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Section One:
Introduction
Statement of Mission

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

Statement of Purposes

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

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

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

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

To provide a traditional liberal arts college experience, accelerated external-degree programs for adult learners, and relevant graduate programs.

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

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

History

The University, originally named Mount St. Clare College, was founded in 1918 by the Sisters of St. Francis, Clinton, Iowa, as a junior college for women. In 1950, the College was accredited by the North Central Association of Colleges and Schools and has since maintained its accreditation. Its interest in adult learners began in 1962 when an evening program was begun to serve the needs of students with career and family responsibilities. In 1967, the College became coeducational. Baccalaureate degree programs began in 1979 and graduate degrees in 2003, coinciding with the name change to The Franciscan University. In 2005, the University was acquired by Bridgepoint Education and renamed Ashford University.
Accreditation
The Higher Learning Commission of the North Central Association of Colleges and Schools

The Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504

Phone: (800) 621-7440 / (312) 263-0456
Fax: (312) 263-7462

Memberships
American Council on Education
National Association of Intercollegiate Athletics

Ownership
Ashford University is a wholly owned subsidiary of Bridgepoint Education, Inc., 13500 Evening Creek Dr. North, Suite 600, San Diego, CA 92128.

Governance
The Board of Trustees is responsible for the governance of Ashford University. The strategic priorities of the board include mission, organizational structure, academic integrity, operational responsibility, and planning. Trustees meet regularly to ensure accountability of the University to its students and constituencies. The Board of Trustees appoints a Chancellor to provide overall leadership for Ashford University and a Campus President to administer the day-to-day operations of the university campus.
Right to Change Requirements

The *Ashford University Catalog* presents the policies and procedures for graduate and undergraduate programs offered by the University. The University reserves the right to make alterations to this catalog and the policies and procedures therein as necessitated by changes in curriculum, academic 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.

Title IV Compliance

Ashford University is committed to being in compliance with Title IV of the Higher Education Act and all implementing and interpretative rules, regulations, guidelines, and policies of the United States (U.S.) Department of Education. Periodically, rules, regulations, and guidelines are updated and/or clarified by the U.S. Department of Education. These updates and/or clarifications may necessitate the need for Ashford University policies and practices not in compliance with Title IV requirements to be subject to immediate change to ensure continued compliance.

Commitment to Diversity

Ashford University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from diverse backgrounds.

Statement on Scholarship

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

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

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

• Establishing and cultivating a broad general knowledge base across academic programs and acquiring knowledge in one’s own discipline;

• Accepting responsibility for one’s own learning and seeking opportunities for scholarly dialogue; and

• Making the commitment to pursue learning throughout one’s entire life and to assist others in the pursuit of knowledge.

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

Academic and Professional Standards

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

Outcomes Assessment

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

Graduates of Ashford University will be able to

• Demonstrate the ability to read and think critically and creatively;
• Demonstrate the ability to communicate effectively in speech and in writing;
• Demonstrate the ability to communicate effectively through the use of technology;
• Demonstrate self-worth and respect the diversity in others;
• Demonstrate an understanding of the interdependence of life in all its forms;
• Demonstrate competence in their major fields of study;
• Share talents and resources in service to others;
• Demonstrate the ability to draw information from different fields of study to make informed decisions; and
• Recognize learning as a life-long endeavor.

Authorization Statement

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.
Section Two:

Health and Safety
Campus Safety and Security

It is important for students, as well as the members of the campus community, to take responsibility for their own safety and well-being. The University strongly encourages students to take steps to ensure the safety and security of their belongings, themselves, and others.

The University Campus Security Office keeps a daily crime log that depicts any criminal incidents that occur on the campus. This information is available for review by anyone in the University community, with reasonable notice given. Information in the crime log includes the following: the nature of the crime, the date and time the crime occurred, a general location of the crime, and any known disposition of the complaint. The University reserves the right to keep the confidentiality of both the victim and the accused in any of these situations.

Campus Security Office

The University maintains a security team staffed by student personnel and supervised by a professional Director of Campus Security. University security officers have civil enforcement authority only. They do, however, work closely with the Clinton Police Department, Clinton County Sheriff’s Office, and the Iowa Highway Patrol, if assistance is required. University security officers have no official arrest powers. City, county, or state law enforcement officers make all arrests. Student and staff may contact the appropriate authorities directly, or University security officers will make contact on behalf of the University or individuals involved if the officers consider it necessary or if requested. The University takes any reported criminal action seriously and responds to it accordingly; subsequently, the University relies on law enforcement authorities to assist during criminal investigations and appropriate emergencies.

Students and staff are made aware of the services offered by the Campus Security Office through the Ashford University Catalog and through orientation sessions for new students, which are held annually. Crime prevention information is handled by posting information on bulletin boards and through campus programming.

Security Officer Access on Campus

Security personnel monitor all campus buildings on random weekdays during nonbusiness hours and on evenings during weekends. University security officers have access to all areas of campus including the residence halls. The University does, however, respect and seek to ensure the privacy of students living in residence halls; therefore, arbitrary room searches are prohibited. Certain legal rights of room entry are maintained by the University as a private institution that operates residence halls. These rights include, with limitation, the right of staff members to enter a student’s room when determined advisable for community or individual welfare and in instances such as medical emergencies, fire, flood, or wind damage. If an occupant, resident, or guest is present and a room search or cursory inspection is conducted, a written, dated,
and signed report will be prepared by a Student Services professional staff member and placed in the residence hall files within three (3) class days of the occurrence. In the absence of any occupant, and in the absence of any emergency, a Student Services professional staff member will be present when entering a room. If these circumstances should occur, the Student Services professional staff member will prepare a written, dated, and signed report within one (1) working day of the occurrence.

Under certain conditions requiring a room search, such as for stolen property, a dated and signed form must accompany those conducting the search. The form must include a description of the items being sought and the specifically designated University officials conducting the search. The presence of two University representatives, one being a Student Services professional staff member, is required. In the event of an emergency such as weather conditions, fire, or drills of the same, rooms will be checked for occupancy. Customary landlord rights of inspection and maintenance by University personnel also apply.

University Security Escort Service

University security officers are available to provide assistance and to accompany visitors and campus community members who wish to be escorted on campus after dark. If assistance is desired, please call (563) 242-2752. If you are calling from a campus phone, first dial “9.”

Procedures for Reporting Criminal Actions or Emergencies

The University encourages individuals to report any crime accurately and promptly to a campus security officer. For immediate assistance, you can also contact the Clinton Police Department if you are the victim of a crime, if you witness a crime, or if you have information that would aid in solving a crime.

Ashford University does not have any policies or procedures that allow victims or witnesses to report crimes on a voluntary, confidential basis. Consequently, the Clinton County Sheriff’s Office maintains Crime Stoppers (563) 242-6595 or toll free (888) 883-8015 where reward money up to $1,000 could be available when information provided leads to the arrest and/or conviction of a criminal offender(s). Ashford University does not have a policy that encourages pastoral counselors and professional counselors, if and when they deem it appropriate, to inform the persons they are counseling of any procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.

Policy Regarding Timely Reports of Specific Crimes or Offenses

When a known crime risk might endanger students or employees, the Student Services Office will notify the campus community in a timely manner through one or more of the following methods, depending upon the nature of the incident:

1. Immediate notification, via telephone, to the Dean of Students and Director of Residence Life;
2. Immediate notification of student body;
   a. Resident students may be notified via building meetings, flyers, etc.
   b. Entire student body may be notified via flyer, posted information, e-mail, etc.
3. If necessary, notification of the media via written press release or telephone call; and
4. The Student Services Office or Campus Security Office may also find it appropriate to contact local police to request information about crimes reported to them that would qualify under the Cleary Act.


The Student Right-to-Know and Campus Security Act (Public Law 101-542) was signed into law on November 8, 1990. The Act requires all institutions of higher education to collect and maintain statistics concerning specific crimes beginning on September 1, 1992, and each year thereafter, and to report these statistics annually to students and employees. Upon request, the information is provided to any applicant for enrollment or employment. It is Ashford University’s intent to comply fully with the Act, and the statistical information provided in the tables below is intended for this purpose.

Ashford University, in complying with this act, gathers statistics concerning the occurrence on campus, in or on noncampus buildings or property, and on public property of certain offenses. The statistics are gathered from the Dean of Students, the Campus Security Office, and the Clinton Police Department. The information is recorded in the year in which the crime was reported to a University security authority. The information provided is for the years ended December 31, 2003, 2004, and 2005.

All reported offenses:

<table>
<thead>
<tr>
<th>Offense</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder / Nonnegligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offenses</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonforcible Sex Offenses</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Burglary (Room)</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Burglary (Auto)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

On July 1, 2000, requirements went into effect for reporting statistics regarding referrals made for campus disciplinary action for liquor law violations, drug law violations, and illegal weapon possession. Previously, only arrests were reported.

Referrals for disciplinary action:

<table>
<thead>
<tr>
<th>Offense</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liquor Law Violations</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Weapons Law Violation</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Campus Personal Safety Tips

Although the University has a low crime rate, it is essential that every member of the University community practice personal safety. Some personal safety suggestions include the following:

- Walk only in well-lighted areas. Do not take shortcuts through dark or deserted areas. Avoid walking alone at night.
- Immediately report unfamiliar persons or people who are acting strangely to the Campus Security Office at (563) 242-2752 or to a Residence Life staff member.
- Immediately report all thefts, harassing phone calls, personal attacks, threats, or similar incidents to Campus Security and/or Residence Life staff. Such contact may enable University personnel to locate the person(s) involved while they are still on campus.
- Lock both your room and car doors at all times, and carry your keys. Never lend your keys to anyone. Do not leave keys or valuables in your student mailbox. Keep your campus lockers secured at all times.
- Close all outside doors during the locked hours. Do not prop open locked building doors.
- Do not carry large amounts of cash. Store all money and valuables in appropriate places.
- Secure your bike with a high-safety lock.
- Do not let unfamiliar people into campus buildings or open your room door to individuals unknown to you. Never give your name, address, or phone number to unknown persons.

Policy Regarding Prevention of Sexual Abuse/Assault

Abusive sexual conduct by anyone is a threat to the entire University community. All students who believe another individual has personally violated them in a sexual manner should immediately report the incident to the Dean of Students, to University security personnel, and/or to local police. Students are strongly encouraged to report all incidents that threaten the student’s continued well-being, safety, or security. University personnel will assist the student in notifying authorities, if requested. In cases where a student believes that a rape or other assault has occurred, the University strongly recommends that the crime be reported immediately so that information may be obtained and evidence preserved, as it may be necessary to prove criminal sexual assault. Confidential counseling referral information is available through the Student Services Office.

The Dean of Students will review all reported sex offenses and will assist student victims in identifying both University judicial procedures and legal options. The University will change a victim’s academic and living environment when requested and if such changes are reasonable and viable.

Judicial procedures for a case of sexual assault will follow the regular format including the disciplinary sanctions set forth in this paragraph and possible legal action. Depending upon the facts and circumstances of the incident, institutional sanctions include a reprimand, probation, community service, or suspension or expulsion from the University. The accused and the accuser will be afforded the same due process explained in the Judicial Process and General Regulations (Part V) of the Student Handbook. Both the accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding. Also, both the accuser and the accused will be informed of the outcome of any institution disciplinary proceedings alleging a sex offense.
Additional Sexual Abuse/Assault Information

The following additional information is provided to assist individuals in dealing with issues of sexual abuse and assault.

Counseling and Health Resources

Victims of sexual abuse should seek help, support, and counseling. Many support services are available for assistance to victims. Confidential counseling referral information is available through the Student Services Office.

Educational Programs

Programs to promote the awareness of rape, acquaintance rape, and other forcible and non-forcible sex offenses are sponsored at various times of the year on campus. Check the campus calendar or the Student Services Office for details.

Rape Prevention Information

Men and women should follow the tips below to protect themselves against acquaintance rape and stranger rape on campus.

Tips to prevent the crime of rape:

- Listen carefully. Take the time to hear what the other person is saying. If you feel he or she is not being direct or is giving you a “mixed message,” ask for clarification.
- Don’t fall for the common stereotype that when people say “No” they really mean “Yes.” “No” means “No.” If a person says “No” to sexual contact, believe him or her and stop.
- Remember that date rape is a crime. It is never acceptable to use force or the threat of force in sexual situations, no matter what the circumstances.
- Don’t make assumptions about a person’s behavior. Don’t automatically assume that a person wants to have sex with you because he or she drinks heavily, dresses provocatively, or agrees to go to your room. Don’t assume that just because a person has had sex with you previously he or she is willing to have sex with you again. Also, don’t assume that just because a person consents to kissing or other sexual intimacies he or she is willing to have sexual intercourse.
- Be aware that having sex with someone who is mentally or physically incapable of giving consent is rape. If you have sex with a person who is drugged, intoxicated, passed out, incapable of saying “No,” or unaware of what is happening around him or her you may be guilty of rape.
- Be especially careful in group situations. Be prepared to resist pressure from friends to participate in violent or criminal acts.
- Get involved if you believe that someone is at risk. If you see a person in trouble at a party or a friend using force or pressuring another person, don’t be afraid to intervene. You may save the person from the trauma of sexual assault and your friend from the ordeal of criminal prosecution.
- Be especially careful in situations involving alcohol or drugs. Alcohol and drugs can interfere with your ability to assess situations and to communicate effectively.
To protect yourself against rape:

- Know your sexual intentions and limits. You have the right to say “No” to any unwanted sexual contact. If you are uncertain about what you want, ask the other person to respect your feelings.

- Communicate your limits firmly and directly. If you say “No,” say it like you mean it. Don’t give mixed signals. Back up your words with a firm tone of voice and clear body language.

- Don’t rely on “ESP” to get your message across. Don’t assume that your date will automatically know how you feel or will eventually “get the message” without your having to tell him or her.

- Remember that some people still think that drinking heavily, dressing provocatively, or going to a person’s room automatically indicates a willingness to have sex. Be especially careful to communicate your limits and intentions clearly in such situations.

- Listen to your gut feelings. If you feel uncomfortable or think you may be at risk, leave the situation immediately and go to a safe place.

- Don’t be afraid to make waves if you feel threatened. If you feel you are being pressured or coerced into sexual activity against your will, don’t hesitate to state your feelings and get out of the situation. Better a few minutes of social awkwardness or embarrassment than the trauma of sexual assault.

- Attend large parties with friends you can trust. Agree to “look out” for one another. Try to leave with a group, rather than alone or with someone you don’t know very well.

Prevention efforts can reduce the risk of rape, but rape is an action decided on by the perpetrators. Ultimately, only rapists can stop rape. If you are raped, seek help at once. We recommend that you have a free and confidential rape examination at a local hospital to ensure your health and to preserve evidence if charges are filed later. Most Iowa hospitals will make specialized rape counselors available to you. They can help you sort out your options after the immediate trauma recedes.

We urge you to take two actions:

- Seek counseling and support to help you recover from what is a traumatic experience.

- Consider telling school officials or law enforcement officers what happened, so justice can be done.

**Sex Offender Registry**

As of July 1, 2002, Iowa law requires sex offenders to register with the county sheriff when affiliated with higher education institutions either as full-time or part-time students or when employed or engaged in a vocation on a full- or part-time basis at an institution in a county other than the county of residence. The person must register within five days of becoming a student, being employed, or engaging in a vocation at the institution. Prior to July 2002, at-risk sex offenders had to register only in their county of residence.

In addition, as of October 28, 2002, the U.S. Department of Education amended the Higher Education Act of 1965, Campus Sex Crimes Prevention Act requiring institutions to inform members of the campus community of the means by which they can obtain information about registered sex offenders who may be present on campus. A list of those persons from Iowa who are determined by the State of Iowa and local officials to be a risk to reoffend (predators) is published and available strictly for your knowledge in the Student Services Office and can be obtained from the Iowa Sex Offender Website at [www.iowasexoffender.com](http://www.iowasexoffender.com). Illinois registry information is available at [http://www.isp.state.il.us/sor/frames.htm](http://www.isp.state.il.us/sor/frames.htm). Questions regarding local sex offender registry can be directed to the Clinton County Sheriff’s Office at (563) 242-9211.
Important Telephone Numbers

Emergency Numbers:

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency (police, fire, and rescue)</td>
<td>911</td>
</tr>
<tr>
<td>Director of Campus Security</td>
<td>(815) 718-5685</td>
</tr>
<tr>
<td>University Security/Residence Life</td>
<td>(563) 242-2752</td>
</tr>
</tbody>
</table>

Help Services Numbers and Hotlines:

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

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office phone:</td>
<td>(563) 242-2118</td>
</tr>
<tr>
<td>Office phone:</td>
<td>(563) 652-4162</td>
</tr>
<tr>
<td>Crisis line:</td>
<td>(800) 381-9319</td>
</tr>
<tr>
<td>Fax:</td>
<td>(563) 244-8341</td>
</tr>
<tr>
<td>Domestic Violence Hotline</td>
<td>(800) 381-9319</td>
</tr>
<tr>
<td>Gannon Center for Mental Health (24-Hour Service)</td>
<td>(563) 243-5633</td>
</tr>
<tr>
<td>Sexual Assault/Battered Women (24-Hour Hotline)</td>
<td>(563) 243-7867</td>
</tr>
<tr>
<td>Women’s Health Services</td>
<td>(563) 243-1413</td>
</tr>
</tbody>
</table>

For Nonemergency Help, Please Call:

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services Office</td>
<td>(563) 242-4257</td>
</tr>
<tr>
<td>(Monday through Friday 8:00 a.m.–4:30 p.m.)</td>
<td>ext. 3500</td>
</tr>
<tr>
<td>After office hours, please call:</td>
<td>(563) 242-4257</td>
</tr>
<tr>
<td>Clinton Police Department</td>
<td>ext. 3501</td>
</tr>
<tr>
<td>Dean of Students</td>
<td></td>
</tr>
<tr>
<td>Director of Campus Security</td>
<td>(563) 242-4257</td>
</tr>
<tr>
<td>Director of Residence Life</td>
<td>ext. 5191</td>
</tr>
</tbody>
</table>

Policy Regarding Firearms/Explosives

Shotguns, rifles, handguns, air guns, bow and arrows, ammunition, and other types of potentially dangerous weapons are not permitted anywhere on campus. All types of explosives, including fireworks, gasoline, and other combustible materials, are prohibited in all areas of the University.
Policies Regarding Drugs and Alcohol

It is the University’s intent to provide a drug-free, healthful, safe, and secure academic environment. The University shall make a good-faith effort to comply with the requirements of the Drug-Free Workplace Act and Drug-Free Schools and Communities Act of 1989. The following policies and guidelines have been established to uphold the University’s obligation to its students, faculty, and surrounding community:

University Alcohol Use Policies

The University neither condones nor sanctions the use of alcohol. All individuals are expected to observe the alcoholic beverage laws of the State of Iowa or the state in which they reside. The University strictly prohibits the use, consumption, possession, and distribution of alcohol by any student, regardless of legal age, within the residence halls, on campus grounds, or at University-sponsored activities.

For certain University events or functions, alcohol may be served only to those persons of legal drinking age. Written permission from the Campus President or University Chancellor to serve alcohol and an alcohol permit must be obtained prior to the function.

Drug Policies

The possession, unlawful use, sale, or distribution of illegal drugs is prohibited on the University campus. Also, drug paraphernalia is not permitted on the University campus.

General State and Federal Laws Regarding Drugs and Alcohol

Both state and federal laws prohibit distribution of, manufacture of, or possession with intent to distribute a controlled substance or a counterfeit controlled substance. State penalties range from 5 years to life confinement and a fine of $1,000 to $1,000,000, depending upon the type and quantity of drug involved. Specific drugs, amounts, and penalties are described in Iowa Code § 124. Maximum federal penalties range from 1 year confinement to life imprisonment and a fine of $250,000 to $4,000,000, depending upon the type and quantity of drug involved.

The federal government passed the Uniform Drinking Age Act in 1984, which provided that all states were to raise the minimum legal drinking age to 21. All members of the University community who are not of legal drinking age are expected to follow this guideline.

Iowa law relating to the consumption of alcohol is laid out in Iowa Code § 123. Following is a partial summary of the regulation:

- Persons under the legal age (21 years) are prohibited from purchasing or possessing alcoholic beverages (§ 123.47).
- It is unlawful to sell, give, or otherwise supply alcoholic beverages to a minor (§ 123.47 and 123.47A).
- Those under the legal age may not present false evidence or misrepresent their age to a vendor or licensee for purposes of obtaining alcoholic beverages [§ 123.49(3)].
- No person may sell or give alcoholic beverages to an intoxicated person [§ 123.49(1)].
Anyone under the age of 21 who is caught driving with a blood alcohol level of 0.02 or more will lose his or her driver’s license or permit for up to 60 days. Temporary driving permits for school, work, or other reason, will not be issued during the suspension period. Realize that 0.02 is a very small amount—as little as one beer or drink.

University Sanctions Regarding Drugs and Alcohol

Any student convicted of any drug-related criminal statute must notify the Dean of Students and the Campus Financial Aid Office, in writing, no later than five days after such conviction, regardless of where the offense occurred. Under federal law, any student convicted of a drug-related felony offense must be denied all federal Title IV assistance, including Pell Grants.

In addition, Ashford University seeks to uphold University drug- and alcohol-related policies and laws by disciplinary action of those members who violate said policies and laws. Such sanctions could lead to a student being suspended or expelled from the University. Students, faculty, or employees who violate related laws may also be referred to law enforcement for prosecution. As part of the disciplinary process, the University may also request that the person complete a rehabilitation program. A criminal conviction is not necessary to find that a student has violated the University standards of conduct, and Ashford University need not, and ordinarily will not, defer its own actions and sanctions pending the outcome of any criminal proceeding.

Health Risks of Drugs and Alcohol

The Iowa Drug Rehabilitation Coalition has listed the following health risks associated with the use of the following illicit drugs and with prolonged alcohol use. More information can be found on their Website at www.iowacoalition.org.

Methamphetamine

Methamphetamine releases high levels of the neurotransmitter dopamine, which stimulates brain cells, enhancing mood and body movement. It also appears to have a neurotoxic effect, damaging brain cells that contain dopamine and serotonin, another neurotransmitter. Over time, methamphetamine appears to cause reduced levels of dopamine, which can result in symptoms like those of Parkinson’s disease, a severe movement disorder. Users may become addicted quickly and use it with increasing frequency and in increasing doses.

The central nervous system (CNS) actions that result from taking even small amounts of methamphetamine include increased wakefulness, increased physical activity, decreased appetite, increased respiration, hyperthermia, and euphoria. Other CNS effects include irritability, insomnia, confusion, tremors, convulsions, anxiety, paranoia, and aggressiveness. Hyperthermia and convulsions can result in death.

Methamphetamine causes increased heart rate and blood pressure and can cause irreversible damage to blood vessels in the brain, producing strokes. Other effects of methamphetamine include respiratory problems, irregular heartbeat, and extreme anorexia. Its use can result in cardiovascular collapse and death.
Cocaine

Cocaine is a strong central nervous system stimulant that interferes with the reabsorption process of dopamine, a chemical messenger associated with pleasure and movement. Dopamine is released as part of the brain’s reward system and is involved in the high that characterizes cocaine consumption.

