompanied cash payment for course tuition and fees. Approval without a payment may be permitted for extenuating circumstances on a case-by-case basis at the discretion of Ashford University.

Employer Tuition Reimbursement and ETS fund up to ten (10) undergraduate or eight (8) master's courses over a period of time, up to 12-months, referred to as an ETS Year. Concurrent enrollment (defined as the enrollment in more than one class in every five-week (undergrad) or six-week (masters) module) is available for students to request with an accompanied cash payment for course tuition. Pre-approval without a payment may be permitted for extenuating circumstances on a case-by-case basis at the discretion of Ashford University. Under no circumstances can a student complete more than ten (10) undergraduate or eight (8) master's courses utilizing only employer funding within a single ETS year.

All required ETS forms (detailed below) must be completed, submitted, and approved prior to application for each new participating student. In addition, to continue participation in the program, students are required to re-confirm eligibility for benefits every ETS Year.

Documentation required for the Employee Tuition Savings program includes the following:

- Employee Tuition Savings Agreement (executed between the University and Employer);
- Employee Tuition Savings Acknowledgement and Release Form;
- Student Finance Agreement indicating Employee Tuition Savings (located in the Ashford Online Application) or Payment Option Change Request Form (current students only)
- Employee Tuition Savings Re-Confirmation of Benefits (completed annually after first year of enrollment).

Any of the following circumstances may result in the loss of ETS benefit eligibility:

- Loss of employment with employer
- Failure to meet employer's requirements
- Failure to maintain a valid credit card to be charged for course with valid grade up to employer contribution
- Failure to submit documentation of tuition assistance eligibility (Students must submit all required forms to their assigned advisor for verification at least seven (7) days prior to the start of class in applicable ETS year)
- Withdrawal/dismissal from Ashford University
- Break in enrollment of greater than 14 days without an approved Academic Leave Request
- Receive more than two (2) unsuccessful grades (as defined by Ashford University in the *General Academic Information and Policies Section* of this *Catalog*, or grades below an employer's grade policy)
- Failure to meet Satisfactory Academic Progress or violating Ashford University policies outlined in this *Catalog*

The University offers this program in conjunction with the funding provided by the employer. The Employers must offer a qualifying amount of tuition assistance for their students to be eligible for the ETS program. ETS students must maintain a valid credit card on file to be charged for courses with a valid course grade for tuition not to exceed the employer contribution for the ETS year. It is the student's responsibility to adhere to all employer tuition assistance policies and procedures to ensure full tuition assistance is received from employer.

If at any point an ETS student becomes ineligible for the savings program, they will need to select new payment options to continue coursework. Students transitioning out of ETS may also be eligible for the College Continuation Benefit (CCB). For information regarding

the College Continuation Benefit, see the *Ashford University College Continuation Benefit* in this section of the *Catalog*.

This program may not be utilized concurrently in the same enrollment period with any other Ashford University sponsored grant, scholarship, or benefit program. Students are encouraged to speak with their Advisor to explore all programs they may be eligible for prior to submitting their Employee Tuition Savings documents.

## Page 57

*Correction, Published 3/22/2019*

### **Bright Horizon Tuition Grant**

The University provides this grant in conjunction with the funding provided by Bright Horizons. The employer must supply ~~a~~ qualified tuition benefits for their students to be eligible for the University BHTG accompanying grant. BHTG students will be required to maintain a valid credit card on file. Failure of the employer or student to supply any required payment may result in loss of BHTG benefits for the grant recipient.

## Page 58-59

*Correction, Published 11/01/2018*

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## Page 60

*Revision, Effective 12/19/2018*

### **Ashford University Military Grant**

**Undergraduate Students:** In addition, this grant also covers the sales tax, 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.~~ Students should refrain from purchasing course materials prior to confirmation of sufficient enrollments. Military students who reside in a forward location may opt for a hard copy textbook at no additional charge.

**Graduate Students:** The grant covers the sales tax, 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.~~ Students should refrain from purchasing course materials prior to confirmation of sufficient enrollments. 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.

## Page 63

*Effective, 3/12/2019*

### **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 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 Master's 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. Once the grant is applied to the student's account, a student is not eligible for an additional grant until he/she graduates from another Ashford University degree program and meets admissions requirements to enroll in a subsequent degree program. Students who graduate from an Ashford University or University of the Rockies Master's degree program and enroll in an Ashford University Doctoral program also qualify for the Alumni Tuition Grant. Students awarded this grant will receive *a 25 % tuition discount per course. ~~waiver of the tuition charged for every fourth course.~~* ~~Students must successfully complete three courses in order for the grant payment to be applied to their account. This discount may not be utilized concurrently in the same enrollment period with any other Ashford University sponsored grant, scholarship, or benefit program.~~ To maintain eligibility, students must maintain Satisfactory Academic Progress and remain continuously enrolled at the University.

Alumni who paid a one-time Technology Services Fee in an earlier enrollment will also have each course's Technology Fee waived.

~~This program may not be utilized concurrently in the same enrollment period with any other Ashford~~

University sponsored grant, scholarship, or benefit program.

## Page 63

Effective, 04/02/2019

### Reentry Grant

*This grant was designed to provide financial assistance to students that may be having difficulty returning to school after already attending Ashford University. Students that return to Ashford following withdrawal from their program of study may be eligible for a Reentry Grant if they are in good academic standing, have earned at least 12 credits with Ashford, have an outstanding balance with Ashford, have been out of attendance less than 365 days, and post attendance in week two of their returning course. The grant amount is determined on an individual student basis not to exceed \$3,000.00.*

*This program may not be utilized concurrently in the same enrollment period with any other Ashford University sponsored grant, scholarship, or benefit program.*

## Page 63

Effective for students starting on or after 3/5/2019

### Ashford University RN to BSN Grant

Students starting in Ashford's RN to BSN program on or after March 5, 2019 may be eligible for a grant that reduces tuition for all undergraduate courses to \$350 per credit (a \$135/credit savings) for your entire BSN program. Students who exceed 14 days of consecutive non-attendance and are not on an approved Academic Leave may be removed from the RN to BSN Grant.