The physical effects of cocaine use include constricted peripheral blood vessels, dilated pupils, and increased temperature, heart rate, and blood pressure. The duration of cocaine’s immediate euphoric effects, which include hyper-stimulation, reduced fatigue, and mental clarity, depends on the route of administration.

High doses of cocaine and/or prolonged use can trigger paranoia. Smoking crack cocaine can produce a particularly aggressive paranoid behavior in users. When addicted individuals stop using cocaine, they often become depressed, which may lead to further cocaine use to alleviate depression. Prolonged cocaine snorting can result in ulceration of the mucous membrane of the nose and can damage the nasal septum enough to cause it to collapse. Cocaine-related deaths are often a result of cardiac arrest or seizures followed by respiratory arrest.

Heroin

Heroin abuse is associated with serious health conditions including fatal overdose, spontaneous abortion, collapsed veins, and infectious diseases, including HIV/AIDS and hepatitis.

Mental functioning becomes clouded due to depression of the central nervous system. Long-term effects of heroin appear after repeated use for some period of time. Chronic users may develop collapsed veins, infection of the heart lining and valves, abscesses, cellulitis, and liver disease. Pulmonary complications, including various types of pneumonia, may result from the poor health condition of the abuser, as well as from heroin’s depressing effects on respiration.

Marijuana

Recent research findings also indicate that long-term use of marijuana produces changes in the brain similar to those seen after long-term use of other major drugs of abuse.

Someone who smokes marijuana regularly may have many of the same respiratory problems as tobacco smokers. These individuals may have daily cough and phlegm, symptoms of chronic bronchitis, and more frequent chest colds. Continuing to smoke marijuana can lead to abnormal functioning of lung tissue injured or destroyed by marijuana smoke.

Ecstasy (MDMA)

MDMA causes injury to the brain, affecting neurons that use the chemical serotonin to communicate with other neurons. The serotonin system plays a direct role in regulating mood, aggression, sexual activity, sleep, and sensitivity to pain. Many of the risks users face with MDMA use are similar to those found with the use of cocaine and amphetamines:

- Psychological difficulties including confusion, depression, sleep problems, drug craving, severe anxiety, and paranoia—during and sometimes weeks after taking MDMA;
- Physical symptoms such as muscle tension, involuntary teeth clenching, nausea, blurred vision, rapid eye movement, faintness, and chills or sweating;
- Increases in heart rate and blood pressure, a special risk for people with circulatory or heart disease; and
Also, there is evidence that people who develop a rash that looks like acne after using MDMA may be risking severe side effects, including liver damage, if they continue to use the drug.

**Rohypnol, GHB, and Ketamine**

Coma and seizures can occur following abuse of GHB and, when combined with methamphetamine, there appears to be an increased risk of seizure. Combining use with other drugs such as alcohol can result in nausea and difficulty breathing. GHB may also produce withdrawal effects, including insomnia, anxiety, tremors, and sweating. Because of concern about Rohypnol, GHB, and other similarly abused sedative-hypnotics, Congress passed the “Drug-Induced Rape Prevention and Punishment Act of 1996” in October 1996. This legislation increased federal penalties for use of any controlled substance to aid in sexual assault.

**LSD**

The effects of LSD are unpredictable. They depend on the amount taken; the user’s personality, mood, and expectations; and the surroundings in which the drug is used. Usually, the user feels the first effects of the drug 0 to 0 minutes after taking it. The physical effects include dilated pupils, higher body temperature, increased heart rate and blood pressure, sweating, loss of appetite, sleeplessness, dry mouth, and tremors.

LSD is not considered an addictive drug since it does not produce compulsive drug-seeking behavior as do cocaine, amphetamine, heroin, alcohol, and nicotine. However, like many of the addictive drugs, LSD produces tolerance, so some users who take the drug repeatedly must take progressively higher doses to achieve the state of intoxication they had previously achieved. This is an extremely dangerous practice, given the unpredictability of the drug. The National Institute on Drug Abuse (NIDA) is funding studies that focus on the neurochemical and behavioral properties of LSD. This research will provide a greater understanding of the effects of the drug.

**Alcohol**

If you are like many Americans, you may drink alcohol occasionally. Or, like others, you may drink moderate amounts of alcohol on a more regular basis. If you are a woman or someone over the age of 65, this means that you have no more than one drink per day; if you are a man, this means that you have no more than two drinks per day. Drinking at these levels usually is not associated with health risks and can help to prevent certain forms of heart disease.

Some problems can occur after drinking over a relatively short period of time. But other problems—such as liver disease, heart disease, certain forms of cancer, and pancreatitis—often develop more gradually and may become evident only after long-term heavy drinking. Women may develop alcohol-related health problems after consuming less alcohol than men do over a shorter period of time. Because alcohol affects many organs in the body, long-term heavy drinking puts you at risk for developing serious health problems, some of which are described below.

*Alcohol-Related Liver Disease:* More than 2 million Americans suffer from alcohol-related liver disease. Some drinkers develop alcoholic hepatitis, or inflammation of the liver, as a result of long-term heavy drinking. Its symptoms include fever, jaundice (abnormal yellowing of the skin, eyeballs, and urine), and abdominal pain. Alcoholic hepatitis can cause death if drinking continues. If drinking stops, this condition often is reversible. About 10 to 20 percent of heavy drinkers develop alcoholic cirrhosis, or scarring of the liver. Alcoholic cirrhosis can cause death if drinking continues.
**Heart Disease:** Moderate drinking can have beneficial effects on the heart, especially among those at greatest risk for heart attacks, such as men over the age of 45 and women after menopause. But long-term heavy drinking increases the risk for high blood pressure, heart disease, and some kinds of stroke.

**Cancer:** Long-term heavy drinking increases the risk of developing certain forms of cancer, especially cancer of the esophagus, mouth, throat, and voice box. Women are at slightly increased risk of developing breast cancer if they drink two or more drinks per day. Drinking may also increase the risk for developing cancer of the colon and rectum.

**Pancreatitis:** The pancreas helps to regulate the body’s blood sugar levels by producing insulin. The pancreas also has a role in digesting the food we eat. Long-term heavy drinking can lead to pancreatitis, or inflammation of the pancreas. This condition is associated with severe abdominal pain and weight loss and can be fatal.

**Counseling, Treatment, and Rehabilitation Programs**

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

- American Council on Alcoholism (800) 527-5344: Addresses alcoholism as a treatable disease through public education, information, intervention, and referral;
- Al-Anon (800) 356-9996: Helps families and friends of alcoholics recover from the effects of living with the problem drinking of a relative or friend;
- The National Institute on Drug Abuse Hotline (800) 662-HELP/(800) 662-4357: Provides information, support, treatment options, and referrals to local rehab centers for any drug or alcohol problem; and
- National Cocaine Hotline (800) COCAINE: Provides 24-hour referrals and phone numbers of treatment centers to individuals with cocaine problems.

For on-campus students in the State of Iowa, the following counseling services have been identified:

**Center for Alcohol and Drug Services**

Address: 4869 Forest Grove Road, Bettendorf, IA 52722
Phone: (563) 332-9080
Intake: (563) 322-2667
Website: [http://www.cads-ia.com](http://www.cads-ia.com)

**Center for Alcohol and Drug Services**

**Country Oaks**

Address: 12160 Utah Avenue, Davenport, IA 52804
Phone: (563) 326-1150
Website: [http://www.cads-ia.com](http://www.cads-ia.com)
Center for Alcohol and Drug Services
Intake Outpatient Administration
Address: 1523 South Fairmount Street, Davenport, IA 52808
Phone: (563) 322-2667
Website: http://www.cads-ia.com

Family Resources Inc.
Wittenmyer Youth Center/Leslie East
Address: 2800 Eastern Avenue, Davenport, IA 52803
Phone: (563) 326-6431 ext. 243
Intake: (563) 326-6431 ext. 239
Website: http://www.famres.org

Genesis Multiple Addictions Recov Ctr (MARC)
Address: West Central Park at Marquette, Davenport, IA 52804
Phone: (563) 421-2900
Intake: (563) 421-2901
Website: http://www.genesishealth.com

New Life Outpatient Center Inc
Address: Paul Revere Square Suite 2000 North, 2322 East Kimberly Road, Davenport, IA 52807
Phone: (563) 355-0055

Smoking Policy
Smoking is prohibited on the University campus except within designated areas. All smokers should be respectful of their fellow University members by disposing of their waste in the proper container.

Health and Wellness Requirements
All students attending on-campus classes are required to complete an Emergency Contact Form and return it to the Student Services Office prior to their first day of classes and prior to the beginning of each fall semester thereafter.

Students enrolled as on-campus residents, incoming freshmen are required to complete an Insurance Information/Medical Authorization Form. In addition, on-campus resident students are required to have an updated Immunization Record and Physical Examination on file with the Student Services Office prior to the first day of classes. All returning on-campus resident students must submit an updated form to the Student Services Office at the start of each academic year prior to the first day of fall classes each year. Students participating in intercollegiate athletics are required to have a physical examination each academic year. This physical must be completed before the student begins athletic practice. All information provided is confidential and kept on file in case of a campus emergency.
Health Insurance Requirements

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

The University provides access to two insurance plans, through a third-part vendor, for on-campus students. Details concerning insurance plans are available in the Student Services Office. Students must sign up for coverage to be eligible. **Exclusions and limitations apply.** The University will not be held responsible for medical bills that are incurred by students. It is the student’s responsibility to maintain adequate medical insurance coverage.

Health and Wellness Referrals

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

The Student Services staff can and will refer students to services for depression, suicidal thoughts, loneliness, anger, anxiety, intimacy/relationship issues, family concerns, eating disorder/habits, self-esteem, sexuality/gender identity issues, substance misuse concerns, roommate conflicts, relationship issues, sexual assault/abuse, domestic/dating violence, grief, and more. These services may include the following:

- Short term, confidential individual counseling;
- Support groups;
- Educational programming;
- Long-term mental health counseling and specialized counseling therapy; and
- Emergency and inpatient mental health services.

Medical Care

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

- Medical Associates, 915 13th Ave. N. (at the corner of 13th Ave. N. and Springdale Drive), (563) 243-2511;
- Quality Urgent Care, 2745 Lincolnway, (563) 244-2161; and
- Mercy Medical Center (hospital), located at 1410 N. Fourth Street, (563) 244-5555.
Health Alerts, Communicable Disease Control, and Needle Safety Procedures

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

The Centers for Disease Control and Prevention and the United States Public Health Service report procedures and recommendations for dealing with communicable diseases. The University uses such guidelines in determining reasonable care on a case-by-case basis. Students who know or suspect they may have a communicable disease should contact the Dean of Students so that reasonable care and protection can be assured to them and to others.

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

AIDS Policy

The purpose of this policy is to provide a comprehensive institutional policy and procedure statement on the treatment of students and employees with Acquired Immunodeficiency Syndrome (AIDS) and/or associated conditions. It is the policy of Ashford University that students and/or employees who have AIDS, AIDS-Related Complex (ARC), or Human Immunodeficiency Virus (HIV) antibodies will be allowed normal classroom attendance; usual access to campus academic, social, athletic, and cultural activities; and/or performance of regular duty assignments as long as they are physically and psychologically able. Access to social areas will not be restricted. The University campus coordinates AIDS prevention and education programs for students and employees. Educational information is critical to impede further spread of the disease.

Health Risks

The Centers for Disease Control and Prevention and the U.S. Public Health Service say AIDS is not a readily communicable disease. There are no known cases of transmission by food, water, or casual contact. The virus has not been spread in families that have one or more persons who have been diagnosed with AIDS.

The current scientific understanding is that the AIDS virus is transmitted through transfer of body fluids into the broken skin or mucous membranes of the recipient, most usually by sexual intercourse, through exchange of blood that occurs when needles are shared by an infected person, or through blood transfusion from an infected person. Considering current medical opinion, there is no basis for routinely excluding or dismissing students because they have AIDS, ARC, or HIV antibodies.
Precautions

The University adopts safety guidelines as proposed by the U.S. Public Health Service for the handling of the blood and body fluids of all persons, not just those known to have HIV infection. When dealing with persons who have AIDS, ARC, or HIV antibodies, University personnel follow the guidelines published by the Centers for Disease Control and Prevention in Atlanta, Georgia. Each University department is responsible for establishing procedures to implement these guidelines to ensure student and/or employee safety.

Students and/or employees may contact the Student Services Office to obtain additional information about AIDS and associated conditions and/or HIV testing. Individuals requesting HIV testing will be referred to laboratories that can perform this testing.

Procedures

The University will not screen prospective and/or current students and employees for HIV antibodies as part of the regular admission or employment process. In accordance with University policy, medical records, personnel files, and educational records are confidential, including information related to AIDS.

Individuals with HIV antibodies who participate in activities where an exchange of body fluids such as blood may occur (e.g., contact sports, educational laboratory settings, etc.) should discuss the advisability of participation with their physicians. The participant who is positive for HIV antibodies has the responsibility to inform other participants of the possibility of contamination.

Individuals with HIV antibodies will not be restricted access to food service areas nor will food service workers be so restricted, unless they show evidence of another infection, condition, or illness for which there should be such restrictions. All food service workers should follow recommended standards and practices of sanitation and personal hygiene.

Occupants of residence halls will not be advised if another resident has tested positive for HIV antibodies. Current medical information indicates there is no risk in sharing residence halls with infected individuals. Circumstances may exist where students with HIV antibodies might be exposed to certain contagious diseases in a close living situation. Because of the medical need of such students to exercise greater control over their environment, they will be offered appropriate options based upon consultation with their personal physicians. Housing may offer private rooms to protect the health of the immunodeficient student from the exposure to infectious diseases.

Incidents of harassment, either emotional or physical, toward students or employees who are either known or suspected of being HIV positive will not be tolerated. Complaints should be handled according to the policy regarding Sexual Harassment and Civil Rights Infringements.

Medical Emergencies

In the case of a medical emergency, call 911 immediately. Then promptly report the emergency to the Campus Security Office or to a Residence Life staff member.
Fire Regulations

Open burning is not permitted on campus without written permission from the Director of Campus Security.

Fire alarm boxes are directly connected to the Clinton County Law Enforcement Center. A fire can be reported by pulling the lever on any of these boxes. If a fire is suspected, a student, faculty, or staff member should immediately sound the building alarm and leave by the nearest exit. Then call the Campus Security Office at (563) 242-2752 and provide them with as much information as possible.

Turning in a false alarm is both dangerous and illegal. THE CURRENT FINE IS $100 PLUS CRIMINAL PROSECUTION FOR REPORTING A FALSE ALARM. A SIGNIFICANT FINE IS ALSO ASSESSED FOR MISUSE OF FIRE EXTINGUISHERS.

All students, faculty, and staff must evacuate buildings whenever a fire alarm sounds, regardless of the time of day or outside weather conditions. Fire evacuation instructions are posted on each floor and in each classroom. Carefully read and note the exit route to be used in the event of a fire emergency. All resident students must leave the residence halls whenever a fire alarm sounds.

Evacuating a Building

- When an alarm sounds, keep low to the floor if there is smoke in the room.
- Feel the door or doorknob before opening any doors. If either is hot, do not open the door. If no heat is felt, open the door slightly to check for heat or heavy smoke. If heat or heavy smoke is present outside the room, close the door and stay in the room until help arrives.
- If you are unable to leave the room, seal up the cracks around the door using wet clothing, sheets etc. Hang an object out the window, such as a jacket, shirt, sheet, etc. to attract attention. If a phone is available, call Campus Security at (563) 242-2752 and inform them of your location.
- If you are able to leave the room, go to the nearest exit or stairway. Never use the elevator! If the exit is blocked, try another exit. Close all doors behind you as you go.
- If you cannot find a clear exit, go to a higher floor and signal for help by waving or shouting out a window.
- If you try to escape through a smoke-filled room or corridor, move quickly in a crouched position. Cover your head and body with something that can be easily discarded should it catch on fire (preferably wet) and breath through a wet cloth, taking short breaths through your nose.
- After evacuating the building, stand clear; emergency equipment will need to maneuver around the buildings. Stay away from main entrances.
- Follow all directions given by fire and police personnel, Campus Security staff, or Residence Life staff.
- Even if an alarm has been turned off, you should not return to the building until authorized to do so by a Fire Department official. Never reenter a burning building.
Severe Weather

In the case of severe weather, listen for a warning siren and/or radio announcements. (On campus, an air horn will be used to signal warnings or impending danger.) The severe weather/tornado siren sounds a steady blast or tone for three minutes. When a severe weather/tornado warning occurs, be prepared to take cover in a designated shelter area. Campus Security staff, faculty, staff members, and Residence Life staff will assist students in moving to designated areas on campus. All students must move to the designated areas for the duration of the warning!

Campus Security and Residence Life staff will notify students when the “all clear” signal has been issued by the Clinton Police Department. Students will then be allowed to leave the designated areas. Students are asked to cooperate with all directives given by University staff.

**NEVER USE THE FIRE ALARM FOR NOTIFICATION OF SEVERE WEATHER.**

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

The University is an educational institution that admits academically qualified students of any race, color, or national origin to all the rights, privileges, programs, and activities generally available to students at the University. The University does not discriminate in employment or in its educational programs and activities on the basis of race, color, national or ethnic origin, religion, sex, age, disability, sexual orientation, or veteran status. The University is an equal opportunity employer and complies with all federal, state, and local laws.

The Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include the following:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

   Students should submit written requests that identify the record(s) they wish to inspect to the University Registrar or the Campus Registrar. 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.

   Students may ask the University to amend a record that they believe is inaccurate. They should write the Registrar, clearly identifying the part of the record they want changed, and specifying why it is inaccurate.

   If the University decides not to amend the record as requested by the student, the University Registrar will notify the student 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 Ashford University decides not to amend the record in accordance with the student’s request after the hearing:

   The student will be afforded the opportunity to place with the education record a statement commenting on the information in the record 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 as part of the record for as long as the record is held by the institution. When the related record is disclosed to an authorized party, the record will include the statement filed by the student.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One 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 responsibility. 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 or grievance 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.

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 you do not want Ashford University to disclose directory information from your education records without your prior written consent, you must notify the University Registrar in writing. A request for nondisclosure of directory information is valid unless or until the student requests a change in writing. Ashford University has designated the following information as directory information:

- Student’s name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended
- Enrollment status
- Class rosters with the classroom.
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
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC  20202-5901

Disability Services
In accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, Ashford University prohibits discrimination on the basis of a disability. The University is committed to providing an equal opportunity to access a full educational experience and reasonable accommodations will be granted to students who qualify. Students are responsible for disclosing disability information and requesting such accommodation, in accordance with University requirements. Current documentation of the disability must be provided by a qualified health care professional. Accommodations are not retroactive. The determination of reasonable accommodation resides with the Office of the Registrar.

Students who believe they are in need of accommodations should contact the Disability Services Coordinator at disabilityservices@ashford.edu. Students who have a concern about their disability services may contact the University Registrar. Formal complaints will be handled in accordance with the Ashford University Grievance Procedure for Student Complaints and Complaints Concerning Discrimination and/or Harassment.

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

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

Graduation/Completion Rates
Ashford University, in compliance with the Student Right-to-Know and Campus Security Act of 1990, provides the following information regarding its graduation/completion rate. The rate reflects only the graduation/completion status of students who enrolled as first-time, degree-seeking students during the 2000-2001 school year and for whom 150% of the normal time-to-completion has elapsed.

During the fall semester of 2000, 92 first-time, full-time, degree-seeking students entered Ashford University (prior to 03/09/05 known as Mount St. Clare College and The Franciscan University [of the Prairies]). After six years (as of August 31, 2006) 39% of these students had graduated from Ashford University. A detailed report is available to students in the following offices: Admissions/Enrollment, Alumni Services, Athletics, Career Services, Financial Aid, Registrar, and Student Services. Please contact the Registrar’s Office for additional information.
*Note: While reviewing this information, please bear in mind that the graduation/completion rate does not include any student who attended a college or University after high school and then enrolled at Ashford.

Policy Regarding Sexual Harassment and Civil Rights Infringements

Principle
The University is committed to maintaining a humane atmosphere in which individuals do not abuse their personal and/or professional authority or power in interpersonal relationships. More specifically, administration, faculty, staff, and students will not condone actions or works that a reasonable person would regard as either discrimination or harassment.

Definitions

Harassment: An act, verbal or nonverbal, that causes a person to feel intimidated, threatened, abused, or assaulted. At least partial evidence that harassment has occurred is based upon the feelings of the offended party. Harassment includes conduct that has the effect of creating an intimidating, hostile, or offensive environment for a student, faculty, or staff member and has the effect of substantially interfering with the academic performance or extracurricular activity of a student or the work performance of a faculty/staff member.

Sexual Harassment: An attempt to coerce an unwilling person into a sexual relationship; to subject a person to unwanted sexual attention; to punish a refusal to comply; or to create a sexually intimidating, hostile, or offensive educational or working environment.

Discrimination: Any distinction, derogatory reference, or favor for or against an individual compared to others that is based upon an individual’s gender, race, color, age, creed, national or ethnic origin, physical or mental disability, or sexual preference.

Sexual Harassment of a Student by Another Student
Any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed at another student are inappropriate behaviors and constitute sexual harassment when such conduct interferes with a student’s living or studying conditions or creates an intimidating, hostile, or offensive environment for that student.

Sexual Harassment of a Faculty/Staff Member by a Student
Any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed by a student toward a faculty/staff member are inappropriate behaviors and constitute sexual harassment when such conduct interferes with a faculty or staff member’s University duties or creates an intimidating, hostile, or offensive living or working environment for the faculty or staff member.
Sexual Harassment of a Student by a Faculty/Staff Member

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a faculty or staff member toward a student are held to constitute sexual harassment when

1. Submission to such sexual conduct is made either explicitly or implicitly a term or condition of rating an individual’s educational development or performance; or

2. Such conduct has the purpose or effect of interfering with a student’s educational performance or creating an intimidating, hostile, or offensive living or studying environment for that student.

While a particular interaction must be offensive to an unwilling person to be defined as harassment, faculty and staff members and other persons of authority should be sensitive to questions about mutuality of consent that may be raised and to the conflict of interests that are inherent in personal relationships that result from professional and educational interactions. Harassment in any situation is reprehensible; it is particularly damaging when it exploits the educational dependence and trust between students and faculty/staff. When the authority and power inherent in faculty/staff relationships with students, whether overtly, implicitly, or through misinterpretation is abused in any way, there is potentially great damage to the individual student, to the accused, and to the climate of the University.

Grievance Procedure for Student Complaints

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

Ashford University does not discriminate or harass in our programs and activities on the basis of race, color, national origin, sex, gender, sexual orientation, disability, age, religion, or any other characteristic protected by state, local, or federal law. Students who believe they have been subjected to discrimination or harassment in violation of this policy should follow the procedure outlined below. This student formal complaint process is intended to provide a fair, prompt, and reliable determination about whether the Ashford University nondiscrimination policy has been violated.

Before pursuing the formal complaint process, every reasonable effort should be made to constructively resolve issues with faculty, staff, or administrators, including following procedures for formal appeal where applicable. Whenever possible, the problem or complaints should first be discussed with the individuals involved in the complaint. Faculty, staff, and administrators should make a prompt response to answer any questions or to resolve any informal complaints brought to their attention. All appropriate processes outlined by Ashford University for appeal should be utilized prior to implementing the complaint process. If these efforts are unsuccessful, the formal complaint process will be utilized:

Formal Complaint Process:

- The complaint must be presented in writing and sent via email attachment or other written form. It should describe the alleged incident(s) and any corrective action sought.

- The complaint should be signed by the complainant or, in the case of an email complaint, it should be sent as a Microsoft Word attachment in letter format and should contain the name and all contact information for the student along with the words “this constitutes a formal complaint.”

- Students presenting complaints for resolution must present them within sixty (60) days of the incident prompting the complaint.
• Except in cases where it is determined by Ashford University administration that notice may endanger the health or safety of the complainant or other persons, the person or persons named in the complaint will be notified of the complaint by the appropriate party.

• The following person(s) has been designated to handle inquiries and to coordinate the University’s compliance efforts regarding complaints and grievances including, but not limited to, complaints regarding discrimination and/or harassment:

  Online: Sheri Jones, University Registrar/Director of Compliance, sheri.jones@ashford.edu
  On-Campus: Hope Gardina, Vice President of Academic Affairs, hope.gardina@ashford.edu

• Generally complaints regarding academics and/or academic personnel on campus will be managed by the Vice President of Academic Affairs, Dr. Hope Gardina. Complaints concerning student life or administration on campus will be forwarded to the Dean of Students, Gerard Freudenberg. Complaints regarding academics and/or online academic personnel will be forwarded to the Provost, Dr. Elizabeth Tice. Complaints concerning student life or online administration will be managed by the Vice President of Student Services, Rocky Sheng. The individual identified to handle the specific complaint may appoint a third party or parties to investigate the dispute and to present a recommendation to the responsible administrator.

• In all cases, both the complainant and the accused will have the opportunity to meet and discuss the allegations with the investigator and may offer any witnesses in support of their position to the investigator during the course of the investigation. The student has the right to have an advocate present during the investigation meetings and discussions. Such an advocate must be a member of the Ashford University Community: student, faculty member, academic advisor, or staff member. The student’s advocate may not act as an attorney or formally represent the student. These procedures are entirely academic in nature and not legal proceedings. No audio or video recording of any kind is permitted, nor is formal, legal representation allowed. At his or her sole discretion, the investigator may prohibit from attending or remove any person who disrupts the investigation.

• The person or persons being accused in the complaint will have ten (0) business days* to respond to the complaint in writing or via email letter attachment, sent as a Microsoft Word attachment in letter format that contains the name and all contact information for the individual along with the words “this constitutes my complete formal response.” The signed written response should be submitted to the appropriate party conducting the investigation.

• The Vice President of Academic Affairs or Vice President of Student Services will determine whether a violation of the Ashford University policies has occurred and respond to the student in writing within twenty (20) business days* from receipt of a complaint. The Vice President of Academic Affairs or Vice President of Student Services will issue a written determination within ten (0) business days.* If the Vice President of Academic Affairs or the Vice President of Student Services determines that the policy has been violated, the Vice President of Academic Affairs or the Vice President of Student Services will also recommend corrective action.

• The decision of the Vice President of Academic Affairs or the Vice President of Student Services may be appealed by petitioning the Chancellor. The written appeal must be made within twenty (20) business days* of receipt of the determination letter from the Vice President of Academic Affairs or the Vice President of Student Services. The Chancellor, or his/her designee, will render a written decision on the appeal within twenty (20) business days* from receipt of the appeal. The Chancellor’s decision shall be final.
* Business day is defined to mean normal operating hours, Monday through Friday, excluding recognized national holidays.

Individuals with complaints of this nature always have the legal right to file a formal complaint with the Office for Civil Rights (OCR), United States Department of Health, Education, and Welfare, Washington, D.C. 20201.

**Tennessee residents:** Any grievances not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville, TN 37243-0830, (615)741-3293.

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**Grade Appeals**

**Basis for a Grade Appeal**

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

1. An error was made in the calculation of the course grade.
2. The instructor was incorrect with respect to an objective fact within the discipline and this error affected the student’s final grade.
3. Students experiencing extreme temporary hardship during the last 25% of a course should request an incomplete grade through their instructor prior to the course end date. However, there may be extreme circumstances that prohibit a student from making this request prior to the conclusion of a course. In order to appeal for an “I” grade after the end date of a course, the student must fax or e-mail the written grade appeal with official documentation of the hardship experienced. An incomplete grade or a grade of “W” may be approved and applied for the following documented reasons that directly impacted the student’s ability to complete the course requirements or program during the last 25% of their course:
   - Documented military deployment 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
   - Documented temporary severe economic hardship
4. Students who are withdrawn from a course for not meeting attendance requirements are not eligible to receive an “I” grade. Students who are not able to complete at least 75% of the course prior to requesting an incomplete grade are also ineligible.

**Note:** Please refer to the catalog’s Academic Information and Policies General, Incomplete Grades, for complete details on Ashford University’s Incomplete Grade policy.

**Grade Appeal Procedure**

All grades may be appealed in writing within fourteen (14) days after the grade in dispute is granted, through the following procedure:

- The student should first discuss his or her concerns with the instructor who issued the grade.
- If the student is not satisfied with the grade issued in the class, he or she should appeal to the instructor in writing for reconsideration of the grade.
• If the student is not satisfied with the outcome of appeal to the instructor of the course, the student may appeal to the appropriate Dean. *Appeals to the Dean will not be accepted without documentation that the student has made a written appeal to the instructor.*
• If the Dean is the instructor of the course, the student may appeal to the Vice President of Academic Affairs or to the University Provost.
• The VP of Academic Affairs or the University Provost is the final decision maker on all grade appeals.

Student Rights and Student Conduct Regulations

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

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

Policy Regarding Student Freedom

Freedom of Inquiry and Expression

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

Exercise of Rights of Citizenship

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

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

When students violate local, state, or federal law(s) off campus, 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 violation of the law also adversely affects the orderly operation of the University, the University may enforce its own regulations regardless of any federal, state, or local legal proceedings or dispositions. University action will be initiated only when the institution’s interest as an academic community is clearly involved.

Statement of Student Rights

It is the policy of Ashford University to guarantee that each student shall enjoy certain rights as a member of the academic community.

1. A student shall have the right to participate in University-sponsored services and activities without discrimination or harassment based on the student’s race, creed, color, national origin, age, sex, or other classification that deprives the person of consideration as an individual.

2. A student shall be provided with a clear statement of basic rights, obligations, and responsibilities concerning academic and nonacademic conduct.

3. A student has the right to be evaluated solely on the basis of academic achievement and fulfillment of the educational requirements with freedom of expression protected and respected.

4. A student shall have the right to join associations without fear of charges being brought based solely on such membership.

5. A student shall have the right of protection from maintenance by the University of Records reflecting the student’s beliefs or his/her political activity and associations, except for counseling records, health records, and records of disciplinary proceedings. Also, a student shall have the right of protection from release to persons outside the University community of such records as well as academic and disciplinary records without the express consent of the student or a court order.

6. A student shall have the right to petition for change in either academic or nonacademic regulations, procedures, or practices.

7. A student shall have the right of due process in any action that can reasonably be expected to affect the student’s status with the University brought or taken by the University or any of its constituent parts or agencies.

The due process rights in cases under the Code of Student Conduct shall include the right to

- Have a prompt hearing;
- Be protected from self-incrimination;
Student Rights and Responsibilities

- Be protected from arbitrary and capricious charges;
- Be protected from arbitrary, malicious, or unjust sanctions;
- Have a fair and impartial hearing;
- Challenge the membership of the hearing board;
- Be treated and considered innocent until proven by preponderance of the evidence;
- Have an adviser or other counsel;
- Be notified of charges and to have charges explained;
- Present evidence and witnesses; and
- Challenge not only the facts of the case but also the rule itself.

8. A student shall have the right to protection from placement of non-University financial obligations on the student’s account without the express written consent of the student.

9. A student shall have the right to protection from ex post facto regulations.

10. A student shall have the right to have a clearly defined means to participate in the formulation and application of institutional policy affecting both academic and non-academic services. The student’s participation shall include the right to gain access to information, to express a view, and to have views considered.

Code of Student Conduct

All students of the University are expected to conduct themselves in such a manner as to be a credit to themselves and to the University. As responsible individuals, they are expected to seek the resolution of all issues through the process of reason. Moreover, they have a responsibility to comply with all University policies and procedures. In a community of learning and living, individual or group conduct that is unlawful, disrupts or interferes with the educational process, causes destruction of property, or otherwise infringes upon the rights of other members of the University community or of the University itself cannot be tolerated.

Misconduct

Misconduct is defined as prohibited conduct on the University campus, at a University-sponsored event, or in a University online classroom for which a student or guest is subject to University disciplinary action. Misconduct includes, without limitation, the following kinds of willful acts.

Violence: Any act of violence, force, coercion, threat, or intimidation; physical abuse or assault (including sexual assault) upon any person; conduct that threatens or endangers the health or safety of any person; physical detainment of any person against his/her will; or possession, storage, use of, or attempt or threat to use any kind of ammunition, firecrackers, explosives, firearms, or weapons.

Property: Theft of, damage to, defacement, or destruction of University property or the property of others; vandalism; and alteration, fabrication, misuse, or destruction of University documents, records, identification cards/access cards, or parking stickers.
Disruption: Obstruction, disruption, or attempts at obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University or University-authorized activities, functions, events, or operations; blocking the entrance or exit of any University facility or building or any corridor or room therein; blocking or impeding normal pedestrian or vehicular traffic on or adjacent to University property; lewd, indecent, or disorderly conduct; failure to comply with the directive of a University official; obscene conduct or expression or participation in a riot. (Nonexclusive examples include inappropriate communication in an online environment, loud noises after residence hall quiet hours, food fights, disrespect of another person’s belongings, public intoxication, false fire alarms, tampering with smoke alarms or other fire equipment, and the breach of University peace).

Harassment: Harassment of any kind will not be tolerated by the University and will be dealt with in accordance with University policies regarding harassment.

Trespass: Unauthorized entry into, presence in, seizure, or occupation of any University facility that is locked, closed to student activities, “used outside of normal posted hours,” or otherwise restricted as to its use.

Illegal Activity: Any actions considered in violation of federal, state, and local codes. Examples include but are not limited to alcohol- and drug-related offenses and gambling.

Fraud: Any forgery, alteration, misuse, or embezzlement of University documents, equipment, records, funds, property, or instruments of identification (e.g., access cards or passwords) is considered fraud. Writing checks that fail to clear within thirty(30) days is prohibited. After notification that a check was returned for insufficient funds, students must provide immediate restitution to the check holder. The act is considered theft and has a direct effect on the relationship between the student and the University.

Drugs and/or Alcohol: Using or being under the influence of alcohol or illegal drugs on campus, while in class, at University-sanctioned events, or when meeting with University personnel is subject to disciplinary action.

Computer, Telephone, and Communication Misuses: The University prohibits violations of the privacy of others (including prejudicial or discriminatory attacks) and the abuse of resources, copyright laws, and illegal file sharing while using any electronic device or system. Communication used in the course of committing a crime or obscene, profane, lewd, vulgar, pornographic, threatening, or inflammatory language, video, graphics or telephone messages are prohibited.

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

- Flaming: Flaming is the term used for behaving disrespectfully to others online. This behavior includes, but is not limited to, mocking, shouting, cursing, humiliating, and discriminating against someone in the online environment.
- Disrespect: Impolite and impertinent behavior such as putting down or cursing your instructor or any student in an online classroom will not be tolerated.
- Offensiveness: An online classroom is not the place for graphic terminology, sexual discussions, swearing, or any pornographic resources. Inappropriate language and materials of this nature are inexcusable and constitute unacceptable behavior.
• Discrimination: Derogatory statements about race, color, national or ethnic origin, religion, sex, age, disability, sexual orientation, and veterans will not be tolerated. This includes the use of threatening, harassing, sexually explicit or discriminatory language, or conduct that violates state and/or federal law or the Ashford University Policy Regarding Sexual Harassment and Civil Rights Infringements and Ashford University Notice of Nondiscrimination.

• Solicitation: It is against policy and inappropriate for students to use the communication channels within Blackboard to solicit other users for personal or professional reasons. Students may not send emails to classmates or post messages in the discussion forums that attempt to sell products, promote business, or solicit employees

Penalties for Misconduct
Engaging in misconduct may result in one or more of the following penalties imposed by the University, depending on the offense. Following a judgment according to applicable disciplinary procedures, penalties will be imposed with noted appeal procedures available. Note: These penalties are subject to change as deemed appropriate and necessary by Ashford University administration.

Emergency Administrative Leave of Absence: 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 Vice President of Academic Affairs, the Provost, the Vice President of Student Services, or the Dean of Students may, after a reasonable attempt to contact the student for discussion, place the student on an administrative leave of absence. During this leave of absence, the University administration will undertake, in a timely fashion, assessment of the circumstances and severity of the student’s behavior. Students will remain on an administrative leave of absence no more than 30 days. Within that 30-day period, the University administration will follow University procedures for administration of the Code of Student Conduct and render a decision as to the penalties, if any, to be imposed by Ashford University. Students on Emergency Administrative Leave of Absence may not be allowed to return to campus or to participate in University classes or events.

Reprimand/Disciplinary Warning: A written notice to the student that his/her behavior has not met University standards and that a continuation or repetition of prohibited conduct, within a specified period of time, will be grounds for more serious disciplinary action; disciplinary warning, if given, extends through graduation.

Conduct Probation: Action permitting a student to remain at the University on probationary status. During the period of probation, if the student is found guilty of a further violation of a University regulation, the student may be subject to suspension, separation, or expulsion from the University.

Removal From Course: Exclusion of a student from the course in which the violation occurred.

Suspension: Exclusion of a student from the University for a definite period of time, not to exceed one calendar year, as set forth in the written notice of suspension subject to other University regulations. Suspension or expulsion may occur midcourse with no reimbursement for University tuition. In some cases of suspension or separation, students may not be allowed at any time, or for any reason, to return to the campus or to participate in University classes or events unless the suspension is successfully appealed through the formal appeal process.

Separation: Termination of a student’s status with the University for a definite period of time, exceeding one calendar year. Upon expiration of the designated period of separation, the student seeking to re-enter the University shall be required to reapply. In some cases of suspension or separation, students may not be allowed at any time, or for any reason, to return to the campus or to participate in University classes or events unless the
separation is successfully appealed through the formal appeal process.

**Expulsion:** Permanent separation of a student from the University with no opportunity for reapplication. Students who are expelled from the University may not at anytime, or for any reason, return to the campus or participate in University classes or events unless the expulsion is successfully appealed through the formal appeal process.

**Restitution:** Reimbursement for damage to or destruction or misappropriation of property.

**Revocation of Privilege:** Loss of privilege of living in University housing, using University dining facilities, having an automobile on campus, and/or loss of general status recognition.

**Community Service:** An assignment to perform a task or service for the University or a University-sponsored organization.

**Counseling:** In cases where the student and the Dean of Students or the appropriate Student Conduct Committee explore the nature of the issue and the reasons behind the specific violation and, to avoid a repeat of the behavior in the future, a student may be referred for counseling. When behavior is extreme and outside all guidelines set by the Code of Student Conduct, counseling will be required, at a direct cost to the individual, before a student will be allowed to return to the University community.

**Academic Dishonesty**

Students of Ashford University will follow expected levels of academic integrity. Ashford University defines academic dishonesty as deceitful and/or deceptive attempts to fulfill academic requirements. While plagiarism is the most common form of academic dishonesty, cheating or furnishing fabricated or false information to Ashford University officials and faculty (such as lying to affect a grade change) are also acts of academic dishonesty and will be met with censure.

The academic community of the University believes that one of the goals of an institution of higher learning is to strengthen academic integrity and responsibility among its members. To this end, the University, throughout its history, has emphasized the importance of sound judgment and a personal sense of responsibility in each student. All members of the academic community are expected to abide by the highest standards of academic integrity.

Academic dishonesty is a serious offense at the University because it undermines the bonds of trust and personal responsibility between and among students and faculty, weakens the credibility of the academic enterprise, and defrauds those who believe in the value and integrity of the degree. Academic dishonesty may take several forms:

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

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

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

**Plagiarism:** Representing the words or ideas of another as one’s own in any academic exercise. Plagiarism occurs when a student deliberately uses the ideas, language, or another writer’s original material (that is not common knowledge) without acknowledging the source. Plagiarized materials include texts (print or online)
as well as the work of other students. Plagiarizing denies the student the powerful opportunity to develop as an ethical and conscientious human being. Herein rests the greatest reason not to plagiarize.

Acts of plagiarism include, but are not limited to:

- Copying text from printed materials, which include books, magazines, encyclopedias, newspapers, etc.;
- The modification of text with the intent of changing verbiage, changing words, or interspacing the student’s work into the plagiarized work;
- “Copy and paste” plagiarism, which involved 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 other outside sources;
- “Recycling” old papers for a current course. Students may use previous work only to support current work (and the previous work must be cited properly); or
- Paraphrasing or summarizing another’s work without giving appropriate credit.

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

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

**Penalties for Academic Dishonesty**

A student who commits an act of academic dishonesty may face disciplinary action, including but not limited to; failure to receive credit on an academic exercise, course failure, and/or dismissal from the University.

Instructors or other University staff may report instances of academic dishonesty to the College Dean with oversight for the program in which the student is enrolled, and the student will receive notice informing him/her of the offense, as well as any resulting disciplinary action(s). Students may appeal disciplinary decisions of the Dean regarding academic dishonesty through the grade appeal process. Students may appeal disciplinary actions of the Student Conduct Committee as per the process outlined in this Catalog, based upon enrollment in on-line or on-campus programs.
On-Campus Student Conduct
Disciplinary Processes

Ashford University is committed to sustaining an environment that promotes total development of the student. The University provides a wide range of opportunities for students to develop intellectually, culturally, ethnically, vocationally, physically, socially, and spiritually. Along with responsible student leadership, the University promotes and encourages co-curricular programs that meet the continued and emerging interests of the students. It is the main purpose of the Student Services Office to initiate these programs and to model them for the rest of the University community. The development of conditions conducive to personal growth, privacy, and academic success is a primary goal of the Student Services Office. This should also become the personal goal of any student who wishes to gain the most from his/her University experience. It is expected that some students will make an occasional error in judgment; however, students generally are able to learn from their mistakes. The disciplinary system is based on the premise that correcting most types of misbehavior among University students is essentially an educational process. The Student Services staff and the University will deal with misconduct on the basis of this premise whenever possible.

Disciplinary Responsibilities

The Student Services Office maintains the responsibility for determining and enforcing rules and consequences of a student’s failure to adherence to campus policies. The Student Services staff members who maintain varying degrees of responsibility in disciplinary matters include the Director of Residence Life, Resident Life staff, the Director of Campus Security, and the Dean of Students. Issues regarding violation of academic policies and procedures will be referred to and managed by the appropriate College Dean or the Vice President of Academic Affairs. Violations of the local, state, and federal law will be referred to the appropriate authorities.

Students are required to cooperate fully and immediately with any reasonable request made by a University staff member. Failure to cooperate with reasonable staff requests is a violation of University standards, and such violations will be referred to the appropriate University Administrator.

In all cases where a student’s behavior abridges the personal freedoms and rights of other students or of the University, the case will be referred to the appropriate University administrator. Depending upon the severity of the infraction, any reported misconduct may result in disciplinary sanctions ranging from reprimand and warning to dismissal from the University.

Every student who is charged with a disciplinary sanction shall generally be given three options:

- To accept the imposed sanction;
- To appeal the sanctions of the University administration to the On-Campus Student Conduct Committee; or
- To appeal the sanctions of the Student Conduct Committee to the Campus President.

Disciplinary Procedure

When a student is charged with prohibited conduct:

- The student shall be notified of the charge in writing. Delay in notification, from the time of incident, may occur when charges are being investigated.
- The student shall be directed as to his/her rights as explained in the Ashford University Catalog.
• A hearing shall be set at a suitable time and place and be recorded for accuracy.
• The student shall be permitted to present witnesses.
• The student shall not be permitted to have an attorney present at any hearing or in appeal or review.
• Formal rules of evidence applicable in a court of law do not apply.

Authority for the implementation of these rules and regulations is delegated to the Dean of Students and the Vice President of Academic Affairs. It is the responsibility of the student to complete all sanctions of a disciplinary decision. Failure to do so could result in additional sanctions being imposed.

On-Campus Student Conduct Process for Issues Involving Violations of the Code of Student Conduct

Incident Report of Violation: A report is completed and filed with the Student Services Office or the Vice President of Academic Affairs by a member of the Ashford University community.

All Informal Hearings: The Dean of Students, Vice President of Academic Affairs, appropriate College Dean, or Director of Residence Life meets with the individuals involved in the alleged violation to determine responsibility and sanctions, if necessary.

All Formal Hearings: The Dean of Students or the Vice President of Academic Affairs hears the case to determine responsibility and sanctions, if necessary.

Appeal for On-Campus Student Conduct Committee Hearing: The On-Campus Student Conduct Committee, consisting of six students and four faculty or staff, will determine if the student is granted an appeal and hear all appeal cases based on the following:

• Whether the original hearing was conducted in a fair manner.
• Whether the evidence was substantial enough to warrant a decision against the student(s).
• Whether the sanction imposed was in keeping with the seriousness of the violation and prior conduct record of the student(s).
• A review of the original complaint form, answer form, and decision letters of the original hearing.

Final Appeal of On-Campus Student Conduct Committee Decisions

Students have the right to appeal disciplinary actions of the On-Campus Student Conduct Committee to the Campus President. Students have ten (10) business days* from the date of the letter indicating a decision by the On-Campus Student Conduct Committee to inform the appropriate University official in writing of the intent to appeal. The letter must clearly state the reason for the appeal, include supporting documentation, and be signed by the student. Students may appeal based upon whether the original hearing was conducted in a fair manner, whether the evidence was substantial enough to warrant a decision against the student, whether the sanction imposed was in keeping with the seriousness of the violation and prior conduct record of the student(s), and/or a review of the original complaint. The University official will render a decision and notify the student in writing within thirty (30) business days* of receiving notification of the appeal. The decision of the University official is final.

* Business day is defined to mean normal operating hours, Monday through Friday, excluding recognized national holidays.
Online Student Conduct Committee Disciplinary Processes

The Online Student Conduct Committee (OSCC) for online students is comprised of an academic administrator (Chair), the University Registrar/Director of Compliance, and a College of External Studies Council faculty member. Any member of the University academic community may submit an allegation(s) of violation(s) of the Code of Student Conduct to the Chair of the OSCC.