This program may not be utilized concurrently in the same enrollment period with any other Ashford University sponsored grant, scholarship, or benefit program. For full details, please review the official [terms and conditions](#) of the grant.

## Page 67-68

Revision, Effective 11/19/2018

### Verification for Federal Student Aid Eligibility

The federal government requires colleges and universities to verify, or confirm, the data reported by students and/or 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 U.S. 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 <https://studentaid.ed.gov/sa/fafsa> ~~www.fafsa.gov~~ under Step 3, "View and Print Your Student Aid Report."

Applications selected for verification are placed into a Verification Tracking Group (V1, V4, or V5). 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 *Verification Tracking Group selection* selected, one or more of the following documents may be requested:

1. Verification Worksheet;
2. *For tax filers* - IRS Tax Return Transcript or use of IRS Data Retrieval Process;
3. *For non-tax filers* – W-2s from each employer/statements regarding income earned from work and verification of non-filing;
- ~~4. Documentation of Supplemental Nutrition Assistance Program (SNAP), if applicable;~~
- ~~5. Documentation of child support paid, if applicable;~~
- ~~6. Documentation of other untaxed income, if applicable;~~
4. Verification of high school completion (or equivalent), if applicable; and,
5. Identity and Statement of Educational Purpose, if applicable.

Please note that additional documents *regarding household size and income* may be requested at the Financial Aid Office's discretion *to complete the verification process*.

Participation in the verification process is not optional. Students with V1 verification category, 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 ~~14-30~~ 30 days of notification ~~and as well as~~ any other requested documentation ~~within 30 days~~. *In the event the 30<sup>th</sup> day falls within the last week of the course, students will be permitted to complete that course. In the weeks following the deadline if all requested documentation is not received, students will be withdrawn from the University and any Title IV aid previously disbursed must be returned on students' behalf.*

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 on the Student Portal. Financial aid will not be processed or disbursed if an applicant fails to provide the appropriate and legible verification documentation.

**Page 76**

*Addition, Published 02/01/2019*

*Washington residents: For information and resources about student loan repayment, or to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov).*

**Page 78**

*Correction, Published 11/27/2018*

| If Student Drops or Withdraws | Refund Percentage for 5-week Courses* | Refund Percentage for 6-week Courses* | Refund Percentage for 9-week Courses* | Refund Percentage for 10-week Courses* |
|-------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|--|
| Day 18                        | 49%                                   | 57%                                   | 71% <del>72%</del>                    | 74%                                    |

**Page 82**

*Correction, Published 11/28/2018*

**Ethical Reasoning Competency (3 credits)**

- LEA 200 Ethical Leadership (3 credits)

**Page 92**

*Revision, Effective 04/03/2019*

**SMART Track Program**

SMART Track Program Requirements for Bachelor's

Programs 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 MACC, MBA, MISM, MPA ~~or~~ MSCJ, or *MSTM* programs) of graduate-level coursework toward their Bachelor's degree and accelerate completion of a Master's degree with Ashford University.

**Master of Science in Technology Management<sup>^</sup>**

- BUS 600 Management Communications with Technology Tools
- BUS 611 Project Planning & Management
- <sup>^</sup> MAT 540 Statistical Concepts for Research

<sup>^</sup>*Students who plan to apply to the Ashford University MSTM program may take BUS 540 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 MSTM program.*

**Page 97**

*Addition, Effective 10/30/2018 [PM & PP]*

*Revision, Effective 01/07/2019 [PR]*

**Other Grading Designations**

PM = Pass Mastery. Equivalent to a 4.0 grade (A) in competency based programs.

PP = Pass Proficient. Equivalent to a 3.0 grade (B) in competency based programs.

Progressing. Indicates student eligibility to continue to the next term of a multiple term experience such as: Practicum, Internship, Dissertation courses, and Applied Doctoral Project courses, due to a satisfactory progress in the experience regardless of whether *all* required milestones have been met. For Practicum, Internship, ~~and~~ Dissertation and *Applied Doctoral Project* courses, PR grades will be changed to Pass only when the student completes all academic requirements for successful completion of the Practicum, Internship, ~~or~~ Dissertation *or Applied Doctoral Project* courses. ~~For Applied Doctoral Project courses, PR grades will not be changed to P and will remain on the student's transcript even after the student completes all academic requirements for successful complete of Applied Doctoral Project courses.~~ Credits are attempted and earned.

PR =

## Page 98

Addition, Effective 01/01/2019

### Late Assignment Submissions

Faculty will accept late submissions of written assignments up to 3 days after the due date. The maximum late penalty that may be applied to assignments submitted within 3 days of the deadline is 10%.

Written Assignments are defined as all papers, journals, and most major assignments. Assignment due dates could vary between courses and should be confirmed on the assignment calendar for each course.

Late Policy for discussion forums, quizzes, and assignments other than written assignments as announced in the classroom, will be under the discretion of the faculty member for that course.

## Page 100-102

Addition, Effective 10/30/2018

### Course Drop

#### Drop Deadlines:

15-Week course = Day 3

For 15-week courses, students who officially drop or are administratively dropped from a course after Day 3 and have a Last Date of Attendance (LDA) in Day 4 through Week 12 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 Weeks 13-15 will receive a grade of "WF" in the course.

#### Deadlines to Drop with a Grade of W:

15-week course = Week 12

### Graduate Competency Based Standard Term Program Measures

Loan periods for graduate competency based standard term programs are comprised of two 15-week terms. The beginning date of the loan period for these programs will coincide with the start date of the first term in the loan period.

## Page 116

Deletion, Effective 3/29/2019

### Servicemembers Opportunity College

~~Ashford University is a Servicemembers Opportunity College (SOC) Degree Network School. As a SOC 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:~~

- ~~• **Military Branch:** Army, Navy, Marines, or Coast Guard; or~~
- ~~• **Military Status:** Active Duty, Active National Guard, Active Reserves servicemember, or Spouses/Adult Dependents Not Utilizing Benefits.—~~

~~Ashford University may also issue SOC 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.~~

## Page 117

Addition Published, 02/13/2019

### Transfer of Ashford University Credits to Other Institutions

Washington residents:

The transferability of credits earned at (name of institution) is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at (name of institution) will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at (name of institution) to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at (name of institution) will be accepted by or transferred to another institution. To



minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

### Page 133

Correction, Published 2/19/2019

#### Full Admission Requirements for Bachelor's Degree Programs

- 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.
- ~~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.~~

### Page 145

Correction, Published 12/05/2018

#### Bachelor of Arts in Business Administration

- ~~\*INF 220 IS Principles (3 credits)~~

### Page 145

Revision, Effective 11/13/2018

#### Bachelor of Arts in Business Information Systems

Major Course Requirements (45 credits)

- ENG 328 *Scientific and Technical Writing* (3 credits) Prerequisites: ENG 122 and fulfillment of General
- ~~COM 340 Technical Writing (3 credits)~~

### Page 145

Revision, Effective for students starting on or after 03/05/2019

#### Bachelor of Arts in Consumer and Family Financial Services

Major Course Requirements (45 credits)

- FIN 301 *Ethics for the Finance Professional* (3 credits)

- PFP 457 *Retirement & Estate Planning* (3 credits)
- ~~\*PHI 445 Personal & Organizational Ethics (3 credits)~~
- ~~SRV 301 Introduction to Service Management (3 credits)~~

### Page 154 & 242

Revision, Effective for students starting on or after 02/01/2019

The Bachelor of Arts in Public Administration and Master of Arts in Public Administration programs have moved from the Forbes School of Business & Technology™ to the College of Liberal Arts.

### Page 158

Revision, Effective for students starting on or after 3/05/2019

#### Bachelor of Arts in Sports and Recreation Management

Major Course Requirements (45 credits)

- SRM 300 *Sport Facility Management* (3 credits)
- ~~CGD 218 Visual Literacy in Business (3 credits)~~

### Page 161 & 162

Correction, Published 12/19/2018

#### Bachelor of Science in Information Technology

#### Bachelor of Science in Computer Software Technology

- Platforms: *The most currently commercially available version of the Windows operating system (as of June 2018 this is version 10) or macOS (as of June 2018 this is version 10.13). Note: The most current version of the Windows operating system is the recommended platform.*  
~~Windows 8 or Mac OS 10.7 or higher.~~
- Hardware: 2.2 GHz or faster processor, 250 GB minimum available disk space. 8 GB RAM minimum available. 16 GB RAM recommended.
- Productivity Software: Microsoft Word, PowerPoint, and Excel (provided). Latest revision of Adobe Reader, Adobe Flash, and Windows Media Player.
- Web Browser: Latest version recommended of Chrome, Edge, Firefox, or Internet Explorer Safari, or other major web browser.
- Networking: High speed Internet connection required. Note: Dial up connections have been

found to be incompatible with the large file transfers often required for coursework.

- Administrative Rights: Students must obtain administrative rights to their computer and Internet connection. The ability to download and upload files from various sources and providers will be required.

## Page 161 & 162

Correction, Published 11/29/2018

### Bachelor of Science in Computer Software Technology

### Bachelor of Science in Information Technology

#### Program Specific Requirements:

- Platforms: *The most currently commercially available version of the Windows operating system (as of June 2018 this is version 10) or macOS (as of June 2018 this is version 10.13). Note: The most current version of the Windows operating system is the recommended platform. Windows 8 or Mac OS 10.7 or higher.*
- Hardware: 2.2 GHz or faster processor, 250 GB minimum available disk space. 8 GB RAM minimum available. 16 GB RAM recommended.
- Productivity Software: Microsoft Word, PowerPoint, and Excel (provided). Latest revision of Adobe Reader, Adobe Flash, and Windows Media Player.
- Web Browser: Latest version recommended of Chrome, Edge, Firefox, or Internet Explorer Safari, or other major web browser.
- Networking: High speed Internet connection required. Note: Dial up connections have been found to be incompatible with the large file transfers often required for coursework.
- Email: *Ashford University students are issued an Ashford University email address for classroom use.*
- Administrative Rights: Students must obtain administrative rights to their computer and Internet connection. The ability to download and upload files from various sources and providers will be required.

## Page 163

Revision, Effective 03/05/2019

### Associate of Arts in Early Childhood Education

#### Program Outcomes

1. Apply knowledge of child development, theoretical perspectives, and developmentally appropriate approaches to support the diverse learning needs of every child;
2. Determine how assessment data is used to inform curriculum and instructional practices;
3. Analyze the components of effective classroom management and high-quality learning environments that are healthy, safe, respectful, supportive, and culturally responsive;
4. Describe strategies to promote effective family and community partnerships; and
5. Identify the professional standards and ethical behaviors necessary to maintain a commitment to professionalism and growth as an early childhood educator.