Disciplinary Procedure

• In most situations where a member of the University community suspects another member of violating the Code of Student Conduct, he or she should first confront the suspected party regarding the concerns and, consequently, his or her intent to make a referral to the OSCC. In situations where there may be a risk of harm, confrontation should be avoided and a referral should be made immediately to the OSCC.

• Any allegation presented to the OSCC must be submitted in writing to the OSCC Chair. The writing must be signed and dated by the person submitting the allegation. This referral should contain all the facts that form the basis for the allegation. The student alleged to have committed the violation and the person making the allegation shall be considered “parties” to the investigation at the Committee meeting. All documentation that may be relevant to the case should be presented to the committee at the time of the referral.

• The Chair will correspond with all parties and provide all parties with notice that the allegation has been received. OSCC members will receive notice of the allegation.

• After receiving notice of the allegation, additional information may be included in the record. The student may provide a written statement and/or other documentation for the committee to review.

• The Chair will provide the student with any additional information that has been added to the record.

• The Chair will remind the student that the investigation into the allegation, OSCC proceedings, and the meeting concerning the allegation shall be conducted according to the Ashford University Catalog. These procedures are entirely academic in nature and not legal proceedings. No audio or video recording of any kind is permitted nor is formal legal representation allowed.

• The Chair will set a date for the OSCC meeting within ten (10) business days* after receiving notice of an alleged violation. The meeting will occur within twenty (20) business days* during regular University business hours, with respect to the time zone in which the student resides. The Chair will determine the location of the meeting. The student is required to attend the OSCC meeting via teleconference.

• At the meeting, the Chair will briefly outline the procedures to be followed. The Committee will read and discuss all the submitted documentation regarding the allegation.

• Guided by common sense, fairness, and published institutional policy, the Chair and the committee members will determine what evidence will be considered. At the discretion of the committee, witnesses may be interviewed. The person bringing the allegation, the student in question, and other witnesses may be called to answer questions or to present information. Generally, parties involved and witnesses will be interviewed separately and not in the presence of the other parties involved.
• The student has the right to have an advocate present during the committee meeting. Such an advocate must be a member of the Ashford University community: student, faculty member, academic advisor, or staff member. The student’s advocate may not act as an attorney or formally represent the student. The advocate may assist the student during the proceeding; however, the student will be the only person allowed to present information to the committee in support of her/his position.

• The parties may be asked to make statements at the meeting. The Chair and committee members may ask questions of any individual in attendance at the meeting at the committee’s request. The Chair of the committee will determine the order in which witnesses will present information.

• At the conclusion of the meeting, committee members will confer privately in an executive session to discuss the information before them. The OSCC Chair will notify the parties of the committee’s decision in writing within ten (10) business days* of the committee’s decision.

• Students have the right to appeal disciplinary actions of the Online Student Conduct Committee to the University Provost. In cases where the University Provost is involved in the referral, the appeal may be directed to the University Chancellor. Students have ten (10) business days* from the date of the letter indicating a decision by the Online Student Conduct Committee to inform the appropriate University official in writing of the intent to appeal. The letter must clearly state the reason for the appeal, include supporting documentation, and be signed by the student. Students may appeal based upon whether the original hearing was conducted in a fair manner, whether the evidence was substantial enough to warrant a decision against the student, whether the sanction imposed was in keeping with the seriousness of the violation and prior conduct record of the student(s), and/or a review of the original complaint. The University official will render a decision and notify the student in writing within thirty (30) business days* of receiving notification of the appeal. The decision of the University official is final.

* Business day is defined to mean normal operating hours, Monday through Friday, excluding recognized national holidays.
Section Four:
Financial Information
Ashford University is committed to helping students understand and manage the financial aspects of obtaining their education. For questions regarding tuition, fees, and payment options for On-Campus Traditional Programs, students should contact the Business Office. For questions regarding tuition, fees, and payment options for the College of External Studies or Graduate Programs, students should contact a Financial Services Representative.

## Tuition and Fees 2007-2008

### Tuition and Fees

Tuition and applicable fees are due and payable at the beginning of each class. Students may not register for a new class if their account balance is not paid in full. Ashford University will withhold transcripts, degree verifications, and grade reports until accounts are paid in full.

*Tuition rates and fees may change at any time without prior notice.*

### On-Campus Traditional Programs

(07/08 Academic Year)

#### Tuition and Fees:

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<th>Description</th>
<th>Cost</th>
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<td>Year</td>
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<td>Per semester credit hour in excess of 18 semester credit hours per semester</td>
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<td>Audit (per semester credit hour)</td>
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<td>High school student (per semester credit hour)</td>
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<td>Senior citizens (age 60 or over)</td>
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<td>(per semester credit hour)</td>
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<td>Applied music (one lesson per week) Year</td>
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#### Room & Board and Fees:

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<td>$40.00</td>
</tr>
<tr>
<td>Independent student fee (additional per semester credit hour)</td>
<td>$135.00</td>
</tr>
<tr>
<td>Senior thesis project fee (additional per semester credit hour)</td>
<td>$55.00</td>
</tr>
<tr>
<td>Assessment testing fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Late payment fee</td>
<td>$30.00</td>
</tr>
<tr>
<td>Insufficient funds fee</td>
<td>$30.00</td>
</tr>
<tr>
<td>Laboratory fees: Certain courses have laboratory fees that are determined by the instructor the start of each semester.</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Associate of Arts in Business Programs Offered
Through the College of External Studies

The following is a list of tuition and fees applicable to Associate degree programs and/or courses offered through the College of External Studies, effective July 1, 2007.

Tuition rates and fees may change at any time without prior notice.

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$55.00</td>
</tr>
<tr>
<td>Tuition (per semester credit hour)</td>
<td>$220.00</td>
</tr>
<tr>
<td>Technology Fee *</td>
<td>$490.00</td>
</tr>
<tr>
<td>Books and Materials</td>
<td>$100.00 (Average per course)</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$110.00</td>
</tr>
<tr>
<td>Academic Transcript – Per Official</td>
<td>$10.00</td>
</tr>
<tr>
<td>Academic Transcript – Per Unofficial</td>
<td>$5.00</td>
</tr>
<tr>
<td>Educational Records – Per Page</td>
<td>$.50</td>
</tr>
<tr>
<td>Late payment fee *</td>
<td>$30.00</td>
</tr>
<tr>
<td>Insufficient funds fee</td>
<td>$30.00</td>
</tr>
</tbody>
</table>

Bachelor’s Programs Offered
Through the College of External Studies

The following is a list of tuition and fees applicable to Bachelor’s degree programs and/or courses offered through the College of External Studies, effective July 1, 2007. Tuition rates and fees may change at any time without prior notice.

Tuition per semester credit hour:

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-Level Course</td>
<td>$257.00</td>
</tr>
<tr>
<td>200 to 400-Level Course</td>
<td>$330.00</td>
</tr>
</tbody>
</table>

Fees:

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsored Professional Training assessment (per semester credit hour evaluated)</td>
<td>$30.00</td>
</tr>
</tbody>
</table>

Payment for evaluation does not guarantee that credit will be awarded.
Prior Learning Assessment Experiential Learning Essay assessment (per evaluation). $125.00

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

Books and Materials $100.00 (Average per course)
Application Fee $55.00
Graduation Fee $110.00
Academic Transcript – Per Official $10.00
Academic Transcript – Per Unofficial $5.00
Educational Records – Per Page $.50
Late payment fee * $30.00

Technology Fee * $990.00
* Non-refundable Fee, applied on the 6th week of enrollment, post start date.

*The Technology Services Fee includes the student’s initial evaluation, establishment and connectivity into the online learning platform, in addition to the development of a personalized learning schedule built within Ashford University’s information systems. Last, it covers the technology facets of the initial student application and the electronic evaluation of prior credits earned. Ashford University uses one of the leading online learning platforms and is regarded by many students as the most functional and easy-to-use online learning platform available.

Additional administrative fee charged to students enrolled in the Bachelor of Arts in Social Science with a Concentration in Education (BASS) program:

Education Concentration Fee ** $140.00

**The Education Concentration Fee covers additional costs associated with administrative functions and program management inherent in the facilitation of education concentrations.
Graduate Programs

The following is a list of tuition and fees applicable to Master’s degree programs and/or courses, effective July 1, 2007. *Tuition rates and fees may change at any time without prior notice.*

**Tuition and Fees (per semester credit hour):**

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Business Administration</td>
<td>$480.00</td>
</tr>
<tr>
<td>Master of Arts in Organizational Management</td>
<td>$432.00</td>
</tr>
<tr>
<td>Master of Arts in Teaching and Learning with Technology</td>
<td>$432.00</td>
</tr>
</tbody>
</table>

**Fees:**

- Books and Materials: $140.00 (Average per course)
- Application Fee: $55.00
- Graduation Fee: $110.00
- Academic Transcript – Per Official: $10.00
- Academic Transcript – Per Unofficial: $5.00
- Educational Records – Per Page: $0.50
- Late payment fee*: $30.00
- Insufficient funds fee: $30.00

**Terms of Payment**

Tuition and fees are due and payable at the beginning of each course/term. However on-campus students in traditional programs who are in need of a more flexible payment schedule may use the option (Level-Pay Plan) below. Arrangements to participate in this plan are made with the Business Office and must be made well in advance of the beginning of each course, term, or semester.

The 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 semester credits will not be forwarded to another institution or potential employer until all accounts with the University are paid in full.

**Bankruptcy**

Any student who files bankruptcy and has a debt to the University discharged as part of the bankruptcy must pay his or her tuition balance in full upon future registration.
Payment Options
Ashford University offers a variety of options for covering the costs of a student’s education.

Cash Plan
The Cash Plan requires that 100% of applicable tuition, room, board and any applicable fees be paid prior to each course start date. Students may choose to have tuition and/or fees automatically charged to a credit card. Full cash payments must be made prior to the start date of each course.

Financial Aid Plan
The University will provide assistance to all students and families who are eligible for financial aid. The University provides a convenient online application process. This process includes all required financial aid forms, options for electronically signing the application, and links to complete the Free Application for Federal Student Aid (FAFSA) and Master Promissory Note. All students seeking federal financial aid benefits must be admitted to a financial-aid eligible degree or certificate program to determine financial aid eligibility. To select the Financial Aid Plan as a primary financing option, at least 50% of a student’s annual tuition must be funded through the federal financial aid benefits and to apply for financial aid, the student must meet the following conditions:

• Complete the Free Application for Federal Student Aid (FAFSA)
• Complete all required paperwork and documentation;
• Complete a Loan Entrance Interview;
• Complete the Admissions Application; and
• Pay all applicable fees.

If the student fails to supply the documents, or is unable to qualify for federal financial aid, the student is held responsible for any outstanding balances incurred and must select another finance option. On this plan, it is the student’s responsibility to reapply for funding as necessary. Students enrolled in On-Campus Traditional Programs are encouraged to reapply each year by April 1, for the upcoming academic year. Students enrolled in College of External Studies or Graduate Programs must reapply 90 days prior to the start of each academic year. Tardiness in applying could result in disqualification and require compliance with the terms and conditions of the Cash Plan.

Note: Under this plan for enrollment in non-traditional programs, continuous attendance with no attendance breaks greater than 29 days is required to retain disbursed federal financial aid funds.

Any student not completing the financial aid process as of the date of withdrawal forfeits eligibility for financial assistance that might otherwise have been available during that period of enrollment, and becomes fully responsible for all remaining balances.
Level-Pay Plan—Available for On-Campus Traditional Programs ONLY
The level-pay plan offers families an opportunity to spread the yearly costs of tuition, room, and board (whichever are applicable) over a ten-month period beginning in July and ending in April. Interest may be charged at an annual rate of 18% on any unpaid balance. Additional details about this program can be obtained from the Business Office.

Tuition Reimbursement Plan
The Tuition Reimbursement Plan is available as a primary option if you qualify for your employer’s tuition reimbursement program and if your employer reimburses at least 50% of your annual tuition.

Under this plan, tuition is deferred a maximum of 60 days after each course/term start date, regardless of when the student receives disbursement from the employer. Applicable fees are due on or before the start date of each course/term. 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 (debit cards are not accepted) with authorization to charge the card if the tuition is not paid within the 60-day time frame. The credit card must be issued in the student’s name.

The conditions of this plan are not dependent upon the receipt of a course grade or completion of the course. Tuition must be paid in full 60 days after the start date of a course/term; otherwise, the student’s credit card will be automatically charged. If fees are not paid in full on or before the start date of a course/term, the student’s credit card will be automatically charged. A declined card will automatically result in a late fee and 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.

Documentation required for the Tuition Reimbursement Plan includes the following:

- Student Financial Agreement Form; and
- Tuition Reimbursement Certification and Authorization Form.

Third-Party Billing Plan (Employer/Military/Government Agency)
Active-duty military or civilian government contract employees are automatically eligible; otherwise, Ashford University must approve the organization for direct, third-party billing. To qualify for this plan, a minimum of 50% of tuition per year must be paid by the employer. This plan does not include GI Bill (VA) benefits.

The Third-Party Billing Plan is only available if both the employee and employer comply with the terms of the agreement. The student will be required to comply with the terms and conditions of the Cash Plan if any of the following occur:

- Employment ceases with approved direct bill company;
- The company voucher is not handled on a timely basis; or
- The employer does not pay Ashford University within 90 days of the course start date.

At this point, the student will need to contact the financial aid office to select another primary finance option. All employer, military, or government tuition assistance vouchers or forms must be received by Ashford University at least five days prior to the beginning of each course. It is the student’s responsibility to assist in expediting payment from the employer. Any amounts not covered by the employer, military, or government agency must be paid prior to the start of each course.
Documentation required for the Third-Party Billing Plan includes the following:

- Student Financial Agreement Form; and
- Company voucher approved by Ashford University or Military Tuition Assistance Form DD1556, AF Form 1227, Tuition Assistance Authorization, or other authorized military or government tuition assistance voucher.

**Financial Aid**

The University is committed to the idea that no one should be denied a University education because of financial need. The University will provide assistance to all students and families who are eligible for financial aid. In general, financial aid is provided in the form of scholarships, grants, and loans. Part-time work programs are available for On-Campus Traditional Programs. While some students may qualify for one type of financial assistance, others may qualify for a combination of two or more programs. 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 is 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).

**How to Apply for Financial Aid**

Complete an application for admission to the University. A student must be accepted by the University before a financial aid award can be made. Complete the Free Application for Federal Student Aid (FAFSA), and list the University (Code: 001881) as a college to receive information. The University recommends completion of the form by April 1 to qualify for the maximum amount of aid.

**Free Application for Federal Student Aid (FAFSA)**

This form is available in high school guidance offices, from the Financial Aid Office, or online at www.fafsa.ed.gov. The completed form should be sent to the appropriate processing center so that the student’s financial need can be evaluated. All students applying for financial aid and scholarships are required to apply for a Federal Pell Grant, following instructions on the FAFSA.

All Iowa residents enrolling in On-Campus Traditional Programs are required to apply for an Iowa Tuition Grant (ITG) by indicating on the FAFSA that financial data should be sent to the Iowa College Aid Commission. All paperwork for financial aid should be received at the processing center by July 1 to be eligible for an Iowa Tuition Grant and to allow maximum consideration for all aid from the University.

**Verification for Federal Student Aid Eligibility**

Students selected for verification of federal aid eligibility must submit the required documentation, as determined by the current federal manual, before a financial aid package is awarded. Students will be notified of the required documentation needed to complete the verification process. After documents are reviewed, students will receive written notification of aid eligibility, generally within two to three weeks from the date all documents are submitted to the Financial Aid Office.
The University reserves the right to adjust any aid package when conflicting documentation exists, in accordance with federal regulations and institutional guidelines, or as a result of any cutbacks in specific financial aid programs. The University, however, will utilize all other available aid resources for students whose packages are revised due to any of the reasons outlined above.

University Awards

The University awards institutional aid based on a student’s demonstrated financial need and academic record. For more information, please see our Website at www.ashford.edu or inquire in the Admissions or Financial Aid Offices.

State Aid Programs

Iowa Tuition Grants (ITG) (Available for On-Campus Traditional Programs Only): Awarded by the State of Iowa to assist Iowa residents who plan to attend an independent college or university in Iowa. A student must be a resident of Iowa and show financial need. The maximum grant is $4,000 for each year of full-time study, not to exceed a maximum of four years. Students must file the FAFSA by July 1.

State of Iowa Scholarships (ISS) (Available for On-Campus Traditional Programs Only): Provides financial help to Iowa’s most academically talented students. Awards range up to $400 for the freshman year only. Eligible students must rank in the upper 15% of their class at the end of their junior year and take their ACT test by October of their senior year. Applications are available through high school guidance offices and must be completed by November 1. Students must also file their FAFSA by June 1.

Iowa Grants (Available for On-Campus Traditional Programs Only): Awarded by the State of Iowa to students who are residents of Iowa, show high financial need, and are enrolled for at least three semester hours at an Iowa college. Awards range from $100–$1,000.

Federal Aid Programs

Federal Pell Grants (Available for On-Campus Traditional Programs & College of External Studies): 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 depends on a student’s EFC, cost of attendance, status as either a full-time or part-time student, and whether the student has attended 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 generally range from $400–$4,310 per year.

Federal Academic Competitiveness Grants (ACG) (Available for On-Campus Traditional Programs & College of External Studies): Federally funded grants for undergraduate students who are United States citizens, Pell Grant recipients, and are enrolled full-time in a two or four year degree program. Students must have completed a rigorous high school program as defined by the Department of Education. In addition, first year students may not have previously enrolled in an undergraduate program, and must have completed high school after January 1, 2006. Second year students must have completed high school after January 1, 2005 and must be maintaining a GPA of at least 3.0 in the current eligible program. Awards are generally $750 for the first academic year and $1,300 for the second academic year. Awards are not available beyond the second academic year.
Federal SMART Grants (Available for On-Campus Traditional Programs Only): Federally funded grants for students who are United States citizens, Pell Grant recipients, and are enrolled full-time in the third or fourth year of an eligible program maintaining a GPA of at least 3.0. Eligible programs are limited to science and math fields of study as defined by the Department of Education. Awards are generally $4,000 per academic year for the third and fourth year only.

Federal Supplemental Educational Opportunity Grants (FSEOG): Federally funded grants for undergraduate students with exceptional financial need. FSEOG grants range from $300–$2,000. The University determines who will receive an FSEOG.

Federal Parent PLUS Loans (PLUS) (Available for On-Campus Traditional Programs & College of External Studies): Long-term, low-interest rate loans made available to eligible parents to help pay expenses at an approved postsecondary educational institution. An eligible parent may borrow up to the cost of attendance, minus all other financial aid and resources, directly from participating commercial banks, savings and loan associations, and credit unions. Repayment begins 60 days from the date the loan is disbursed, although some lenders allow deferment options, and has an annual fixed interest rate of 8.5 percent. These loans are subject to credit approval and are available only to aid dependent students.

Federal Graduate PLUS Loans (Available for Graduate Programs Only): Long-term, low-interest unsubsidized loans for graduate students. The student may borrow up to the cost of attendance, minus all other financial aid received, and after all Stafford Subsidized and Unsubsidized loan eligibility has been exhausted. An eligible student may borrow directly from participating commercial banks, savings and loan associations, and credit unions. Repayment begins 60 days from the date the loan is disbursed, although some lenders allow deferment options, and has an annual fixed interest rate of 8.5 percent. These loans are subject to credit approval.

Federal Stafford Loans (Available for On-Campus Traditional Programs, College of External Studies & Graduate Programs): Students may borrow directly from a participating bank, credit union, or savings and loan association, regardless of financial need. To be eligible for a loan, a student must be enrolled on at least a half-time basis. The Stafford Loan Program offers a lower interest rate than many commercial loans. The federal government pays the interest on the loan while the student is in school for students who qualify for Subsidized Stafford Loans based on a demonstrated financial need. A 3 percent origination/guarantee fee may be deducted from the student’s loan, dependent on the lender, to help reduce the federal cost of the interest subsidy. If a student does not demonstrate a financial need, the Unsubsidized Stafford Loan is available and does accrue interest while the student is in school. Repayment 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. Applications are available from participating lenders or from the University Financial Aid Office.

Federal Stafford Annual Loan Limits:

<table>
<thead>
<tr>
<th></th>
<th>Subsidized/Unsubsidized Limit</th>
<th>Additional Unsubsidized Limit (*Independent Students ONLY)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Year Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Programs: 0–29 Semester Credit Hours</td>
<td>$3,500</td>
<td>$4,000</td>
</tr>
<tr>
<td>College of External Studies 0–23 Semester Credit Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2nd Year Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Programs: 30–59 Semester Credit Hours</td>
<td>$4,500</td>
<td>$4,000</td>
</tr>
<tr>
<td>College of External Studies 24–47 Semester Credit Hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3rd & 4th Year Students
Campus Programs: 60 Semester Credit Hours or Greater
College of External Studies: 48 Semester Credit Hours or Greater

<table>
<thead>
<tr>
<th></th>
<th>$5,500</th>
<th>$5,000</th>
</tr>
</thead>
</table>
Graduate Students     | $8,500 | $12,000 |

* A dependent student whose parent is denied a PLUS loan is allowed to borrow additional Unsubsidized Stafford amounts equal to the amount that independent borrowers are able to borrow.

Federal Stafford Aggregate Loan Limits:

<table>
<thead>
<tr>
<th></th>
<th>Subsidized/Unsubsidized</th>
<th>Additional Unsubsidized for *Independent Students</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$23,000</td>
<td>$23,000</td>
<td>$46,000</td>
</tr>
<tr>
<td>Graduate</td>
<td>$65,500 (includes undergraduate borrowing)</td>
<td>$73,000 (includes undergraduate borrowing)</td>
<td>$138,500</td>
</tr>
</tbody>
</table>

*and dependent students whose parent is denied a PLUS loan.

Federal College Work-Study Program (FCWS) (Available for On-Campus Traditional Programs Only): Funded by the federal government and the University. To be eligible, a student must have a documented financial need and maintain satisfactory progress, as defined for financial assistance. All positions offered are for work on campus.

U. S. Military Aid Programs

U.S. Military Veteran’s Tuition Grant

Students enrolled in a Bachelor’s program offered through the Ashford University College of External Studies may apply for a U.S. Military Veteran’s Grant. To receive an Ashford University U.S. Military Veteran’s Grant, 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 applicable to courses for which tuition is in excess of $250 per semester credit hour. Grants are applied in the amount of any applicable Technology Services Fee, Orientation Fee, Student Services Fee, Transcript Evaluation Fee, $7 per semester credit hour for courses charged at $257, and $80 per semester credit hour for courses charged at $330 per semester credit hour. Tuition grants are only applied to eligible student’s accounts upon receipt of an approved VA certification.