- ~~1. Construct and evaluate curriculum designed to meet the differentiated academic, social and developmental needs of young children in alignment with the NAEYC standards;~~
- ~~2. Effectively utilize and evaluate assessment information as both formative and summative to inform and adapt instruction;~~
- ~~3. 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;~~
- ~~4. Identify knowledge of the unique needs of special learners and adapt curriculum and instruction to meet these needs; and~~
- ~~5. Identify the stages of language, physical and social development in children ages birth to eight.~~

#### Core Requirements (21 credits\*)

- ECE 207 Professional Responsibilities in the Early Childhood Environment (3 credits)
- ~~PED 212 Foundations of Movement & Motor Activities (3 credits)~~

## Page 165

Revision, Effective for students starting on or after 03/05/2019

### Bachelor of Arts in Child Development

#### Major Course Requirements (39 credits)

- EDU 100 Issues in Education (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- ECE 205 Introduction to Child Development (3 credits)
- ECE 313 Collaboration with Parents & Community (3 credits)

- ECE 320 Cognition & Language Development (3 credits)
- ~~ECE 315 Language Development in Young Children (3 credits)~~
- ECD 310 Exceptional Learning & Inclusion (3 credits)
- ECE 332 Child Development (3 credits)
- ECE 353 Cognitive Development of Infants & Young Children (3 credits)
- ECD 405 Assessment & Intervention (3 credits)
- ~~ECE 354 Assessment & Intervention During Early Childhood (3 credits)~~
- ECE 355 Understanding Behavior & Family Dynamics (3 credits)
- ECD 315 Curriculum Planning & Design for Early Learners (3 credits)
- ECD 415 Foundations of Play & Learning (3 credits)
- ~~ECE 351 Play & Learning for the Young Child (3 credits)~~
- EDU 499 College of Education Capstone (3 credits) Prerequisite: GEN 499

### Page 166

Revision, Effective for students starting on or after 04/09/2019

#### Bachelor of Arts in Cognitive Studies

##### Major Course Requirements (39 credits)

- ~~ECE 315 Language Development in Young Children (3 credits)~~
- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits) Prerequisite: MAT 232

### Page 167

Revision, Effective 01/29/2018

#### Bachelor of Arts in Early Childhood Development with Differentiated Instruction

##### Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*27 credits

Required Specialization: 12 credits

Electives: 41 44 credits

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

\*In this program, 3 6-credits from the major may also satisfy General Education requirements.

- ECD 336 Examining Multicultural & Anti-Bias Education (3 credits)
- ~~\*ECD 335 Children & Families in a Diverse Society (3 credits) Prerequisite: ECD 330~~

### Page 168

Revision, Effective for students starting on or after 03/05/2019

#### Bachelor of Arts in Early Childhood Education

- ECE 207 Professional Responsibilities in the Early Childhood Environment (3 credits)
- ~~PED 212 Foundations of Movement & Motor Activities (3 credits)~~

### Page 168

Revision, Effective for students starting on or after 03/05/2019

#### Bachelor of Arts in Early Childhood Education Administration

##### Major Course Requirements (42 credits)

- EDU 100 Issues in Education (3 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)
- ECE 355 Understanding Behavior & Family Dynamic (3 credits)
- ECD 315 Curriculum Planning & Design for Early Learners (3 credits)
- ECD 310 Exceptional Learning & Inclusion (3 credits)
- ECE 313 Collaboration with Parents & Community (3 credits)
- ECE 312 Administration of Early Childhood Education Programs (3 credits)
- ECA 380 Becoming an Early Childhood Education Leader in Today's Society (3 credits) Prerequisite: ECE 312.
- ECA 400 Building, Maintaining & Leading Early Childhood Education Programs (3 credits) Prerequisite: ECA 380
- ~~MGT 380 Leadership for Organizations (3 credits)~~
- ~~MGT 415 Group Behavior in Organizations (3 credits)~~

- ECE 405 Children & Families in a Diverse Society (3 credits)
- *ECA 435 Leading the Future of Early Childhood Education (3 credits) Prerequisite: ECA 400.*
- ~~BUS 303 Human Resource Management (3 credits)~~
- EDU 499 College of Education Capstone (3 credits) *Prerequisite: GEN 499*

### Page 173

*Revision, Effective for students starting on or after 3/26/2019*

#### Bachelor of Arts in Education Studies

- *ECD 310 Exceptional Learning & Inclusion (3 credits)*
- ~~EDU 382 Meeting the Needs of Diverse Learners (3 credits)~~

### Page 180

*Revision, Effective for students starting on or after 03/05/2019*

#### Bachelor of Arts in Gerontology

- *HPR 460 Analysis of Health Research (3 credits)*
- ~~PSY 326 Research Methods (3 credits)~~

### Page 186

*Revision, Effective 11/13/2018*

#### Bachelor of Arts in Psychology

##### Program Requirements

Total number of credits required: 120 credits  
 General Education Requirements: 43 credits  
 Major Course Requirements: ~~36~~ 39 credits  
 Electives: 41 credits  
 Students must earn a minimum of 30 upper-division credits.

*\*In this program 3 credits from the major can also satisfy the General Education Requirements.*

##### Major Course Requirements (~~36~~ 39 credits)

- PSY 101 Introduction to Psychology (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- *\*MAT 232 Statistical Literacy (3 credits)*
- PSY 331 Psychology of Learning (3 credits)
- PSY 301 Social Psychology (3 credits)  
 Prerequisite: PSY 101, SSC 101 or equivalent

- PSY 302 Industrial/Organizational Psychology (3 credits)
- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits) Prerequisite: MAT 232
- PSY 304 Lifespan Development (3 credits) Prerequisite: PSY 101
- PSY 326 Research Methods (3 credits) Prerequisite: MAT 232
- PSY 330 Theories of Personality (3 credits) Prerequisite: PSY 101 or equivalent & PSY 326.
- PSY 350 Physiological Psychology (3 credits) Prerequisite: PSY 101 or equivalent
- PSY 303 Abnormal Psychology (3 credits) Prerequisite: PSY 101 or equivalent and PSY 330
- PSY 496 Applied Project (3 credits) Prerequisite: GEN 499