VA classification of Ashford University Students: Students in the Bachelor programs offered through the College of External Studies are classified as three quarters time. The only way to get the full time payment rate is to double up on courses after successful completion of two courses with Ashford University.
**GI Bill Application Procedure:** The student must obtain the appropriate form(s) from [www.gibill.va.gov](http://www.gibill.va.gov) under “Education Benefits”. Forms can be submitted online directly to VA. The signature page from the appropriate form(s) will need to be mailed directly to VA at:

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

Students must double check that their name and social security number appear on the bottom of the signature page. Ashford University requires a signed copy of the appropriate completed form(s) as follows for the student’s file:

- 22-1990 (Application for VA Education Benefits) for Veteran students who are using their GI Bill or the first time.
- 22-1995 (Change of Program/Training) for Veteran students that have used their GI Bill benefits before.
- Chapter 35 Dependent/Spouse benefit forms are available for each branch on the website below.
- 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 School’s certifying official will certify the student for a year of courses on the VA-ONCE website.

**Procedures while Enrolled:**

- After the student receives an award letter from the VA he/she is required to start verifying monthly enrollment by the 30th of each month. This is accomplished by using the Web Automated Verification of Enrollment (WAVE) or by Interactive Voice Response (IVR).
  
  WAVE = [www.gibill.va.gov](http://www.gibill.va.gov)  
  IVR = 877-823-2378  
  Click the link to WAVE

- Students should allow around 10 to 12 weeks after completion of all paperwork to receive the first payment, which will be based on certification beginning with the student’s first date of eligible attendance in an Ashford University degree program. Subsequent payments should be received monthly, as per the VA Office’s processes.

- Since payment of VA Benefits are mailed directly to the student, the student is responsible for paying Ashford University tuition and fees, unless there is alternative, approved financial aid.

- The University’s VA Certifying Official will report course drops and withdrawals to the VA on a weekly basis. Course drops may affect eligibility for VA benefits.
Active U.S. Military Grant

Students enrolled in a Bachelor’s program offered through the Ashford University College of External Studies may apply for an Active U.S. Military Grant. To receive an Ashford University Active U.S. Military Grant, active military students must provide Ashford University with the TA Reimbursement Enrollment Form or Authorization Form approved by their Educational Services Officer. Grants are only applicable to courses for which tuition is in excess of $250 per semester credit hour. Grants are applied in the amount of any applicable Technology Services Fee, Orientation Fee, Student Services Fee, Transcript Evaluation Fee, $7 per semester credit hour for courses charged at $257, and $80 per semester credit hour for courses charged at $330 per semester credit hour. Tuition grants are only applied to eligible student’s accounts upon receipt of an approved TA Authorization Form.

Military Tuition Assistance Procedure:

- Military students must first complete the TA application form, which can be found under the Education tab at: [www.military.com](http://www.military.com)
- The TA Authorization form must be received before the fee waiver or course cost adjustments will be applied.
- 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.
- After command approval has been received, the student digitally signs the TA Authorization form and then sends it by fax or e-mail to:
  
  Ashford University
  
  Military Tuition Assistance
  
  MilitaryTA@Ashford.edu

Other Available Financial Aid

Alternative loans may be available in addition to aid programs listed. Students may request information through the Financial Aid Office or by speaking with your Financial Services Representative. Scholarships, grants, and loans are also made by private organizations. Students should check with their high school, area civic groups, businesses, and churches to determine availability.
Financial Aid Specific to the Associate of Arts in Business (AAB), College of External Studies

Definitions
Week = 7 calendar days
Academic/Financial Aid Award Year Definition = 32 weeks of instructional time
Financial Aid Payment Period = 16 weeks of instructional time
Block/Course = 8 weeks of instructional time

Requirements
Students are expected to enroll in the AAB as full-time students taking two courses simultaneously each 8 weeks or four courses each 16-week semester. Students who wish to enroll for fewer than two courses during an 8-week period must petition for permission to enroll as a half-time student. The petition must include justification for the half-time enrollment status and a revised degree-completion plan approved by the student’s Academic Advisor and Student Financial Representative.

Full-Time Enrollment (12 semester credit hours) = 2+ courses each 8-week block / 4+ courses each 16-week semester
Three-quarter-Time Enrollment (9–11 semester credit hours) = 1+ courses each 8-week block / 3 courses each 16-week semester
Half-Time Enrollment (6–8 semester credit hours) = 1 course each 8 week block / 2 courses each 16-week semester
Less than Half-Time Enrollment (<6 semester credit hours) = 1 course in 16 weeks (not eligible for financial aid)

Loan Disbursement Information
Loan periods are always two semesters in length. (If you begin in the 2nd block, the loan period still starts at the beginning of the semester; student will only be half- time for the first semester.)

Loan periods are 32 instructional weeks (2 semesters) in length. The beginning of the loan period will coincide with the date a student begins coursework.

The first disbursement will be delivered on or after the start date of the first semester, depending upon completion of the financial aid paperwork and the student’s enrollment status.

The second disbursement will be delivered on or after the start date of the second semester, depending upon the student’s enrollment status.

Tuition Payment and Financial Aid
Each financial aid disbursement is intended to cover tuition costs for at least one semester of courses.

Students who do not consistently register for sequential courses may not be eligible for financial aid disbursement.
Financial Aid Specific to Bachelor’s Degree Programs in the College of External Studies

Definitions

Week = 7 calendar days

Academic/Financial Aid Award Year Definition = 40 weeks of instructional time and 24 earned semester credit hours.

Financial Aid Payment/Disbursement Period = Minimum 20 weeks of instructional time and 12 earned semester credit hours.

Loan Disbursement Information

Loan periods are two terms in length, unless you begin at the mid-point of a term; then the loan period will run for 2 ½ terms.

Loan periods are 40 calendar weeks in length. The beginning of the loan period will coincide with the date a student begins coursework.

The first disbursement will be delivered on or after the start date of the course, depending upon completion of the financial aid paperwork.

The second disbursement will be delivered once a student has successfully completed at least 12 undergraduate-level semester credit hours. A student must also be registered for and start the next class, and at least half of the loan period (20 weeks) must have passed. Grades of “W,” “*I,” or “F” do not count toward successfully completed courses. Grades of “D+,” “D” or “D-” that do not count towards 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 in which they earned a grade of “C”, will not have the repeated course counted toward successfully completed courses.

A student may receive a second loan once these conditions have been met:

- The initial 40-week loan period has ended.
- The student has completed at least 40 weeks of non-concurrent instructional time. This may take longer than the 40-week loan period if the student does not remain continuously enrolled in sequential courses.
- The student has successfully completed at least 24 undergraduate-level semester credit hours and is registered for another course. Grades of “W,” “*I,” or “F” do not count toward successfully completed courses. Grades of “D+”, “D” or “D-” that do not count towards 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 in which they earned a grade of "C", will not have the repeated course counted toward successfully completed courses.

*Note: Once a grade of “I” is successfully completed for a permanent grade as outlined above, the course will count towards successful completion.
Financial Information

Tuition Payment and Financial Aid

Each financial aid disbursement is intended to cover tuition costs for at least 12 undergraduate-level semester credit hours. However, students who do not meet the criteria listed above 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 be eligible for financial aid disbursement.

Financial Aid Specific to Graduate Programs

Definitions

Week = 7 calendar days

Academic/Financial Aid Award Year Definition = 36 weeks of instructional time, and 18 earned semester credit hours

Financial Aid Payment/Disbursement Period = Minimum 18 weeks of instructional time, and 9 earned semester credit hours

Loan Qualifications and Disbursement

Loan periods are 36 calendar weeks in length. The beginning of the loan period will coincide with the date a student begins coursework.

The first disbursement will be delivered on or after the start date of the course, depending upon completion of the financial aid paperwork.

The second disbursement will be delivered once a student has successfully completed at least 9 graduate-level semester credit hours. A student must also be registered for and start the next class, and at least half of the loan period (18 weeks) must have passed. Grades of “W”, “*I” or “F” do not count 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.

A student may receive a second loan once these conditions have been met:

The initial 36-week loan period has ended.

The student has completed at least 36 weeks of non-concurrent instructional time. This may take longer than the 36-week loan period if the student does not remain continuously enrolled in sequential courses.

The student has successfully completed at least 18 graduate-level semester credit hours and is registered for another course. Grades of “W”, “*I”, or “F” do not count 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.

*Note: Once a grade of “I” is successfully completed for a permanent grade as outlined above, the course will count towards successful completion.
**Tuition Payment and Financial Aid**

Each financial aid disbursement is intended to cover tuition costs for at least 9 graduate-level semester credit hours. However, students who do not meet the criteria listed above for receipt of loan funds may be required to pay for more than the minimum number of courses before a subsequent disbursement is available.

*Types of Aid Available for Graduate Students:*

**Federal Stafford Loan**

Students may request information about alternative loans through the Financial Aid Office.

**Graduate Stafford Loan Limits:**

- Subsidized $8,500.00
- Unsubsidized $10,000.00
- Maximum Lifetime Loan Limit $138,500.00
- Maximum Lifetime Aggregate Subsidized Loan Limit $65,500
- Maximum Lifetime Aggregate Unsubsidized Loan Limit $73,000

A borrower who has reached his or her aggregate borrowing limit may not receive additional loans.

**Questions About Financial Aid**

Students should call, write, or visit the Financial Aid Office for help in completing forms, answering questions, and explaining the award process. The Financial Aid Office telephone number for On-Campus Traditional Programs is (563) 242-4023, ext. 1243; the fax number for On-Campus Traditional Programs is (563) 242-8684.

**University Refund and Repayment Policies**

The following policies govern refunds to students in case of 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 and/or personal payments will be prorated and refunded using the same percentages in the refund policy. No refund will be made if the student’s withdrawal date occurs after 60% of the enrollment period has passed.

**Institutional Tuition Refund Policy**

Students whose last date of attendance (LDA) for a class or semester, as outlined in the chart below, is during the indicated week will receive the tuition credit indicated. Classes begin on Tuesday and end on Monday of each week in the College of External Studies and Graduate programs.

If a student withdraws on or before the start date of a course, a 100% refund of the total cost of the course, excluding books, materials, matriculation fees, student services fees, technology fees, orientation fees, and other administrative fees applies.

Tuition refunds/credits are based upon class or semester length as outlined below.

Return of Title IV is based on the length of the disbursement period.
Ashford University Tuition Refund Schedule

<table>
<thead>
<tr>
<th>Program</th>
<th>*Refund percentage applied based on week of last date of attendance (LDA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Length</td>
</tr>
<tr>
<td>Semester Based Programs (On-Campus Traditional Format)</td>
<td></td>
</tr>
<tr>
<td>Refund % by Semester LDA</td>
<td>16</td>
</tr>
<tr>
<td>Semester-Based Associate Level Programs (Online, On-Campus Evening Accelerated &amp; Classline Formats)</td>
<td></td>
</tr>
<tr>
<td>Refund % by Course LDA</td>
<td>8</td>
</tr>
<tr>
<td>Nonterm-Based Graduate Level Programs (Online, On-Campus Evening Accelerated &amp; Classline Formats)</td>
<td></td>
</tr>
<tr>
<td>Refund % by Course LDA</td>
<td>6</td>
</tr>
<tr>
<td>Nonterm-Based Bachelors Level Programs (Online, On-Campus Evening Accelerated &amp; Classline Formats)</td>
<td></td>
</tr>
<tr>
<td>Refund % by Course LDA</td>
<td>5</td>
</tr>
</tbody>
</table>

Refund Policy for Residents of Wisconsin

Wisconsin residents will receive a full refund of all money paid if the student cancels within a three-business-day cancellation period.

A WI student who withdraws or is dismissed after attending at least one class, but before completing 60% of the instruction in the current enrollment period, is entitled to a pro rata refund as follows:

<table>
<thead>
<tr>
<th>after completion of at least</th>
<th>but prior to completion of</th>
<th>the refund will be</th>
</tr>
</thead>
<tbody>
<tr>
<td>the first day of class</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>1 unit/class</td>
<td>10% of the program</td>
<td>90%</td>
</tr>
<tr>
<td>10%</td>
<td>20% of the program</td>
<td>80%</td>
</tr>
<tr>
<td>20%</td>
<td>30% of the program</td>
<td>70%</td>
</tr>
<tr>
<td>30%</td>
<td>40% of the program</td>
<td>60%</td>
</tr>
<tr>
<td>40%</td>
<td>50% of the program</td>
<td>50%</td>
</tr>
<tr>
<td>50%</td>
<td>60% of the program</td>
<td>40%</td>
</tr>
<tr>
<td>60%</td>
<td>N/A</td>
<td>no refund</td>
</tr>
</tbody>
</table>

As part of this WI refund policy, the school may retain the one-time $55.00 application fee. A student will receive the refund within 40 days of the termination date. If a student withdraws after completing 60% of the instruction, and the withdrawal is due to mitigating circumstances beyond the student’s control, the school will refund a pro rata amount.
A written notice of withdrawal is not required. For students receiving funds under *Title IV* and *Title 38*, the school will comply with federal guidelines concerning constructive notice of withdrawal. All or a portion of the refund will be used to pay grants, loans, scholarships or other financial aid in conformity with federal and state law. The school will make a “good faith” effort to make a refund, if necessary, by sending certified mail to student’s and parent’s (where applicable) permanent address.

**Laboratory Fees Refund**

No refund will be given after the last day to add a class. A full refund will be given prior to this time.

**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 will receive special consideration. Each case will be considered individually based upon the special circumstances involved. Tuition refunds may be authorized on a pro rata basis or such other adjustments as considered necessary in those circumstances. The decision is final.

**Dismissal/Expulsion**

Students dismissed or expelled from the University are not authorized refunds of any kind other than those provided by the withdrawal policy. Any financial aid available to a student who has been dismissed will be based on the student’s dismissal date and will be calculated accordingly.
Federal Financial Aid Refunds/Repayments

The U.S. Department of Education requires every institution participating in Title IV Federal Financial Aid Programs to have a fair and equitable refund policy. Under this policy, the institution is required to refund unearned tuition to a student who withdraws or otherwise fails to complete the period of enrollment for which the federal aid was intended.

The University uses the prorated refund policy defined by governmental regulations. This refund equals that portion of tuition, fees, and any other charges assessed to the student by the institution until the date a student withdraws, minus any unpaid charges owed by the student. No federal refund is required if the student’s last date of attendance occurs after 60% of the enrollment period has passed.

If a student withdraws completely from the University prior to the first 60% of the payment period, it is very likely a portion of the financial aid the student received will be required to be returned to the Federal Government. The calculations for determining how much aid must be returned is based on the date the student begins the withdrawal process from Ashford University. If the student withdraws completely from the University after the 60%, the student is entitled to retain aid received. Any student considering withdrawing should consult with the Financial Aid Office to discuss the affects on loan eligibility. These affects vary depending on the student’s program of study. It is important, if a student does need to leave school, to complete the official withdrawal process.

As a result of these requirements, all or part of the federal and institutional funds awarded to a student may need to be repaid to their respective programs. Repayments due to Title IV programs will be reimbursed in the following sequence*:

1. Unsubsidized Federal Loans
2. Subsidized Federal Loans
3. Federal PLUS Loans
4. Federal Pell Grant
5. Federal SEOG
6. Other Title IV programs

*This sequence may be revised without notice to conform to new federal regulations.

Students who do not have federal financial aid will have their charges and financial credits assessed in accordance with the University refund policy. Any nonfederal aid and/or personal payments will be refunded according to the refund policy.
Section Five: Campus Student Life
On-Campus Student Services

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

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

Office of Student Services

The Office of Student Services develops, implements, and continually evaluates the University’s living and learning programs and services offered to University students. These programs and services are actively integrated throughout the University and encompass values that enhance and enrich the moral, intellectual, spiritual, and psychological growth of the whole student. The office includes the Dean of Students, Alumni and Career Services, Student Activities, Residence Life, Campus Security, University Retention Services, Career Lab, Student Center, Commuter Student Lounge, Orientation, and Health Service Referrals.

The Student Services Office coordinates the on-campus student ID/Access Cards, health insurance forms, and campus postings of signs. Students are encouraged to contact the Student Services Office with any questions or concerns.

Alumni and Career Services

The Alumni and Career Services Office offers resources related to career exploration, employment, job-seeking techniques, sample resumes, cover letters, and career testing. A career services bulletin board is updated regularly and lists full-time, part-time, and temporary employment opportunities from worldwide employers as well as internships. Job postings and internships are also located on our Website at www.ashford.edu. In addition, directories of public, private, and nonprofit industries, state, and regional school districts, federal and international career opportunities, internships, and summer jobs are available for student use.

The Alumni and Career Services Office also provides individualized career planning assistance to all students and alumni. Through career testing, individuals may explore their interests, abilities, values, and job realities, while identifying career options and goals. Annually, the office may host a career lecture series and themed interview weeks to provide assistance with placement opportunities, interview experience, job shadows, and the opportunity to explore the current job market. The Alumni and Career Services Office also provides
career services workshops on a variety of career-related topics and networking opportunities with alumni. Participation at regional job fairs can be arranged through the Alumni and Career Services Office, and the office also hosts Homecoming in the fall and local alumni nights in and around the community.

Residence Life

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

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

The philosophy of the Residence Life Program is designed to complement and enhance the educational mission of the University. This philosophy is based on self-governance within a matrix that includes the Student Services staff, the Student Code of Conduct, the Residence Life staff, and the Hall Council (HC). Within this structure, the Director of Residence Life fosters self-governance by working closely with the residents, student staff, and HC as an educator, mediator, and advisor. The Director oversees the Resident Advisors/Assistants and HC, as well as the development and implementation of residential policies.

The overall Residence Life Program is committed to

- Providing a support system of professional staff and paraprofessional student staff who work to promote respect for individual differences, while encouraging residents to meet academic goals and the many social and emotional needs of a positive University residence hall community;
- Placing an emphasis on living and learning as a community, while teaching residents how to take responsibility for their own actions and resolving their own problems;
- Providing opportunities for residents to experience a balance of educational, recreational, cultural, and social programs within the halls and
- Encouraging residents to govern themselves, within their living and learning environments, by providing guidelines and regulations.

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

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

The University offers at a cost, and when space is available, a drop-in child care program for children 3 to 6 years of age. The child care service is available weekdays from 6:30 a.m. to 5:30 p.m., including summer. The University offers a preschool for children ages 3 to 5. Two-hour morning and afternoon sessions are available from Labor Day to Memorial Day. All children must meet state eligibility requirements and provide all required documentation.

Individuals interested in registering a child for a program should contact Ashford Children’s Center, located on the first floor of the Science Building, at (563) 242-4023, ext. 2100 for more information.

Student Center

The collegiate center is the Student Center, which is designed for meetings, social events, and an opportunity to gather, socialize, and relax. The Student Center features a television lounge, a commuter lounge, and a game room. Clare’s Corner Commuter Lounge provides a quiet gathering place for commuter and non-traditional students. Vending machines and a refrigerator and microwave are available for student use. Students who use the lounge are asked to respect the rights of others by keeping the area neat and clean.

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

Durgin Educational Center

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

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

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

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

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

The food service at the University is operated by AmeriServe, Inc. Payment for a meal is required for admission to the Dining Hall. Meals are served primarily in the Dining Hall (lower level of St. Clare Hall) during the following times (dining hours and services are subject to change and may not be available during scheduled holidays and breaks):

Monday–Friday:
- Breakfast 7:30 a.m.–9:00 a.m.
- Continental Breakfast 9:00 a.m.–9:30 a.m.
- Lunch 11:15 a.m.–2:45 p.m.
- Salad & Sandwich 12:45 p.m.–1:15 p.m.
- Dinner 4:45 p.m.–6:00 p.m. (Monday–Thursday)
- Dinner 4:45 p.m.–5:45 p.m. (Friday)

Saturday – Sunday:
- Brunch 11:00 a.m.–12:30 p.m.
- Dinner 4:45 p.m.–6:00 p.m.

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

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

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

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

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

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

Bookstore Refund Policy

Textbooks purchased at the beginning of each semester may be returned for full refund subject to the following conditions:

- Students have until the last day of drop/add to return a book.
- Books to be returned must be accompanied by your receipt of purchase.
- New books must be free of all markings and in original wrap (if originally wrapped).
- Defective books will be replaced.

Buyback Policy

During the last two days of final exams at the end of each semester, the Bookstore will hold a textbook buyback. Students should bring all textbooks to the buyback unless the books will be kept for future reference. Textbooks will be purchased at 50% of the student’s purchase price under the following conditions:

- The book will be required during the following semester.
- The Bookstore is not overstocked on the textbook.
- Workbooks, lab manuals, mass market paperbacks, and study guides will not be bought back by the Bookstore.
- Books must be in resale condition. The Bookstore reserves the right to refuse to buy back books if such books are not in resalable condition.

The Bookstore has no guarantee that all of the student’s textbooks will be bought for 50% of the purchase price. New editions and the selection of textbooks for student use are beyond the control of the University Bookstore management.

General Hours of Campus Facilities

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

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

Student Activities Office

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

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

Student Activities Office events include Welcome Week and Homecoming. The office also coordinates events such as movie nights, bowling, comedians, and other such entertainment. Additionally, the Student Activities Office provides support services and resources to all students and student clubs in the area of leadership development. The Student Activities Coordinator also assists the Dean of Students in advising the Student Government Association, coordinating new student orientation, and overseeing general operations of “The Den.”

Additionally, the office works directly with the Student Services Office, Student Government Association, intramural athletics, student organizations, and other clubs in coordinating campus activities and events.

Student Government Association

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

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

The Student Government Association consists of the following:

- The Executive Officers, who are elected in the spring of the previous academic year. The Student Government Association, along with the Student Activities Coordinator, shall decide the number and specific titles of these positions.
- The Senators representing a cross-section of the student body. These representatives are not elected but make a personal commitment to the Student Government Association.
- One representative from each recognized campus club/organization.
Student Government Association Mission Statement:

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

- We are dedicated to a commitment to our vision while creating partnerships with a sense of personhood.
- We are dedicated to knowing the strengths and weaknesses of ourselves and applying them while keeping the diversity of the students in mind.
- We are dedicated to being academically and socially sound role models.
- We are dedicated to an awareness of diversity and take pride and embrace our differences.
- We are dedicated to the intellectual and emotional growth of ourselves and the student body we represent.

Campus Organizations

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

Circle K: A service club affiliated with Kiwanis International organized primarily for the purpose of service to others and the development of leadership in its members. The club is open to all University students.

Concert Choir: An auditioned vocal ensemble open to students from all majors. The group rehearses three times weekly and performs a wide variety of works from western to popular music. The performing schedule has included madrigal dinners and a spring tour as well as a variety of concerts, both on and off campus.

Fine Arts Club: An organization that unites the University community members who have an affinity for artistic expression and organizes, with collective effort, a company of performers from all arenas of art to convey, teach, entertain, and communicate to one another and to the University community the causes and effects of artistic expression.

Hall Council: The governing body of the University residents, whose members include all students living in Durham Hall and Regis Hall. Hall Council promotes a living environment conducive to the improvement of the residents’ academic, social, cultural, spiritual, and physical welfare. Officers are elected in the spring semester, and representatives from each floor are appointed early in the fall.

Phi Beta Lambda: A national organization for students interested in a business career. Members tour businesses; invite business people to chapter meetings; compete in state, regional, and national business contests; and become involved in other business-related activities.

Student Alumni Ambassadors (SAA): Under the direction of the Admissions Office, Student Alumni Ambassadors serve as a link between current students, prospective students, and alumni, developing a strong networking system. SAA initiates educational and social events for students, faculty, and staff; fosters working relationships with alumni; and seeks to create productive future alumni from current students.
**Student Iowa State Education Association (SISEA):** A student organization devoted to helping fulfill the mission of its parent organization, the National Education Association (NEA). The Iowa State Education Association (ISEA), NEA, and SISEA promote the cause of quality public education and advance the profession of education; expand the rights and further the interests of educational employees; and advocate human, civil, and economic rights for all. SISEA membership encompasses local, state, and national levels and allows members to participate in cooperative work on the problems of the profession and the community as they prepare for teaching careers.

**Wind Ensemble:** A select instrumental ensemble open to students from all majors, faculty/staff of the University, and interested community members. Members need to display a competency on their chosen instruments. The wind ensemble meets weekly in regularly scheduled rehearsals and establishes its own performance schedule.

**Other Campus Activities**

Other activities on campus include, but are not limited to, the following:

**Artists’ Series:** The University may offer a full calendar of performing artists throughout the school year. Students may attend at no charge and frequently receive class credit for attendance.

**Lecture Series:** The University sponsors several lectures each year. The traditional Matriculation Ceremony held in the fall, which features a speaker, formally begins the academic year and welcomes new students into the University community. The annual Sr. Cortona Phelan lecture series features a guest lecturer to speak about a topic related to the University’s heritage, causes, and philosophy. The Bonaventure lecture series showcases faculty members in their area of expertise. Guest lecturers are also frequently invited to campus to enhance the instruction in individual classes.

**Honor Societies:** University students are academically recognized through the following honor societies:

- **Alpha Tau Omega:** Recognizes and encourages scholarship among juniors and seniors. Membership is extended to full-time juniors and seniors who have completed at least one semester at the University and have attained a semester grade point average of 3.50 or better. Thereafter, the student must maintain a grade point average of 3.20.

- **Lambda Sigma Society:** A national honors society that recognizes scholarship, service, and leadership in sophomores. Membership in the Alpha Upsilon chapter is extended to full-time sophomores who have completed at least one freshman semester at the University and have attained a semester grade point average of 3.20 or better.

- **Mu Sigma Eta:** A society composed of honor students from the fields of biology, chemistry, and mathematics. This organization promotes the scientific development of its members. Admission is by faculty invitation.
Athletics

Intercollegiate Athletics
Athletic activities at the University include men’s and women’s basketball, soccer, and golf; men’s baseball; and women’s softball and volleyball. The University is a member of the National Association of Intercollegiate Athletics (NAIA) and the Midwest Classic Conference. To participate in intercollegiate sports, a student must be enrolled in a minimum of 12 institutional credit hours, attain the prescribed grade point average, and have accumulated a specified number of credit hours. Details regarding athletic eligibility may be found in the Athletic Handbook or by contacting the Athletics Office.

Intramural Athletics
The intramural program is intended to allow all current students, faculty, staff, and their spouses to become involved in recreational activities regardless of skill level or past experience, in order to develop a lifetime interest in recreational activities and to maintain a healthy lifestyle. The intramural program is student run and is coordinated by the Student Activities Office. In addition to participating, students serve as event supervisors, league commissioners, officials, floor athletic directors, and team captains. For more information contact the Student Activities Office.

General Campus Information

Campus ID/Access Cards
Each student receives a campus Student ID/Access Card. Access Cards are generally obtained through the Student Services Office at the beginning of each semester. The campus Access Card is required for electronic building access after normal business hours; check out of Library materials; admission to University social, cultural, and athletic events; access to the University Fitness Center; and access to the Dining Hall for those students on a board plan. The Access Card also entitles the holder to reduced rates for City of Clinton bus passes.

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

Replacement Access Cards may be obtained through the Student Services Office; a $40.00 fee will be charged for replacement cards. A student who withdraws from the University must return his/her campus Access Card to the Student Services Office.

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

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

Signs and Posters

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

- Signs and posters may be displayed on designated bulletin boards, cork strips, or non-painted surfaces only. Posting is prohibited on campus buildings, trees, cars, sign posts, windows, glass doors, and painted surfaces without special permission from the Student Services Office.
- Please use masking tape (not transparent tape), tacks, or appropriate hardware to display signs and posters. All signs and posters should be removed within 24 hours after the event advertised.
- Items posted should be legible and attractive. The club, organization, or event moderator should check signs/posters made by students for grammar, spelling, and appropriateness of content.
- The posting of notices and/or advertisements that include the sponsorship, distribution, consumption or sale of alcohol at an event/function, whether held on or off campus, is strictly prohibited. The distribution of such notices and/or advertisements into campus mailboxes is prohibited.

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

Lost and Found Articles

The lost and found service is located at the Information Desk, second floor, St. Clare Hall. Students should check with this office for missing items or to turn in items found on campus.

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

Campus Publications

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

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

All students give implicit permission and authorization to the University to use any still photograph/video of themselves that is taken or is authorized by a University faculty or staff member for instructional or promotional purposes, unless a written request to withhold directory information is on file in the Registrar’s Office.

Students, faculty, and staff are encouraged to inform the Communications Office about newsworthy events and developments regarding class and campus events of interest. Students should also contact their advisers regarding newsworthy information.

Campus Parking Policy

Students are permitted to bring motor vehicles to campus. Students who wish to park on campus must display a student parking permit on the back side of the rear-view mirror of the vehicle. Students are required to register their vehicles every year and are responsible for all fines attributed to that vehicle. A motor vehicle is the responsibility of the student whose name is on the most current registration card and/or the owner. Motorcycles, snowmobiles, mopeds, and any other motorized vehicle are subject to all usual parking rules and regulations. Parking regulations are enforced 24 hours per day, seven days per week in all student, visitor, and tow-away zones. Lots are designated according to the campus parking map available at the Campus Security Office. Parking tickets will be issued for violations of parking regulations. A copy of the parking policy and a complete list of violations may be obtained from the Director of Campus Security. Please refer to the parking map and brochure received when a permit is issued to you.

Parking Permits: All students wishing to use campus parking must have a student parking permit. A permit allows a student to park in the designated parking area as long as room is available but does not guarantee a parking space on campus. Resident students are allowed only one vehicle.

Student parking permits may be obtained free of charge from the Campus Security Office. The state auto registration must be shown to Campus Security staff before a permit is issued. If, for any reason, a student should change cars during the academic year, a replacement permit will be issued for $10.00. Second permits will be issued to students for another family car at a cost of $0.00.

Faculty and staff parking permits are also issued though the Campus Security Office, in the same manner as the student parking permits. Applicable faculty/staff parking regulations are available at the Campus Security Office as well.

Special Permits: Students needing special parking permits should discuss their needs with the Campus Security Office. Special permits are issued for visitors, temporary physical disabilities, and emergency reasons only. Visitors may obtain a temporary parking permit from the Campus Security or Student Services Office during office hours. This special permit must be hung from the rear-view mirror. Visitors may park in designated spots in Lot B or anywhere in Lot C. (See campus parking map.)
Campus Student Life

**Parking Fines:** A basic fine of $15.00, payable at the Business Office within 48 hours, will be charged for violations of the parking regulations, except as listed below. Violators with three or more fines will have their vehicles towed at the owner’s expense.

- A fine of $35.00, payable at the Business Office within 48 hours, will be charged to all vehicles illegally parked in spaces marked “Child Care” or specially designated parking such as Speech and Hearing, etc.

- A fine of $100.00, payable at the Business Office within 48 hours, will be charged to all vehicles illegally parked in spaces marked “Handicapped Only.”

- Vehicles parked in spaces designated as fire lanes will be towed immediately, at the owner’s expense, and a fine of $100.00, payable at the Business Office within 48 hours, will be charged to the student’s account.

Fines delinquent more than 48 hours will be double their original amount.

**Ticket Appeals Process:** All rulings in the appeal process will be made according to the stated Ashford University Parking Policy. The appeals process is as follows:

- All fines must be paid before the appeals process can begin. A refund will be issued if a ticket violation is overturned. However, any late fees will not be refunded.

- A written appeal must be submitted to the Campus Security Office within 48 hours of the ticket issuance. All written appeals will be reviewed and a ruling made within five working days from the date the appeal was received.

- Upon ruling, the written decision will be placed in the student’s campus mailbox. A receipt for refund will be issued if the ticket is overturned by the appeals committee; any late charges will not be refunded.

**Public Transportation**

Information on local bus service and regional bus service can be obtained from the Student Services Office.
## Campus Offices

To reach campus offices or resident students, please dial (563) 242-4257 and then the extension.

<table>
<thead>
<tr>
<th>Service</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Deans and Faculty Support Services</td>
<td>ext. 1300</td>
</tr>
<tr>
<td>Admissions/Enrollment</td>
<td>ext. 3400</td>
</tr>
<tr>
<td>Alumni Office</td>
<td>ext. 3510</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>ext. 4120</td>
</tr>
<tr>
<td>Athletics Department</td>
<td>ext. 4100</td>
</tr>
<tr>
<td>Bookstore</td>
<td>ext. 1225</td>
</tr>
<tr>
<td>Business Office</td>
<td>ext. 1232</td>
</tr>
<tr>
<td>Campus President’s Office</td>
<td>ext. 1200</td>
</tr>
<tr>
<td>Campus Security</td>
<td>(563) 242-2752</td>
</tr>
<tr>
<td>Career Services Office</td>
<td>ext. 3510</td>
</tr>
<tr>
<td>Children’s Center</td>
<td>ext. 2100</td>
</tr>
<tr>
<td>Communications Office</td>
<td>ext. 1293</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>ext. 3500</td>
</tr>
<tr>
<td>Director’s Office</td>
<td>ext. 3503</td>
</tr>
<tr>
<td>Duty Radio</td>
<td>ext. 4900</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>ext. 1242</td>
</tr>
<tr>
<td>Fitness Center</td>
<td>ext. 4100</td>
</tr>
<tr>
<td>Flavian Achievement Center</td>
<td>ext. 1115</td>
</tr>
<tr>
<td>Food Service, AmeriServe, Inc.</td>
<td>ext. 1140</td>
</tr>
<tr>
<td></td>
<td>Menu Hot Line</td>
</tr>
<tr>
<td></td>
<td>Information Desk</td>
</tr>
<tr>
<td></td>
<td>Laptop (Computer) Help Desk</td>
</tr>
<tr>
<td></td>
<td>Library: ext. 3211, after 5:30p.m.</td>
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<tr>
<td></td>
<td>Maintenance</td>
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<tr>
<td></td>
<td>Registration Office</td>
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<tr>
<td></td>
<td>Residence Life Office</td>
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<tr>
<td></td>
<td>Durham Hall</td>
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<td></td>
<td>Regis Hall</td>
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<tr>
<td></td>
<td>Speech and Hearing Center</td>
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<tr>
<td></td>
<td>Student Activities</td>
</tr>
<tr>
<td></td>
<td>Student Services Office</td>
</tr>
</tbody>
</table>

A complete University Directory is available by contacting the Office of Student Services.
Ashford Campus Emergency Phone Numbers/Services

The following numbers should be called in the event of an emergency:

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulance</td>
<td>911 (Dial 9 to get an outside line)</td>
</tr>
<tr>
<td>Fire</td>
<td>911 (Dial 9 to get an outside line)</td>
</tr>
<tr>
<td>Police</td>
<td>911 (Dial 9 to get an outside line)</td>
</tr>
<tr>
<td>Campus Security Office</td>
<td>(563) 242-2752 (answered 24 hours a day)</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>(563) 242-4257 ext. 3501</td>
</tr>
<tr>
<td>Director of Campus Security</td>
<td>(563) 242-4257 ext. 3503</td>
</tr>
<tr>
<td>Director of Residence Life</td>
<td>(563) 242-4257 ext. 5191 or ext. 3512</td>
</tr>
<tr>
<td>University Switchboard</td>
<td>(563) 242-4023</td>
</tr>
</tbody>
</table>

Help Lines/Hotlines

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDC National AIDS Hotline/National STD Hotline</td>
<td>(800) 342-2437</td>
</tr>
<tr>
<td>Child Abuse &amp; Neglect</td>
<td>(800) 362-2178</td>
</tr>
<tr>
<td>Crisis Pregnancy Center</td>
<td>(563) 242-6628</td>
</tr>
<tr>
<td>Gamblers Assistance Program</td>
<td>(800) 238-7633</td>
</tr>
<tr>
<td>Information, Referral, &amp; Assistance</td>
<td>(563) 243-5818</td>
</tr>
<tr>
<td>National Child Abuse Hotline</td>
<td>(800) 422-4453</td>
</tr>
<tr>
<td>New Directions Prevention/Treatment</td>
<td>(563) 243-2124</td>
</tr>
<tr>
<td>Poison Control Center</td>
<td>(800) 222-1222</td>
</tr>
<tr>
<td>The Youth Law Hotline</td>
<td>(800) 728-1172</td>
</tr>
<tr>
<td>YWCA Domestic Violence and Sexual Assault Resource Center</td>
<td>(563) 242-2118</td>
</tr>
</tbody>
</table>
Section Six:
Academic Information and Policies - General
University Colleges and Program Offerings

Associate, Bachelor’s, and Master’s programs are offered through four colleges.

College of Arts and Sciences

**Bachelor of Arts**
- English
- Psychology
- Social and Criminal Justice
- Social Science
  - Health and Human Services Management Concentration
  - Human Services Concentration
  - Psychology Concentration
- Visual Art

**Bachelor of Science**
- Biology
  - Clinical Cytotechnology
  - Clinical Laboratory Science
- Computer Science and Mathematics
- Health Science
- Health Science Administration
- Nuclear Medicine Technology

**Bachelor of Applied Science**
- Health Care Administration

College of Business and Professional Studies

**Bachelor of Arts**
- Accounting:
  - Professional Accounting Program
- Business Administration
  - Finance Concentration
  - Marketing Concentration
- Computer Graphic Design
  - Animation Emphasis
  - Print Media Emphasis
  - Web Emphasis
- Management Information Systems
- Marketing Management
- Sports and Recreation Management Practicum
**Bachelor of Applied Science**
- Accounting
- Computers
- Computer Graphic Design
  - Animation Emphasis
  - Print Media Emphasis
  - Web Emphasis
- Management

**Graduate Studies**
- Master of Business Administration
- Master of Arts in Organizational Management

**College of Education**

**Bachelor of Arts**
- Business Education
- Elementary Education
- Secondary Education
  - Coaching Authorization or Endorsement

**Graduate Studies:**
- Master of Arts in Teaching
- Master of Arts in Teaching and Learning with Technology

**College of External Studies**

**Associate of Arts**
- Business

**Bachelor of Arts**
- Organizational Management
- Psychology
- Social and Criminal Justice
- Social Science with a Concentration in Education

**Course Delivery Methods**

Ashford University offers programs using the following course structures and delivery modalities:

**Traditional Semester-Based Programs: Classroom Delivery**

Generally Ashford University courses are offered on campus during two required, traditional 16-week semesters. A limited number of course offerings are also available during shorter summer sessions and winter interim sessions between fall and spring semesters. Classes meet on campus throughout the week days for traditional students.
Accelerated Courses for Adult Learners: Classroom Delivery

Undergraduate students meet with a classroom instructor for a 4-hour period once a week for five consecutive weeks. Ashford’s accelerated course delivery structure requires 20 classroom contact hours for completion of an undergraduate course carrying three semester credit hours. Graduate students meet with a classroom instructor for a 4-hour period once a week for six consecutive weeks, meeting the requirement of 24 classroom contact hours.

Students must spend a significant block of time each week acquiring content information on their own, outside of the classroom, by using textbook and other resources provided before the class session each week. Classroom time is devoted to knowledge processing and application, rather than to acquiring content. The instructor uses a facilitative approach (rather than lecture) in which students interact with one another and with the instructor, which further contributes to a dynamic, active learning environment.

Accelerated Courses for Adult Learners: Online Delivery

The 5-week time frame used to complete three semester credit hours in Ashford’s classroom-based accelerated courses is also used in its online accelerated courses for adult learners. Specific log-in requirements are built into the design of each course and monitored over the Internet through the Blackboard instructional platform. An accelerated graduate course lasts six weeks. The course structure allows students to take the initiative to learn content on their own time and provides carefully developed learning activities that allow students to optimize their knowledge processing/application efforts. Course objectives are clearly stated and measured through multiple measures.

Accelerated Courses for Adult Learners: ClassLine Format Delivery

This delivery method affords students the opportunity to obtain their Bachelor of Arts Degree in Organizational Management by combining classroom interaction with online learning. Typically, the adult student choosing this delivery modality attends class sessions on the Ashford campus on the first and last weeks of the 5-week format and completes the remaining aspects of the course through online interactions using the same Blackboard distance learning platform used for courses taught through online delivery. The same instructor works with the students both in the classroom and online; the adult learning methodologies described above are used.

Accelerated Courses for Traditional Learners: Online Delivery

The length of a three semester credit hour online course for traditional students is eight weeks. Ashford University has built rich media resources into the design of each course, providing access to content through audio, visual, and interactive media experiences, in addition to text materials. Podcasting is used as a content source in some courses. Course objectives are clearly stated and measured through multiple measures. The course length and structure have been modified from accelerated courses for adult learners to allow more time for content acquisition, to modify the expected pace of learning, and to extend the time frame of the courses.
Classification of Students

Degree-Seeking Students
A degree-seeking student is one who has been accepted 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 according to the number of undergraduate semester credit hours earned as a freshman, sophomore, junior or senior as outlined in the Financial Aid section of this catalog.

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. Students who enroll as non-degree seeking students are generally expected to have earned the prerequisite degree(s) required for admission to an Ashford University degree program through which the courses are offered. Applicants may be required to submit copies of transcripts indicating previous degree earned. Students who are enrolled in high school must be recommended by their high school guidance counselor or equivalent administrator for non-degree seeking student status. Non-degree seeking students pay the standard tuition rate and are ineligible for financial aid. Registering as a non-degree seeking student in no way guarantees or implies admission to any degree programs.

Semester credit is granted, grades are recorded, and students are required to satisfy all academic requirements, including prerequisites, for courses taken. Upon acceptance to the program, qualified students may be permitted to apply a specified number of semester credit hours to a degree program. Students who wish to apply semester credit hours to an undergraduate-or graduate-level degree program at Ashford University may apply up to 12 semester credit hours, unless otherwise approved by the Dean of the College. Non-degree seeking students planning to formally apply for admission to a program should have their intended course selections approved by their Academic Advisors to ensure relevance and later applicability to the program.

Individuals who have previously matriculated at Ashford University but are not in attendance currently, those who previously have been denied regular admission, or those who have been dismissed or disqualified from Ashford University must petition the Vice President of Academic Affairs on campus or the Provost for online courses, to register as a non-degree seeking student. Graduates of Ashford University are generally permitted to register for continued coursework as non-degree seeking students.

The number of non-degree seeking students in any class may be limited. Ashford University reserves the right to limit courses for which a non-degree seeking student may register, as well as to assess the suitability of a non-degree seeking student for any course.

Note: Non-degree seeking students are not eligible to take courses offered in the Associate of Arts in Business degree program.
Completion of Additional Majors

Students who have received a baccalaureate degree from the University and who wish to pursue an additional major may do so by successfully fulfilling the requirements for that major. Coursework on the additional major must commence before a period of five years has elapsed from the date the B.A. or B.S. degree was granted. Upon completion of the required coursework for the second major, the transcript will read “fulfilled all courses required for additional major in (name of major).”

Second Baccalaureate Degree

A student who has previously earned a baccalaureate degree at an appropriately credentialed university and wishes to earn a second baccalaureate degree must complete an additional 30 upper-division semester credit hours at the University and fulfill all graduation requirements applicable to the second degree. Unless the specific degree requires General Education requirements beyond the traditional General Education core, an appropriately accredited bachelor’s degree will meet all General Education requirements.

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 concentration.

Grade Point Average

The grade point average is determined by dividing the total number of quality points earned by the total number of semester credit hours attempted for which quality points are given. The grades of “Incomplete” and “Passing” do not alter the grade point average. If a student repeats a course, only the most recent grade earned affects the grade point average; the grade point value of the first grade is no longer included in calculating the cumulative average. “W” grades are counted as semester credit hours attempted when calculating completion-rate requirements for satisfactory academic progress. No grades are awarded for transferred credits, and transfer credit hours are not reflected in the Ashford University grade point average.

Grading System and Grade Points

Credits are awarded in semester credit hours.

Note: Plus and Minus grades and/or “D” grades are not applicable to graduate programs.

Grades/Quality Points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Other Grading Designations

T  =  Transfer Credit
I  =  Incomplete Course (replaced when final grade is awarded)
AU =  Audited Course (On-Campus Traditional Only)
P  =  Pass
CR =  Credit by Exam
E  =  Enrolled in Course
W  =  Withdrew from Course
CE =  Competency by Exam
PLA = Prior Learning Credit
AP =  Advanced Placement Credit
R  =  Repeated Course*
NC =  No Credit
P/F =  Designates Pass/Fail credit earned for courses specifically designated as Pass/Fail. Semester
      credits earned count toward the degree requirements, although grade points will not be earned. Courses offered
      on a Pass/Fail basis are noted in the Courses of Instruction section of this catalog.

*A student may repeat a course previously taken only if the initial grade earned was a “C” or lower. 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.

Policy Regarding Repeated Courses

A course may be repeated at the University if the initial grade in the course was a “C” or lower. The most recent
grade earned in the course is used in computing the cumulative grade point average. Limits on the number of
courses that may be repeated may be set at the degree and/or major level.

Policy Regarding Grades of “Incomplete”

Incomplete (“I”) grades are issued at the discretion of the instructor and based upon compelling circumstances.
The “I” grade appears on the grade reports and/or official transcripts. To issue a grade of “I” for a course, the
following conditions must be met:

• The student’s coursework to date in the course must be of passing quality; incompletes will not be
  granted to students hoping to improve their grades.

• The student must send a formal request for the incomplete to the instructor. Incompletes requested in the
  last week of class will be denied, unless a compelling reason is addressed.

• The instructor must approve the plan presented by the student for satisfying the requirements of the
  course.

• The student has 30 days from the last day of the course to finish his or her coursework, unless an
  extension is otherwise approved by the Dean of the appropriate college. 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.
Regardless of a request for an incomplete grade, students in accelerated course modalities are responsible for adhering to all program attendance policies. Incomplete grades will not be issued to students who have not met attendance requirements for the entire course.

Students experiencing extreme temporary hardship during the last 25% of a course should request an incomplete grade through their instructor prior to the course end date. However, there may be extreme circumstances that prohibit a student from making this request prior to the conclusion of a course. In order to appeal for an “I” grade after the end date of a course, the student must fax or e-mail the written grade appeal with official documentation of the hardship experienced. An incomplete grade or a grade of “W” may be approved and applied for the following documented reasons that directly impacted the student’s ability to complete the course requirements or program during the last 25% of their course:

a. Documented military deployment that resulted in an inability to continue in the course or program.

b. Documented personal or family medical emergency

c. Documented Act of Nature

d. Documented death in the family

e. Documented temporary severe economic hardship

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

Note: Please refer to the Grade Appeals policy outlined in this Catalog for complete details on Ashford University’s Grade Appeals policy.