### Page 190

*Revision, Effective 01/31/2018*

#### Bachelor of Science in Nursing (RN to BSN)

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

Special Terms and Conditions: ~~The baccalaureate degree in nursing (RN-BSN) at Ashford University is a new applicant pursuing initial accreditation by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. New applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted. Please be advised that without programmatic accreditation, RN to BSN program students may not be able to transfer credits to another higher education nursing program, apply for federal scholarships or grants, obtain federal employment or join the military in an RN capacity until such accreditation is obtained. In addition, if initial accreditation is not granted prior to the conclusion of a student's program, RN to BSN program graduates should be aware that graduation from a programmatically accredited undergraduate nursing program may be an admissions requirement for entry into graduate level study in the field.~~

Alabama Residents: State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification,

graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter the practice.

## Page 193

Revision, Effective 5/14/2019

### Bachelor of Arts in Applied Linguistics

*Linguistics is an interdisciplinary field of study that identifies, investigates, and offers solutions to language-related real-life problems. Students address topics such as: how language can best be learned and taught, social factors that affect language learning and usage, language-related social issues and how they impact public policy, and how technology and language acquisition are intersecting in the 21st century. The program provides a broad curriculum in the fundamentals of linguistics and its sub-fields, including phonetics, morphology, syntax, semantics, language acquisition, socio-linguistics, discourse analysis, and computational and corpus linguistics. Students also learn the principles of fieldwork and gain experience in designing a comprehensive research project in a linguistic subfield of their choosing. A bachelor's degree in Linguistics provides students with valuable training for many opportunities following graduation, and for continuing on to graduate degrees in specialized areas of the field. Students graduate with the knowledge and skills needed to address language-related issues, thereby improving the lives of individuals and conditions in society.*

~~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.~~

### Major Course Requirements (36 credits)

Core Course of Study (30 credits)

Foreign Language Requirement (6 credits) \*\*

- SPA 103 Beginning Spanish I (3 credits)

- SPA 104 Beginning Spanish II (3 Credits) *Prerequisite: SPA 103 or departmental approval*

*\*\* Foreign language coursework other than Spanish will meet program requirements if transferred from another institution. Students must earn a minimum of 6 credits in one or more non-English language courses.*

## Page 197

Revision, Effective 01/01/2019

### Bachelor of Arts in History

#### Major Course Requirements

- HIS 306 Twentieth-Century Europe (3 credits)
- ~~HIS 206 United States History II (3 credits)~~

## Page 200

Correction, Published 11/28/2018

### Bachelor of Arts in Law Enforcement Administration

- LEA 200 Ethical Leadership in Law Enforcement (3 credits)

## Page 200

Revision, Published 3/27/2019

### Bachelor of Arts in Liberal Arts

#### Program Outcomes

Liberal Arts major graduates will be able to:

1. Demonstrate appropriate comparative and analytical communication skills across disciplines;
  2. Conduct effective independent research;
  3. Demonstrate interpersonal and collaborative skills between and among diverse groups and individuals;
  4. Apply critical thinking skills in analyzing complex social and cultural issues;
  5. Summarize and integrate viewpoints from different disciplines; and
  6. Analyze the values that influence interactions among people, groups, or nations.
1. ~~Demonstrate appropriate comparative and analytical communication skills across disciplines;~~
  2. ~~Develop skills to conduct effective independent research;~~
  3. ~~Develop and apply culturally diverse communication skills between and among different groups and individuals in a global environment;~~
  4. ~~Apply critical thinking skills in analyzing, environmental, social, and political issues;~~

5. Develop the ability to integrate viewpoints from different disciplines; and
6. Analyze the values that influence interactions among people, groups, and nations.

## Page 201

*Revision, effective for students starting on or after 3/26/2019*

### Bachelor of Arts in Military Studies

*The Bachelor of Arts in Military Studies provides you with a foundation on social, cultural, political, environmental, technological, and economic security and military issues. In this program, you will investigate, analyze, and evaluate salient security and military issues within historical, topical, and geographic contexts. In addition, you will learn the importance and necessity of preparing for multi-faceted threats and risks from violent and non-violent sources.*

~~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.~~

#### Program Outcomes

Military Studies major graduates will be able to:

1. Analyze the economic threats and risks present in today's society;
  2. Assess the technological challenges that instigate insecurity for governments, businesses, and non-profit institutions;
  3. Explain modern social and political security challenges;
  4. Examine environmental issues that create security and military threats and risks; and
  5. Develop possible courses of action to mitigate threats and risks from real world security and military events.
1. ~~Examine the interrelationship between grand strategy and war;~~
  2. ~~Analyze issues concerning the role of the military within its chronological and geographical context;~~

3. ~~Examine how military and civilian authority should co-exist, both in the United States and in deployments abroad;~~
4. ~~Assess the moral and ethical concerns raised through the study of the relationship of the military to society;~~
5. ~~Analyze the importance of the military as an instrument for the preservation of peace, as well as the waging of war; and~~
6. ~~Evaluate the character traits necessary for becoming a moral and effective leader.~~

#### Major Course Requirements (36 credits)

- ENV 322 Energy & Environmental Systems (3 credits)
- HSM 438 Introduction to Cyber Crime (3 credits)
- ~~MIL 312 Peacekeeping (3 credits)~~
- ~~MIL 350 Studies in Military Leadership (3 credits)~~

## Page 202

*Revision, Effective 01/01/2019*

### Bachelor of Arts in Social and Criminal Justice

#### Major Course Requirements

- CRJ 312 Crime & Society (3 credits)
- ~~SOC 305 Crime & Society (3 credits)~~

## Page 209

*Revision, Effective 01/08/2019*

### Journalism & Mass Communication Minor (18 credits)

Please note: This minor is not available to students majoring in Journalism & Mass Communication.

- JRN 200 Elements of Journalism (3 credits)  
Prerequisite: ENG 121, ENG 122
- JRN 201 Multimedia News Writing & Editing (3 credits) Prerequisite: JRN 200
- JRN 301 Newsgathering & Reporting (3 credits)  
Prerequisite: JRN 201
- JRN 330 Media Law & Ethics (3 credits)  
Prerequisites: JRN 200 and JRN 201
- COM 327 Visual Communication (3 credits)
- JRN 341 Specialized Journalism (3 credits)
- ~~JRN 333 Ethics in Journalism (3 credits)~~  
Prerequisite: JRN 200

- ~~JRN 410 Journalism Law (3 credits)~~  
Prerequisite: JRN 200

## Page 209

Revision, Effective 12/20/2018

### Literature Minor (18 credits)

Please note: This minor is not available to students majoring in English.

Required Courses:

- ENG 125 Introduction to Literature (3 credits)
- ENG 317 International Voices (3 credits)  
Prerequisites: English Proficiency
- ENG 438 Literary Theory (3 credits)
- ~~ENG 380 Literary Research (3 credits)~~
- ENG 497 English Capstone (3 credits)  
Prerequisite: GEN 499

Choose 1 of the following courses:

- ENG 301 American Literature to 1865 (3 credits)
- ENG 302 American Literature After 1865 (3 credits)

Choose 1 of the following courses:

- ENG 345 British Literature I (3 credits)
- ENG 346 British Literature II (3 credits)
- ~~ENG 341 Studies in Literary Genres (3 credits)~~
- ~~ENG 438 Literary Theory (3 credits)~~

## Page 210

Revision, Effective 2/27/2019

### 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: Quantitative Reasoning Core Competency
- BUS 308 Statistics for Managers (3 credits)  
Prerequisite: Quantitative Reasoning Core Competency
- BUS 443 Quality Management for Organizational Excellence (3 credits)
- ~~BUS 445 Total Quality Management (3 credits)~~
- BUS 446 Production Operations Control (3 credits)
- INF 336 Project Procurement Management (3 credits) Prerequisite: INF 231 or permission of the instructor

- INF 340 Business Systems Analysis (3 credits)  
Prerequisite: Digital Literacy Competency

## Page 210

Revision, Published 2/24/2019

### Organizational Management Minor (18 credits)

Please note: This minor is not available to students majoring in Business Administration, *Business Leadership* or Organizational Management.

## Page 210

Revision, Effective 2/27/2019

### Project Management Minor (18 credits)

Please note: This minor is not available to students majoring in Project Management.

- INF 336 Project Procurement Management (3 credits) Prerequisite: INF 231 or permission of the instructor
- INF 337 Integrated Cost & Schedule Control (3 credits) Prerequisites: ACC 205, and MAT 332 or BUS 308
- MGT 380 Leadership for Organizations (3 credits)
- BUS 443 Quality Management for Organizational Excellence (3 credits)
- ~~BUS 445 Total Quality Management (3 credits)~~
- PRM 300 Introduction to Project Management (3 credits)
- MGT 435 Organizational Change (3 credits)

## Page 210

Revision, Effective 12/10/2018

### Psychology Minor (18 credits)

Please note: This minor is not available to students majoring in Psychology.

- PSY 101 Introduction to Psychology (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- PSY 331 Psychology of Learning (3 credits)
- PSY 301 Social Psychology (3 credits)  
Prerequisite: PSY 101, SSC 101 or equivalent
- PSY 302 Industrial/Organizational Psychology (3 credits)
- ~~PSY 330 Theories of Personality (3 credits)~~  
Prerequisite: PSY 101 or equivalent

- ~~PSY 303 Abnormal Psychology (3 credits)~~  
Prerequisite: PSY 101 or equivalent and PSY 330
- PSY 350 Physiological Psychology (3 credits)  
Prerequisite: PSY 101 or equivalent

## Page 212

Revision, Effective 2/20/2019

### 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)
- *ECD 415 Foundations of Play and Learning (3 credits)* Prerequisites: *ECD 405*
- ~~ECE 351 Play & Learning for the Young Child (3 credits)~~
- ECE 355 Understanding Behavior & Family Dynamics (3 credits)

## Page 212

Revision, Effective 3/20/2019

### 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)
- *ECD 315 Curriculum Planning & Design for Early Learners (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)

## Page 224

Revision, Effective 5/2/2019

### Elective Courses Offered at the Clinton, Iowa Campus (18 credits)

- ~~BUS 319 The Social Responsibility of Organizations (3 credits)~~
- BUS 250 Corporate & Social Responsibility (3 credits)
- BUS 317 Introduction to Advertising (3 credits)

- BUS 370 Organizational Development (3 credits) Prerequisites: BUS 201 or MGT 330 or HCA 459
- MGT 380 Leadership for Organizations (3 credits)
- *MGT 415 Group Behavior in Organizations (3 credits)*
- *MGT 435 Organizational Change (3 credits)*

## Page 225

Addition, Effective 10/30/2018

### Conditional Admission Requirements (Graduate Programs)

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 a graduate level 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 requirements and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in the *General Academic Information & Policies* section of this *Catalog*;
3. Have the ability to study in English indicated by one of the following:
  - Earned a Bachelor's degree in which the primary language of instruction was English; or
  - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 550 paper-based or 79 internet-based is required. For the IELTS, a minimum score of 6.5 is required. Copies of unofficial scores must be submitted prior to provisional enrollment, and official scores must be submitted prior to full admission.