Course Drop

Students who officially drop from a course or courses during the add/drop period, which is before the conclusion of the first 10% of the total number of instructional weeks, will have that course removed from their academic transcripts.

Drop Deadlines:

16-week course = Week 2
8-week course = Week 1
6-week course = Week 1
5-week course = Week 1
3-week course = Day 1–3

Students who officially drop or withdraw from a course after 10% and prior to the last 75% of the total instructional weeks will receive a “W” in the course.
Last Week to Drop or Withdraw:

16-week course = Week 12
8-week course = Week 6
5-week course = Week 4
6-week course = Week 5
3-week course = Day 4–16

Students are not permitted to drop or withdraw from a course after 75% of the total instructional weeks have elapsed and will receive the final grade assigned by the instructor based on coursework completed by the end date of the course.

Policy Regarding Withdrawals

Ashford University determines that a student is 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 do not return from an approved leave of absence;
• Students who fail to follow the proper procedures for requesting a leave or who do not receive approval for their leave; or
• Students who do not meet the minimum attendance requirements for the course/program.

Last Date of Attendance

For official or unofficial withdrawals, a student’s last date of attendance date is

• The last documented date of academically related activity by the student (attendance is documented on a weekly basis in courses utilizing online learning), or

• In instances where a last date of academically related activity cannot be established, the last date of attendance will be the earlier of the date the student began the withdrawal process by notifying the institution, in writing or orally, of his or her intent to withdraw or the midpoint of the payment period or period of enrollment.
Reinstatement Process After Withdrawal (Less Than One Year)

Students who 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 complete admission materials and meet requirements for admission to that degree/program. Students seeking reinstatement to Ashford University should contact their Academic Advisors for accelerated programs and the Campus Registrar for traditional programs. Reinstatement is not guaranteed. If reinstatement is granted, Ashford University will determine any conditions under which the student may be reinstated and will convey those conditions to the student.

Readmission Process After Withdrawal (One or More Years)

Students who are withdrawn from Ashford University and are seeking readmission to the same or a different degree/program, must submit new admission materials. This process is to ensure that the University has current demographic information for each student. A second application fee is not required. 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.

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 reinstatement is granted, the University will determine the conditions under which the student may re-enroll and will convey those conditions to the student.

Requests for Program Change/Change of Major

Students who are requesting a program change must submit any additional admission materials 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.

Learning Resources

Library

Ashford University students have access to both traditional and online research resources and services during Library hours that include 85 weekly hours during regular semesters, extended hours during finals, and special holiday, break, and summer schedules.

The University’s Quad-LINC consortium online catalog provides access to the 101,000+ volumes in the University collection in addition to the collections of more than 35 regional libraries. Students may choose to receive materials from other Quad-LINC libraries, either by regular courier delivery to the Library or by visiting these libraries and using an AU-Quad-LINC patron ID. Current and back-file collections of more than
600 periodicals and journals are housed in the Library in several formats, and full-text articles from hundreds of other journals are available by using the online research databases. Computer and audio-visual materials are also available for use in the classroom.

Interlibrary loan services are provided free of charge, via the Quad-LINC system, for items in the online catalog or on the OCLC national network from libraries throughout the world.

The Library coordinates on-campus and remote access to online research databases. Instruction in the use of these databases and other library resources is available on campus for groups, classes, and individuals and by e-mail.

**Curriculum Resource Center (CRC)**

Located on the Library’s main floor, the CRC supports Ashford University’s education programs by providing access to more than 7,500 print and nonprint instructional materials. Access to these instructional aids is available to all patrons, but check-out privileges are limited to Ashford University undergraduate and graduate Elementary and Secondary Education majors.

**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 by the College of External Studies. In addition, fee-based tutorial services are available to students who need personal assistance in writing skill improvement. Campus students are provided with support and tutoring through the Flavian Achievement Center.

**Flavian Achievement Center - On Campus**

The Flavian Achievement Center is named for Sister Flavian Launderville, OSF, who taught for many years in Clinton’s Catholic schools. Sister Flavian was renowned for giving students individual attention in those areas of study where they experienced difficulty. The Flavian Center seeks to further her work.

The center is committed to helping on-campus learners of all ability levels achieve and maintain the academic competencies that form the core of a liberal arts education. The General Education requirements in a liberal arts institution cover a wide range of disciplines, and most students need help somewhere along the line. Students are invited to come to the Flavian Center for individual tutoring, to engage in group study, or to participate in competency-based activities suggested by the academic departments. These free services are provided by professional staff and peer tutors who have demonstrated excellence in the basic competencies as well as in a variety of content areas.

In addition to academic assistance, The Flavian Center has computers that may be used for academic research and word processing and a number of software programs relevant to the content areas. Make-up and assessment testing are also provided by the Flavian Center.
Commencement and Petition to Graduate

Graduation/Degree Awards

The completed Petition to Graduate, including required fees, must be submitted as a requirement for graduation from all Ashford University programs. Students should petition to graduate when they are within four (4) courses of program completion or before the beginning of their final semester. The date of degree conferral recorded on the student’s transcript reflects the date the student completes all degree requirements. Degree completion is recorded on a student’s official transcript within 30 days after completion of ALL program requirements. The Petition to Graduate is available in the Registrar’s Office or online in the Student Center at www.ashford.edu. Diplomas, certificates, and transcripts will be withheld until all accounts at the University are paid in full.

Diplomas

The completed Petition to Graduate, including required fees, must be submitted as a requirement for receipt of a diploma for any Ashford University program. Diplomas are issued only when students have completed ALL degree requirements. Diplomas are ordered four times per year and reflect the first diploma order date after all degree requirements are completed by the student. The date on the diploma reflects the date the diploma is officially issued by the University, rather than the student’s individual degree completion date/degree conferral date. Petitions received after the application deadline for a particular diploma date will be moved to the following diploma date. Diplomas, certificates, and transcripts will be withheld until all accounts at the University are paid in full.

Criteria for Undergraduate Honor Designation (On-Campus Traditional)

Following the close of each semester, the Campus Registrar identifies students who merit academic recognition for their scholarship. Students enrolled for a minimum of six semester credit hours who earn a grade point average of 3.50 or above are placed on the Dean’s List.

Graduation Honors and Awards

Candidates for the bachelor’s degree who have completed at least 55 semester credit hours at the University and candidates for associate degrees who have completed at least 32 semester credit hours at the University may be awarded the following honors at graduation by earning the corresponding grade point average:

- Cum laude 3.30–3.69
- Magna cum laude 3.70–3.89
- Summa cum laude 3.90 or above

Candidates for a bachelor’s degree who have completed 30 but fewer than 55 semester credit hours with letter grades at the University and who have a cumulative grade point average of at least 3.50 may graduate “with Distinction.” Recognition also is given to Scholars Institute graduates and to students who are members of honor societies: Alpha Tau Omega, Lambda Sigma, and Mu Sigma Eta. Also recognized are students who were selected for “Who’s Who Among Students in American Colleges and Universities.”

Five awards are given at commencement to graduates who have distinguished themselves in their major areas of study. The Accounting Student Award, sponsored by the Iowa Society of Certified Public Accountants, recognizes the top accounting graduate. The Alex Esquivel Promising Teacher Award is given in memory of a graduate of the Elementary Education program and goes to a teacher education graduate who shows exceptional
potential as an educator. The James Mooney Social Science Award recognizes the social science graduate with the highest grade point average and is named for the distinguished American anthropologist whose sister, Sr. Agnes Mooney, was Mother Superior of the Sisters of St. Francis from 1879 to 1900 and was one of the founders of Mount St. Clare Academy. The Joan Walsh Richeson Award honors the memory of a former faculty member and prominent artist and goes to the liberal arts major who best personifies the values of a liberal arts education. The Business Department Scholar’s Award, sponsored by the Business Department, is given to the highest-ranking graduate in business as determined by the Department.

Commencement Ceremony

The completed Petition to Graduate, including required fees, must be submitted as a requirement for participation in Ashford University commencement. Commencement ceremonies are held two times a year on the Ashford University campus in Clinton, Iowa. Petitions received after the deadlines will be forwarded to the next commencement ceremony date. Students must be within six (6) semester credit hours of meeting all graduation requirements, as per the published deadlines below, prior to participating in the commencement ceremony.

<table>
<thead>
<tr>
<th>Commencement and Diploma Dates for 2006/2007</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 17, 2006 (Diploma and/or Ceremony)</td>
<td>October 1, 2006</td>
</tr>
<tr>
<td>March 15, 2007 (Diploma Only)</td>
<td>January 1, 2007</td>
</tr>
<tr>
<td>May 12, 2007 (Diploma and/or Ceremony)</td>
<td>March 1, 2007</td>
</tr>
<tr>
<td>August 15, 2007 (Diploma Only)</td>
<td>June 1, 2007</td>
</tr>
</tbody>
</table>

*Note:* Dates may be updated periodically and are available on the Petition to Graduate in the Registrar’s Office or online in the Student Center at [www.ashford.edu](http://www.ashford.edu).
Section Seven:
On-Campus Traditional Undergraduate Programs
Ashford University offers 25 baccalaureate degree programs at its campus in Clinton, Iowa. These academic programs are administered by the College of Arts and Sciences, the College of Education, and the College of Business and Professional Studies. Study of the liberal arts provides a common learning perspective across the disciplines, a perspective that is enhanced by a traditional residential campus environment and a community where scholarship and human relationships are valued.

**College of Arts and Sciences**

**Bachelor of Arts Degree Programs**
- English
- Psychology
- Social and Criminal Justice
- Social Science
  - Health and Human Services Management Concentration
  - Human Services Concentration
  - Psychology Concentration
- Visual Art

**Bachelor of Science Degree Programs**
- Biology
  - Clinical Cytotechnology
  - Clinical Laboratory Science
- Computer Science and Mathematics
- Health Science:
  - Health Science Administration
- Nuclear Medicine Technology

**Bachelor of Applied Science**
- Health Care Administration
College of Education

Bachelor of Arts

Business Education

with 7-12 Endorsements in Business:
  General Business
  Marketing/Management

Elementary Education
Secondary Education
  Coaching Authorization or Endorsement

College of Business and Professional Studies

Bachelor of Arts Degree Program Offerings and Requirements

Accounting
  Professional Accounting Program (150 credit hours, CPA track)

Business Administration
  Finance Concentration (12 credit hours)
  Marketing Concentration (12 credit hours)

Computer Graphic Design
  Animation Emphasis
  Print Media Emphasis
  Web Emphasis

Management Information Systems
Marketing Management
Sports and Recreation Management

Bachelor of Applied Science

Accounting
Computers
Computer Graphic Design
  Animation Emphasis
  Print Media Emphasis
  Web Emphasis

Management
Academic Calendar: On-Campus Traditional Programs (2006–2007)

FALL SEMESTER: August 28-December 14, 2006
(This semester has 70 class days + semester exams)

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Registration</td>
<td>Thursday afternoon and evening/Friday morning, August 24–25</td>
</tr>
<tr>
<td>Matriculation Ceremony</td>
<td>Sunday, August 27</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Monday, August 28</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>Monday, September 4</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>Thursday–Friday, November 23–24</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Monday–Thursday, December 11–14</td>
</tr>
<tr>
<td>December Graduation</td>
<td>Sunday, December 17</td>
</tr>
</tbody>
</table>

WINTERUM: January 2-January 19, 2007

SPRING SEMESTER: January 18–May 3, 2007
(This semester has 69 class days + semester exams)

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Registration</td>
<td>Thursday afternoon and evening/Friday morning, January 18–19</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Monday, January 22</td>
</tr>
<tr>
<td>President’s Day Holiday</td>
<td>Monday, February 19</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Monday–Friday, March 19–23</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Monday–Thursday, May 7–10</td>
</tr>
<tr>
<td>Graduation</td>
<td>Saturday, May 12</td>
</tr>
</tbody>
</table>

SUMMER SCHOOL:

| (3-week session)            | May 14–June 1              |
| (6-week session)            | June 4–July 13             |
Admission Policies and Procedures

General Admission Process
Admissions decisions are made on a continuous basis. Applicants may apply for fall, spring, or summer admission. Students must contact the Office of Admissions for admission materials. Notification of admission status is made within ten days following receipt of all necessary forms, transcripts, and test scores. Please write or call the Office of Admissions (563) 242-4023 or 1-800-242-4153 with any questions. All applicants for admission should forward the necessary admissions materials to: Director of Admissions, Ashford University, 400 N. Bluff Blvd., P.O. Box 2967, Clinton, Iowa 52733-2967

Note: Students need not be admitted to the University to attend summer school.

Traditional Undergraduate Program Admission Requirements

Requirements for Full Admission (Less than 30 college-level transfer credits): Freshman students who seek to attend the University should meet two of the three following requirements:

- A grade point average (GPA) of 2.0 or above in college preparatory courses or regular high school courses (GED equivalency is also accepted) or have completed secondary school through home schooling, as defined by state law;
- A rank in the upper half of the graduating class; and
- A minimum ACT composite score of 18 or SAT composite score of 860.

If an applicant meets only one of the three criteria for admission, then the Admissions Committee reviews the details of the student’s academic records and determines if additional information is necessary to make a decision on the student’s admission. Additional application requirements may include recommendation letters, an essay, and/or a personal interview with the Vice President of Academic Affairs. Students who are admitted under the committee’s recommendation are placed on academic watch to be monitored closely by their Faculty Academic Advisors. Regular student meetings with the advisor are required during the first academic year.

If an applicant graduated from high school three (3) or more years prior to admission and does not meet the GPA or class rank criteria, then the Admissions Committee reviews the details of the student’s academic records and determines if additional information is necessary to make a decision on the student’s admission. Additional application requirements may include ACT or SAT scores, recommendation letters, an essay, and/or a personal interview with the Vice President of Academic Affairs. Students who are admitted under the committee’s recommendation are placed on academic watch to be monitored closely by their Faculty Academic Advisors. Regular student meetings with the advisor are required during the first academic year.

Documentation Required:

- Final official high school transcript indicating graduation from high school, GED, or documentation that the applicant has completed secondary school through home schooling, as defined by state law;
- Official ACT scores or SAT scores (required if applicant does not meet GPA and class rank criteria and/or applicant completed high school less than three years prior to application date);
- Official transcripts from any college-level coursework attempted;
• Nonrefundable application fee; and
• The ability to study in English proven by one of the following methods:
  a. Submission of high school transcripts indicating that English was the primary mode of instruction or that GED was taken in English or
  b. Submission of copies of official scores for the Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 173 computer based, 500 paper based, or 61 Internet based is required.

Requirements for Conditional Admission: Only freshman students are eligible. Student may be enrolled but CANNOT attend class. Students normally apply for admission early in the senior year of high school and should provide the Admissions Office with the following documentation:

• Completed application for admission;
• Transcript of high school credits (complete and official high school transcript must be submitted after graduation);
• Official ACT or SAT scores (required if applicant does not meet GPA and/or class rank criteria and applicant completed high school less than three years prior to application date);
• Nonrefundable application fee;
• The ability to study in English proven by one of the following methods:
  a. Submission of high school transcripts indicating that English was the primary mode of instruction or that GED was taken in English or
  b. Submission of copies of official scores for the Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 173 computer based, 500 paper based, or 61 Internet based is required.

Unofficial documentation must indicate that the student will likely meet two out of three of the following criteria upon graduation from high school:

• A grade point average (GPA) of 2.0 or above in college preparatory courses or regular high school courses (GED equivalency is also accepted); and
• A rank in the upper half of the graduating class; and
• A minimum ACT composite score of 18 or SAT composite score of 860.

Requirements for Full Admission-Transfer Student (30+ transferable college credits): Transfer students who seek to attend the University should meet the following requirement:

• A cumulative grade point average (GPA) of 2.0 or above in all college-level coursework attempted.

If a transfer applicant does not meet the GPA criteria, then the Admissions Committee reviews the details of the student’s academic records and determines if additional information is necessary to make a decision on the student’s admission. Additional application requirements may include ACT or SAT scores, recommendation letters, an essay, and/or a personal interview with the Vice President of Academic Affairs. Students who are admitted under the committee’s recommendation are placed on academic watch to be monitored closely by their Faculty Academic Advisors. Regular student meetings with the advisor are required during the first academic year.
On-Campus Traditional Undergraduate Programs

Documentation Required:

- Signed application indicating a high school diploma or GED equivalency, recognized by the Department of Education of the state in which it was earned or an Associate of Arts or an Associate of Science degree from an appropriately accredited institution, with a minimum of 60 transferable credits;
- Official transcripts from any college-level coursework attempted indicating 30+ transfer credits earned;
- The ability to study in English proven by one of the following methods:
  a. Graduation from a high school where English was the primary mode of instruction or where GED was taken in English;
  b. Submission of copies of official scores for the Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 173 computer based, 500 paper based, or 61 Internet based is required; or
  c. Submission of copies of transcripts designating that a minimum of 30 transferable credits have been taken at regionally or nationally accredited colleges/universities in the United States.

Requirements for Provisional Admission: Provisional admission may only be used beginning two weeks prior to semester start. Student may attend class for up to one semester in provisional status. International students are not permitted to enter under this status.

Documentation Required:

- Copies of all required documentation outlined for full admission.

Students who seek to attend the University must meet the requirements for full admission based upon unofficial documentation.

Additional Admission Requirements for Applicants Relying on Academic Credentials Earned Outside the United States for Admission: In addition to the requirements for full admission outlined in the admission policy for undergraduate students, applicants must submit an official evaluation from an approved evaluation service indicating that they have met one or more of the following requirements:

- The equivalent of an Associate’s degree from the United States with 60 or more transferable credits; and/or
- A record of having achieved the equivalency of a United States high school diploma.

All academic records from countries other than the United States must have been evaluated by one of the following evaluation services:

1. Educational Credentials Evaluators, Inc. (ECE) OR
2. World Education Services (WES)

Additional Admission Requirements for Non-immigrant Students: Applicants seeking to enroll in valid non-immigrant status must meet all admissions requirements stipulated for all students and must additionally submit each of the following items:

- A completed and signed Statement of Financial Support;
- Official financial statements. Financial statements (typically provided by a bank) must verify sufficient funds to cover the cost of the educational program as well as all living expenses;
• A photocopy of the student’s passport to provide proof of birth date and citizenship. Students outside the United States who have not yet acquired a passport will need to submit a copy of their birth certificates;

• For all non-immigrant applicants residing in the United States at the time of application: a photocopy of the visa page contained within the student’s passport as well as a photocopy of the student’s I-94 arrival departure record (both sides); and

• For all non-immigrant applicants residing in the United States at the time of application in either F, M, or J non-immigrant classification: written confirmation of non-immigrant status at previous school attended before transferring to Ashford University.

If an applicant seeking to enroll in valid student non-immigrant status is transferring from a college or university in the United States, the International Student Transfer Clearance Form is also required. If the applicant is accepted, he or she will be sent additional information regarding the student visa application process.

Athletics and Admission

The University fields athletic teams, called The Saints, participate in nine intercollegiate sports: men’s baseball, basketball, golf, and soccer and women’s basketball, golf, soccer, softball, and volleyball. The University is a member of the National Association of Intercollegiate Athletics (NAIA) and the Midwest Classic Conference. NAIA eligibility regulations state that the student wishing to participate in intercollegiate athletics if a first-time entering freshman must meet at least two of three entry-level requirements:

• Have a score of at least 18 on the ACT or 860 on the SAT;

• Achieve an overall high school grade point of 2.00 on a 4.00 scale;

• Graduate in the top half of the senior class in high school.

In addition, to participate in intercollegiate sports, a student must be enrolled in a minimum of 12 institutional credit hours per semester and earn a specified number of credit hours each academic year. Details regarding athletic eligibility may be found in the Ashford University Student Athletes’ Handbook.

Technology Requirements

It is our intent to assist students and to prepare them adequately for their coursework at Ashford University. Therefore, technology competencies and requirements have been established. These requirements are in effect for all Ashford students taking courses on campus and using laptops. Students must meet the following competencies:

• Ability to access course and program material on the Web;

• Ability to correspond with University staff, students, and faculty using email and the Web; and

• Ability to use appropriate anti-virus utilities so that transmitted files are virus free.

System Requirements: The following minimum system configuration and software are required:

• Platforms: Mac OS X 10.2 or greater or Windows 2000, NT, XP, or greater;

• Hardware: Minimum 512Mb RAM, CD-ROM, 1Gb free disk space, sound card, and speakers;

• Productivity Software: Microsoft Word, PowerPoint, Excel, and Adobe Acrobat;

• Windows Media Player 7.0 or higher;

• Web Browser: Firefox, Netscape 6 or greater; Internet Explorer 5.5 or greater, Safari, or Opera;
• Networking: 56k dialup modem and DSL or cable modem; and
• Email: Outlook, Outlook Express, Mac Mail, Eudora, Entourage, or Yahoo/Hotmail/Google mail; and
• Compatible with 802.11b and/or 802.11g wireless networks.

Declaration of Major and Minor Course of Study

Declaration of Major: Students who are planning to pursue a bachelor’s degree at the University are required to complete a Declaration of Major form prior to registration for their first semester of enrollment. The form must be signed by the student’s Faculty Advisor. The student must satisfy the academic eligibility requirements of the involved department(s) at the time the major is declared. After the Declaration of Major form is returned to the Registrar’s Office, an official degree plan is prepared for the student.

To be accepted into the Accounting, Professional Accounting, Business Administration, Health Care Management, or Management Information Systems majors, the following conditions must be fulfilled:

• Completion of a minimum of 60 college credit hours with a cumulative grade point average of 2.00
• Must have an overall cumulative overall grade point average of 2.50 in all major and collateral courses completed at the time a declaration of major is filed
• New entering freshmen or transfer students without an Associates Degree must complete MAT 332 by the end of their sophomore year (fourth semester). Transfer students with an Associates Degree must complete MAT 332 or its equivalent by the end of their second semester at Ashford University. Part-time students should complete MAT 332 or its equivalent by the conclusion of their fourth semester at Ashford University.

The above requirements apply to both native students and transfer students. The Office of the Registrar will evaluate transfer credit through an official transcript before accepting a transfer student into one of the aforementioned majors.

Change of Major: Students changing their majors must satisfy the academic eligibility requirements of the involved department(s) at the time the new major is declared. A change of major is accomplished by submitting a completed Declaration of Major form for the new major, approved by the student’s Faculty Academic Advisor.

Requirements for Minors: Students may minor in a second field to complement their major studies at the University. See Minors section of this catalog for the specific course requirements for these minors.