*\*Applicants to the Master of Science in Instructional Design and Technology competency based education program must have a Bachelor's degree or graduate level degree from a regionally accredited or approved nationally accredited college or university with a grade point average (GPA) of 3.0 or above.*



## Page 226

*Correction, Published 2/13/2019*

### **Appeal Procedure for a Third Consecutive Conditional Admission Period or Ashford Promise**

Provisional admission status must be attained by the end of the second (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 (2nd) attempt of the Ashford Promise must wait *six months* ~~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 third (3rd) consecutive attempt of conditional admission in the Ashford Promise.

## Page 227

*Addition, Effective 10/30/2018*

### **Transfer Credit Evaluation for Graduate Degree Programs**

*Please note that the Master of Science in Instructional Design & Technology competency based program does not allow for transfer credit.*

## Page 230

*Addition, Effective 4/3/2019*

### **MSTM Program-Specific Requirements**

*Unofficial or official transcripts from the institution(s) that awarded your bachelor's degree in science, technology, engineering, or other fields must be submitted with the Application for Admission. It is strongly preferred that the undergraduate degree be in a science, technology, or engineering discipline. Applicants with a bachelor's degree in fields other than science, technology or engineering that can document prior technical work experience equivalent to the knowledge found in a preferred program may request a waiver. It will be incumbent upon the student to provide evidence and documentation through the waiver process that is satisfactory to the Dean or designee for the FSBT.*

*Master of Science in Technology Management Students who submit official transcripts indicating that they have earned a Bachelor's degree or higher 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*

## Page 231-232

*Addition, Effective 10/30/2018*

### **Full Admissions Requirements**

*\* Applicants to the Master of Science in Instructional Design and Technology competency based education program must Submit of an official transcript from the regionally accredited or approved nationally accredited institution that awarded the baccalaureate or graduate level degree indicating a minimum GPA of 3.0 with a degree conferral date prior to the start of the first course at Ashford University*

### **Attendance Policy for Masters Courses**

*Master of Science in Instructional Design and Technology competency based program students are expected to meet attendance requirements weekly. Attendance is defined as participating in an academic activity within the online classroom: posting in a discussion forum; submitting a written assignment, journal entry, presentation, flowchart, or project; submitting a video blog; evidence of participation in a teleconference or web conference; or successfully completing a quiz or exam.*

### **Academic Leave**

*Master of Science in Instructional Design and Technology competency based program students:*

- may not submit work during an academic leave and are not permitted to use university resources such as the online classroom during the academic leave;
- are allowed one academic leave per 12-month period; and
- may not extend their academic leave beyond one term in length (15 weeks) and students will not be permitted to return prior to the term they were last enrolled.

## Page 245

Effective 01/08/2019

### Master of Arts in Early Childhood Education Leadership

- ~~ECE 695 Professional and Ethical Leadership in Early Childhood Education Capstone Course (3 credits) Prerequisite: All MAECEL core course requirements~~
- EDU 694 Capstone I: Educational Research (3 credits) Prerequisite: EDU 620 or ECE 673

## Page 255

Effective 10/30/2018 [New CBE Offering]

### Master of Science in Instructional Design and Technology

(This version of the program is not accepting new enrollments and is not eligible for Federal Financial Aid.)

#### Competency Based Education – Equivalent Project-Based Requirements\*

- **Novice Project:**  
Instructional Analysis (IDT 601, 602)
- **Developing Project:**  
Instructional Design and Technology (IDT 603, 604)
- **Intermediate Project:**  
Instructional Design Research and Project Management (IDT 605, 606)
- **Proficient Project:**  
Instructional Development and Evaluation (IDT 607, 608)
- **Expert Project:**  
Advanced Instructional Design and Technology (IDT 609, 610)
- **Mastery Project:**  
Instructional Design Final Project (IDT 611, 612)

#### Graduation Requirements

To be eligible for the Master of Science in Instructional Design and Technology degree, a student must successfully complete the following:

#### Competency Based Education Program

- Six projects (equivalent to 36 credits); and
- Earn a Pass Proficient or Pass Mastery grade in each project (equivalent to a minimum

cumulative grade point average of 3.00 in all coursework).

The degree will be noted on the transcript as a Master of Science in Instructional Design and Technology.

## Page 282

Correction, Published 10/23/2018

### Cohort Size Management

Ashford University reserves the right to make adjustments to student schedules, courses, and programs, including but not limited to cancellation, postponement, course dates, sequence, and modality as deemed necessary by University administration. The University may postpone the scheduled starting date or the class schedule due to insufficient cohort size based on projected or actual enrollment in the course. The delay period will be determined by the time necessary to secure sufficient enrollment in the course, but will not exceed one year in length. Students unable to register for a particular course will receive a full refund for any tuition paid for that course. Registration in a particular course section or with a specific instructor is not guaranteed. Students are classified as full time while enrolled.

~~IMPORTANT NOTE: Additionally, insufficient cohort sizes may occur at the Denver Campus when a student finishes the core program courses and moves into the specialization. The University reserves the right to adjust a student's modality from attending the Denver Campus to attending Online in order to promote a healthy academic experience. Students adjusted to the online modality by the University will maintain tuition and fees equivalent to the tuition and fees required at the Denver Campus.~~

## Page 258

Published 11/01/2018 clarification for CMHC Specialization; and Marriage, Couples and Family Counseling Specialization

### Master of Arts in Counseling; Clinical Mental Health Counseling Specialization

(This program is no longer accepting new enrollments)

#### Program Requirements

##### First Year

- CSL 5530 Cultural Diversity & Individual Differences (3 credits)
- CSL 5101 Professional Orientation & Issues in Counseling (3 credits)

- CSL 5280 Ethics, Laws & Standards of Professional Practice (3 credits)
- CSL 5290 Theories & Techniques of Counseling & Psychotherapy (3 credits)
- CSL 6210 Survey of Psychopathology (3 credits)
- CSL 6470 Theories & Techniques of Group Counseling & Psychotherapy (3 credits)
- CSL 5130 Life Span Development (3 credits)
- CSL 5420 Principles of Social Psychology (3 credits)
- CSL 6120 Lifestyle & Career Development (3 credits)
- CSL 6160 Family Systems & Dynamics (3 credits)

### Second Year

- CSL 5410 Physiological Bases of Behavior (3 credits)
- CSL 5610 Psychometrics: Tests & Measurements (3 credits)
- CSL 6851 Counseling Practicum (1 credit)
- CSL 6501 Psychology of Personality (3 credits)
- CSL 6230 Treatment of Family Violence (3 credits)
- CSL 6852 Counseling Practicum (1 credit)
- CSL 6140 Assessment of Children & Adolescents (3 credits)
- CSL 5400 Understanding, Interpreting, & Applying Statistical Concepts (3 credits)
- CSL 6853 Counseling Internship (1 credit)
- CSL 6820 Treatment of Children & Adolescents (3 credits)
- CSL 6370 Addiction Counseling (3 credits)
- CSL 6854 Counseling Internship (1 credit)
- CSL 6855 Counseling Internship (1 credit)

### Third Year

- CSL 6856 Counseling Internship (1 credit)
- CSL 6857 Counseling Internship (1 credit)

### Master of Arts in Counseling; Marriage, Couples and Family Counseling Specialization

(This program is no longer accepting new enrollments)

### Program Requirements

#### First Year

- CSL 5530 Cultural Diversity & Individual Differences (3 credits)
- CSL 5101 Professional Orientation & Issues in Counseling (3 credits)
- CSL 5280 Ethics, Laws & Standards of Professional Practice (3 credits)
- CSL 6600 Theories & Techniques of Marriage & Family Therapy I (3 credits)
- CSL 6210 Survey of Psychopathology (3 credits)
- CSL 6610 Theories & Techniques of Marriage & Family Therapy II (3 credits)
- CSL 6470 Theories & Techniques of Group Counseling & Psychotherapy (3 credits)
- CSL 6160 Family Systems & Dynamics (3 credits)
- CSL 6380 Seminar in Marriage & Family Therapy (3 credits)
- CSL 5610 Psychometrics: Tests & Measurements (3 credits)

#### Second Year

- CSL 6230 Treatment of Family Violence (3 credits)
- CSL 6580 Human Sexuality & Sexual Disorders (3 credits)
- CSL 6951 Marriage & Family Therapy Practicum (1 credit)
- CSL 6460 Marital Systems (3 credits)
- CSL 5130 Life Span Development (3 credits)
- CSL 6952 Marriage & Family Therapy Practicum (1 credit)
- CSL 5400 Understanding, Interpreting, & Applying Statistical Concepts (3 credits)
- CSL 6120 Lifestyle & Career Development (3 credits)
- CSL 6953 Marriage & Family Therapy Internship (1 credit)
- CSL 6220 Family/Marital Assessment (3 credits)
- CSL 6370 Addiction Counseling (3 credits)
- CSL 6954 Marriage & Family Therapy Internship (1 credit)
- CSL 6955 Marriage & Family Therapy Internship (1 credit)

### Third Year

- CSL 6956 Marriage & Family Therapy Internship (1 credit)
- CSL 6957 Marriage & Family Therapy Internship (1 credit)

### Graduation Requirements

To be eligible for the Master of Arts in Counseling degree, a student must successfully complete the following:

- The approved program consisting of 61 credits;
- Completion of all practicum and internship requirements; 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 Counseling.

*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.*

### Page 284-285

*Revision, Effective 01/07/2019*

#### Applied Doctoral Project

Students are enrolled in Applied Doctoral Project for a *minimum of five credits (RES 8981-8985)*. Students satisfactorily progressing through the ADP experience, but not ~~quite~~ meeting the required milestones *in the designated timeframe, will be required to reenroll in the corresponding ADP experience. ~~They may need to register for RES 8981-8985 multiple times until they meet the required milestones.~~* Students *needing more than two reenrollments in any of the ADP courses will need to appeal to enroll in the not completing their ADP during that period and not enrolled in any other course or internship (for PsyD, Clinical Specialization students) will register for Applied Doctoral Project Extension, RES 8986/8987 to remain in the program and complete the designated milestone(s).*

Prerequisites, timelines for completion, and attendance requirements for Applied Doctoral Project, as well as a detailed explanation of each step in the process, are described in the Applied Doctoral Project Handbook.

### Page 291-293

*Revision, Effective 01/07/2019*

#### Program-Specific Requirements

##### Applied Doctoral Project

Students completing an Applied Doctoral Project (ADP) must complete ~~a total~~ *a minimum* of 5 credits by registering for five terms of Applied Doctoral Project credit, one credit per term. Doctor of Psychology (PsyD) students may choose to complete a Dissertation instead of an Applied Doctoral Project. Students interested in completing a Dissertation must submit a change request. Please refer to Dissertation & Applied Doctoral Project in this section of this Catalog for more information on Applied Doctoral Project and Dissertation requirements.

##### Capstone and Applied Doctoral Project Courses

- DOC 8770 Doctoral Capstone Seminar (4 credits)
- RES 8920 Applied Doctoral Project Planning I (1 credit)
- RES 8922 Applied Doctoral Project Planning II (1 credit)
- RES 8981-8985 Applied Doctoral Project (5 credits)\*

*\*Students satisfactorily progressing through the ADP experience, but not meeting the required milestones in the designated timeframe, will be required to reenroll in the corresponding ADP experience. Students needing more than two reenrollments in any of the ADP courses will need to appeal to enroll in the Applied Doctoral Project Extension, RES 8986/8987 to remain in the program and complete the designated milestone(s).*