Transfer Credits

Transfer credits will be evaluated 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:

• Coursework must be completed at a regionally or approved nationally accredited college or university at the time the student attended
• Students transferring credits from international institutions will be accepted based on a detailed evaluation from an approved evaluation service.
• Course must be freshman/sophomore level or higher.
• Course must not duplicate previously completed coursework. Unless special conditions exist, upper-
division courses will not be considered equivalent or duplicative of lower-division courses.

• Grade of “C-” or better must have been earned.

• A quarter credit taken in transfer will be equated to two-thirds of a semester credit hour.

• The Associate of Arts degree from a regionally accredited college or university, with a 2.00 cumulative
  grade point average will be accepted as fulfilling all the General Education requirements at Ashford
  University, with the exception that all students seeking a Bachelor of Arts (B.A.) or a Bachelor of Science
  (B.S.) degree should have credit for college algebra or an acceptable substitute. An Associate of Science
degree with a 2.00 cumulative GPA will be reviewed on a case-by-case basis for fulfillment of all General
  Education requirements.

• Credits earned in certificate programs will be evaluated on an individual basis for the B.A. and B.S.
degrees. Courses taken that are similar to those taken in an Associate of Arts or Associate of Science
degree program will be accepted in transfer. Exceptions to this policy must be approved in writing by
  Vice President of Academic Affairs.

• A maximum of 90 credits may be accepted in transfer. A maximum of 64 credits may be accepted from a
two-year institution or in an Associate of Applied Science or similar degree.

• Limitations on the number and type of transfer credits accepted are set by each Ashford University degree
  program.

Applicants and/or students who have questions concerning their transfer credit evaluation should contact the
Campus Registrar to discuss their concerns. Students requesting re-evaluation of specific transfer credits may be
required to submit course descriptions and/or syllabi for the previous courses to be reviewed by the Registrar’s
Office.

Credit Opportunities - Non-traditional Learning

The University provides several options for earning college-level credit for experience-based learning.
Assessment of experiential credit is made by means of examinations, by acceptance of sponsored professional
training, and by experiential essay. Inquiries about earning credit based on testing and the evaluation of
experiential learning should be made to the Director of Prior Learning Assessment. Credit maximums are
specified by degree program.

ACE/PONSI Credit Recommendation Policies

The University will award credits for American Council on Education (ACE) and Program on Non-collegiate
Sponsored Instruction (PONSI) transcripts in accordance with the level, number, and content area indicated
by the ACE/PONSI National Guide. Students must submit an ACE/PONSI transcript or other authentic
documentation of successful course completion to the Office of the Registrar that indicates ACE/PONSI credits
earned.

Advanced Placement (AP)

Students taking AP courses in high school and receiving a score of 3 or higher on a College Entrance
Examination Board Advanced Placement test may receive college credit. Details of tests recognized and scores
required are available from the Registrar’s Office.
Ashford University On-Campus College Level
Examination Program (CLEP) Policy

Ashford University is a participating university in the College Level Examination Program (CLEP). CLEP provides students of any age the opportunity to demonstrate college-level achievement through a program of examinations in undergraduate college courses. The University follows the policies for CLEP testing established by the Educational Testing Service. CLEP examinations are administered on campus, by individual request, throughout the year. Registration procedures and test information are available by contacting the Flavian Center, Ashford University, 400 N. Bluff Boulevard, Clinton, IA; (563) 242-4257, ext. 1110 or (800) 242-4153, ext 1110.

All available CLEP exams are administered on computer. Each exam is 90 minutes long and, except for the English Composition with Essay, is made up primarily of multiple-choice questions; however, some exams do have fill-in-the-blank questions.

Candidates may not repeat an examination within 180 days (6 months) of the testing date.

**Fees:** The total cost is $70 per examination. Test fees must be paid by credit card (preferred method of payment) or check/money order made payable to Ashford University CLEP. Payment must be made prior to candidates taking the exam.

**Score Reports:** If students want their scores sent to a college, employer, or certifying agency, this option must be selected though the exam software on the day of the exam. This service is free of charge only if the score recipient is selected at the time of the test. One institution may be designated for free at the time of the exam. A $20 fee will be charged for each additional institution or for a transcript ordered at a later date. Scores will be kept on file by CLEP for twenty (20) years.

Students will be able to obtain unofficial test results at the time of testing, except for the English Composition with Essay exam.

**Special Accommodations:** Students who will need special accommodations must contact the CLEP Testing Center two weeks prior to taking the test. Only students with documented hearing, learning, physical, or visual disabilities are eligible to receive testing accommodations.

**CLEP Credit:** Each institution sets its own policy regarding CLEP exams for which it will grant credit and how many credits it will award.

**For Students Planning to Attend Ashford University:** At the time of the exam, students should designate Ashford University as a score recipient. The college code number is #6418. Ashford University will accept all CLEP exams with a minimum score of 50 except for Level II Foreign Language. Those required scores are French: 62, German: 63, and Spanish: 66.

Students with previous CLEP results should request an official transcript be sent to the Registrar’s Office at Ashford University.

**For Students Planning to Attend College Elsewhere:** Check directly with the college or university you plan to attend to find out which exams are accepted, what scores are required, and how much credit will be granted.

**Duplication and Regression:** It is the student’s responsibility to make sure that CLEP tests do not duplicate previous credit earned. A student may not earn credit by examination in an area in which he or she previously has completed an equivalent course, a course of similar level, or one that is more advanced in content level. Some CLEP tests may be duplications of other national testing programs, such as Advanced Placement (AP) tests. If you are an Ashford University currently enrolled student, you should check with your advisor to determine if specific CLEP tests will fit into your academic plan and not duplicate previous credit awarded.
Tutorial: To help students navigate through the computerized test, a free downloadable tutorial is available on the CLEP Website at [www.collegeboard.com/clep](http://www.collegeboard.com/clep). The free CLEP Sampler contains the same tutorials as the actual exams. The CLEP Official Study Guide for all tests (not free) and Individual Subject Guides (not free) are also available for download from the Website and feature test-taking tips and procedures.

Test Invalidation (On-Campus): As an official CLEP Testing Center, Ashford University reserves the right to invalidate a test session if a candidate uses a prohibited item during the test administration or engages in misconduct.

Prohibited Items: Use of the following items in the testing room is strictly prohibited unless an approved exception has been specified by CLEP:

- Food, beverages, or tobacco products;
- Hats (unless worn as a religious requirement);
- Hand-held calculators (a calculator function is built into the software for those tests that require calculator use);
- Calculator watches, digital watches (wrist or pocket), or alarm wristwatches;
- Wristwatch cameras or digital cameras;
- Dictionaries, books, pamphlets, or reference materials;
- Papers of any kind (except for authorized scratch paper provided in the testing room);
- Slide rules, protractors, compasses, or rulers;
- Highlighter pens and/or colored pens and pencils
- Cellular phones/pagers, beepers, "walkie talkies", or PDAs;
- Wireless communication devices of any kind (e.g., BlackBerry);
- Listening devices, radios with headphones, or recorders;
- Copying or photographic devices;
- Transmission or receiving devices;
- Mechanical pencils or any type of pen;
- Nonmedical electronic devices (e.g., laptop computers or digital assistants);
- Candidate-provided keyboards; and
- Any other unauthorized testing aids.

Misconduct: Candidates involved in any misconduct will be asked to terminate their exams and to leave the testing room. Exam scores will be cancelled. Examples of misconduct are as follows:

- Giving or receiving assistance of any kind;
- Using any of the prohibited aids listed;
- Taking or attempting to take an exam for someone else;
- Failing to follow test regulations or the test administrator’s instructions;
- Removing or attempting to remove test questions and/or responses (in any format) from the testing room;
- Tampering with the operation of the computer or attempting to use it for any function other than for taking the exam;
- Leaving the testing room without permission; and
- Causing a disturbance of any kind.
Registration

Registration for classes each semester is conducted on dates announced by the Registrar’s Office. Currently enrolled students should contact their Faculty Academic Advisors for assistance during each registration period. The Admissions Office assists new students with their assignments to a Faculty Academic Advisor and during the initial registration. Registration for classes and changes to the schedule should be made through the Registrar’s Office prior to or on the official registration day for each semester, as indicated in the catalog. An additional late fee may be charged for registrations completed after the official registration day. The University reserves the right to cancel any course due to low enrollment or for other reasons.

Changes in Registration: Each student should carefully plan an educational program of study with the assistance of a Faculty Academic Advisor. If a change in registration is desired, permission of the Faculty Academic Advisor and the instructor(s) involved must be obtained. If a full-time student is dropping to part-time status, the student must also have the permission of the Vice President of Academic Affairs, the Dean of Students, the Athletic Director (if a student athlete), and the Residence Life Director (if a resident student). Students receiving financial aid who drop courses should contact the Director of Financial Aid to determine how the change in registration affects their financial aid status. The form used to add or drop a course can be obtained in the Registrar’s Office. The change is not official until the form is received by the Registrar’s Office. The date the form is returned to the Registrar’s Office becomes the official date of change.

Last Day to Add a Class

A course may not be added after the first nine days of classes without the approval of the Vice President of Academic Affairs, the Academic Advisor, and the instructor of the course to be added.

Course Drop

To officially drop from a class or classes without withdrawing permanently from the program, a student must complete and submit a written request to the Registrar. (Forms are available in the Registrar’s Office) The date this form is received by the Registrar will be the official date of determination and single course drop date of the course for grading purposes.

Official Program Withdrawal

An on-campus student wishing to officially withdraw from Ashford University must complete the official withdrawal process and submit all forms to the campus Registrar.

The student must resolve any financial obligations to Ashford University before receiving an official transcript from the Registrar.

Class Load

A full-time class load is 12–18 credit hours. Additional tuition is charged beyond the eighteenth hour. A student who plans to register for more than 18 credit hours must have the permission of the Vice President of Academic Affairs. A student on academic probation is usually limited to 12 credit hours. Exceptions must be approved by the Vice President of Academic Affairs.
Degree-Seeking Student Classifications

Class Level:
- Freshman: 0–29 credit hours earned
- Sophomore: 30–59 credit hours earned
- Junior 60–89: credit hours earned
- Senior: 90 or more credit hours earned

Enrollment Status:
- Less than half-time: 1-5 credit hours
- Half-time: 6-8 credit hours
- Three-quarter time: 9-11 credit hours
- Full-time: 12 or more credit hours

Auditing Courses
Students may register to audit lecture classes on a space-available basis. Students who are auditing a course are expected to attend class regularly. They are not responsible for written assignments or examinations. A student who wishes to change from audit to credit seeking must notify the Registrar’s Office by the end of the first two weeks of classes.

Scholars Institute
The Scholars Institute is the University’s honors program, which offers an enhanced undergraduate experience for able and highly motivated students in any of the University’s On-Campus Traditional Program majors. At the heart of the curricular experience is a series of limited-enrollment, interdisciplinary honors courses taught by selected faculty. In addition, Scholars Institute members have opportunities to work closely with senior University faculty in joint research projects, to participate in distinctive co- and extracurricular activities, and to have access to enhanced internships and capstone courses.

Testing Services
Placement exams in math and English are administered to all incoming freshman prior to the start of their first semester. These exams are designed to assist in the academic placement of students in these subject areas.

Veterans
Students who are eligible for educational benefits from the Veterans Administration should notify the Financial Aid Director of their intention to enroll. Assistance in the certification procedure will be provided. Veteran students are required by the Veterans Administration to maintain satisfactory progress in their educational program. These regulations are available from the Financial Aid Director and are followed by the University, or students can visit the following Website: http://vabenefits.vba.gov/vonapp/main.asp
Grade Reports
At mid-semester, the University will make a reasonable attempt to notify any student who is performing at the level of a “D” or “F” grade in a course. Grade reports are accessible to all students at the end of each semester. Only final semester grades are recorded on the official transcript.

Academic Advisement
The University has supportive faculty and staff members who work with each student to help ensure the student’s success at Ashford University. A Faculty Academic Advisor is appointed for each degree-seeking student. The Faculty Academic Advisor assists in the development of a class schedule that is tailored to meet the interests and educational goals of the student. If a student decides to change majors, the Registrar’s Office should be notified immediately. Students may request a change of Faculty Academic Advisor by application to the Campus Registrar.

Semester-Based Course Attendance Policy
The attendance policy at Ashford University is based on the commitment of the faculty and administration to helping students develop the work habits and skills that are essential for achieving academic success.

Students are required to attend the classes and labs for courses in which they are enrolled. They are expected to arrive on time for each class and to remain for the entire class unless prior arrangements have been made with the instructor. If a student is excused from class due to a University-sponsored activity, that student is expected to arrange with the instructor for all class work and assignments to be made up before the event. Students on academic probation must receive prior approval for missing class for a University sponsored event from the course instructor and the Vice President of Academic Affairs. If a student must miss a class due to an emergency over which he or she has no control, the student must contact the instructor to determine what preparation is needed before returning to the next class.

Faculty members are required to report absences from their classes, on a weekly basis, to the Registrar’s office. Federal regulations require that the University establish a last date of attendance for any student who ceases attending the University and return financial aid funds according to federal guidelines and University policy. Students who do not attend any classes for two consecutive weeks prior to the conclusion of 75% of the term will be administratively withdrawn from the program by the Registrar. The student’s grades for the semester will be determined according to the withdrawal policy guidelines outlined in the Ashford University Catalog.

Faculty members will include a clearly stated policy on each course syllabus to further explain how absences will affect a student's grade in that course.
Leave of Absence Policy

Campus/Semester-Based Programs

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. Students who need to request a break in enrollment may request an official Leave of Absence (LOA).

- A LOA may be considered an approved leave if the request is made after the second week of the beginning of the semester and before the conclusion of the 12th week of the semester.

- A financial aid student considering a Leave of Absence should contact the Financial Aid Office to discuss the impact on financial aid eligibility. At the point a student withdraws from all classes or falls below at least half-time enrollment status, student loan grace/repayment periods begin.

- The start date of the leave of absence is based on the last date of class attendance.

- Students are allowed one Leave of Absence per academic year.

- The scheduled return date must be no later than the start of the next semester, which cannot exceed the 180 days.

- Students who are requesting a leave of absence must complete a Leave of Absence Request Form. Failure to return to school on or before scheduled/approved re-entry date will result in the student’s withdrawal from the program.

- Leave of Absence Requests must be SIGNED AND SUBMITTED ON OR BEFORE the last day of class attendance. Requests submitted after the last day of attendance require an explanation. Requests submitted greater than 15 days after last date of attendance will not be approved.

- Students who do not return from an approved leave of absence will be withdrawn from the University as of the last date of documented attendance.

Final Examinations

The academic year is divided into two semesters of approximately sixteen weeks each, beginning in late August and again in mid-January of each year. The last week of each semester is reserved for final exams. Some form of final evaluation (exam, project, report, etc.) is required in every course and should be given at the time designated by the Registrar on the final exam schedule. Exceptions to this policy must receive the written approval of the Vice President of Academic Affairs at least two weeks prior to the scheduled exam week. A student’s absence from a final examination without a serious reason and permission of the instructor is recorded as a failure in the course. Deciding the nature of final exams as well as the frequency of other exams during the course is the responsibility of the individual instructor.
On-Campus Traditional Satisfactory Academic Policy (SAP) Requirements

We are dedicated to the academic success of our students. In this vein, the following policy outlines the academic requirements for Ashford University on-campus traditional programs and how they will be measured to ensure that students are making satisfactory academic progress toward successful degree completion. Probationary periods provide an opportunity for students to improve academic performance and meet overall requirements for degree completion. Students on probation should meet with their Academic Advisors to discuss course scheduling and planning for remediation. Please contact the Ashford University Registrar with any questions concerning the requirements outlined in this policy.

Undergraduate Semester-Based Program Measures:

- Week = 7 calendar days
- Academic Year = 32 weeks of instructional time
- Semester/Term = 16 weeks of instructional time
- Full-Time Enrollment = 12 credit hours or more per semester/term

On-campus traditional undergraduate students must meet the minimum criteria of a cumulative GPA in Ashford University coursework of 2.0 to make satisfactory academic progress:

The following majors require a 2.5 GPA standard:

- Bachelor of Arts in Business Education;
- Bachelor of Science in Clinical Cytotechnology;
- Bachelor of Arts in Elementary Education;
- Bachelor of Arts in Liberal Arts with Secondary Education Endorsement (teach out);
- Bachelor of Arts in Social Science with Secondary Education Endorsement;
- Bachelor of Science in Nuclear Medicine Technology; and
- Bachelor of Science in Clinical Laboratory Science.

Cumulative GPA includes all undergraduate level coursework attempted at Ashford University, excluding grades of Pass, I’s, or W’s. Only the latter grade is counted when a course is repeated. No grades are recorded or counted toward GPA for transfer credits or prior learning credits. A successful completion rate equals 67% or 2/3 of all attempted credits. Attempted undergraduate credits include applicable transfer credits, prior learning credits, and all course attempts recorded on the academic transcript; repeated courses are not excluded. Grades that count negatively against successful completion rates include I’s, W’s, and F’s. Successful completion of all program requirements must be accomplished within 150% of the normal length of the program.

Satisfactory Academic Progress Review and Evaluation

Reviews will take place at the end of each semester (including summer) in traditional semester-based programs. Undergraduate students will be evaluated against the GPA and 67% requirement for satisfactory academic progress at the conclusion of every 12 attempted credit hours at Ashford University.
Satisfactory Academic Progress, Probation, and Dismissal

Students who do not meet the minimum requirements for making satisfactory academic progress at the time of evaluation are placed on academic probation for the following term. Students will be given up to 12 credit hours of attempted coursework to meet the requirements for satisfactory academic progress. All coursework attempted after the term during which the student did not meet satisfactory academic progress will be counted as a part of the first-term probationary period. Students who are otherwise eligible to receive Title IV financial aid will be eligible to receive Title IV financial aid while on first-term academic probation.

Students on probation who do not meet the requirements for satisfactory academic progress at the conclusion of attempted credit hours may be dismissed from the University. However, students who have shown marked improvement during this probationary period but have not met the requirements for satisfactory academic progress may appeal to the Registrar to take up to 12 additional credit hours of coursework for second-term probation.

- The appeal must be made prior to the student’s enrollment in any classes that begin after the first-term probationary period.
- The written appeal must include a reasonable explanation for the student’s academic performance to date, which may include mitigating circumstances such as student injury/illness, death of a student’s family member, or other reasons resulting in undue hardship to the student, and a plan for completion of the coursework required for removal from probation during the following term.
- Appeals will be evaluated by a committee made up of the University Registrar or Campus Registrar and an Academic Administrator who has oversight in the student’s program of study. The Registrar will render a decision and communicate that decision in writing to the student. Students who are otherwise eligible to receive Title IV financial aid will be eligible to receive Title IV financial aid while on second-term academic probation.
- Students who do not meet the requirements for satisfactory academic progress at the conclusion of 24 credit hours in probationary status will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid.
- If, at any point during the program it becomes clear 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 (measured in credit hours), he or she will be dismissed from the University.

Academic Standards for Student Athletes

Eligibility to participate in intercollegiate athletics is governed by the standards adopted by the National Association for Intercollegiate Athletics (NAIA) and supplemented by the University Athletic Handbook.

Degree Programs

The University offers 21 majors and 25 baccalaureate degree programs. Some degree programs also offer concentrations that provide greater focus within a major field of study.
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, view of the world, and 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, these take the form of a competency block in which students must demonstrate proficiency in applied ethics, computing, critical thinking, mathematics, and written and oral communication. These learning skills are valuable in and of themselves and, doubly so, when used as means to realize the “intellectual growth” and “shared search for truth” of the mission statement. They are also skills much in demand by employers.

A liberal arts education is rooted in the idea of preparing a person for life as a citizen in a free society and, so, demands breadth. In structuring this part of the General Education program, the faculty formulated five general outcomes goals in the areas of aesthetic awareness, literature, physical world, social awareness, and values and beliefs. These goals were then defined in greater detail by multiple objectives 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, most obviously in the area of values and beliefs. More generally, the distribution of coursework across five subject areas requires students to take courses in many disciplines. By experiencing a diversity of subject matter and ways of knowing, students will emerge with a broadly based education that equips them, in conjunction with studies in their major and elective coursework, not only to pursue successful careers but also to lead meaningful lives.

**General Education Requirements**

The General Education program incorporates a framework that balances specified competencies and five subject areas to prepare the student for a productive and satisfying life.

In addition to satisfying the competencies, a total of 25 credit hours of General Education courses in five subject areas is required for the Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science, and Associate of Arts degrees.
## Competencies

Competencies are skills deemed necessary by the faculty to demonstrate a quality college education. The following general policies apply to the competencies:

1. Prerequisite courses, if needed, must be completed before taking the competency course. However, required courses listed can be waived, without credit, by means of high school advanced placement (AP) coursework and/or placement/competency testing. Students should consult faculty advisors for additional information regarding a waiver of competency requirements.
2. A minimum grade of “C–” will be required to satisfy competencies and competency prerequisites.
3. Competency courses may not simultaneously be used to satisfy subject area requirements.
4. Students should complete their competencies by the end of their sophomore year. Students desiring to take 300 level courses who have not finished competency requirements must obtain permission of the course instructor and the appropriate Dean.

Demonstration of the competencies listed below is required for the A.A., B.A., B.S., and B.A.S. degrees:

### Applied Ethics Competency (3 credit hours)

Applied Ethics Competency involves two major components: (1) understanding of principles of normative and non-normative ethical theories and (2) applying these principles in decision-making activities including case studies and contemporary social issues. Moral character is explored in all its dimensions: virtues and vices, commitments and attitudes, personal relationships and community involvement, in addition to right and wrong conduct.

- PHI 107/PHI 307 Philosophy of Human Conduct **OR**
- REL 203 Contemporary Human Problems

A competency test is available on request.
Communications Competency (9 credit hours)

To earn a degree at the University, a student must demonstrate writing and speaking competency. In writing, a student demonstrates the ability to write appropriately for different occasions, audiences, and purposes and to use the conventions of standard written English with skill and assurance. A student also demonstrates the ability to do research and to produce research papers, using a standard style of documentation. In speech, a student demonstrates the ability to speak confidently to achieve various purposes (to inform, to persuade, to present formal speeches) and to adapt his or her message to different audiences and occasions.

ENG 121 English Composition I
ENG 122 English Composition II
SPE 103 Oral Communication

Students have the option of passing CLEP examination to fulfill the English Composition I part of this requirement and to earn a passing score on an Ashford English Department examination to fulfill the English Composition II part of the requirement. Speech competency can be fulfilled by a passing score on an Ashford University Speech Department examination or through a portfolio demonstrating a range of public speaking experiences by a student.

Computer Competency (3 credit hours)

Computer Competency is defined as the level of computer literacy necessary to understand the purpose of a computer, how computers assist individuals and organizations to work more efficiently, and how computers influence society. Students will study computer concepts, terminology, and the role of system software. Students will utilize computer applications software to produce various documents, to construct spreadsheets, and to create visual presentations.

INF 103 Computer Literacy

A competency test is available on request.

Critical Thinking Competency (3 credit hours)

Critical Thinking Competency is defined as a set of skills and strategies for making reasonable decisions about what we do and believe. This competency includes understanding the use of thought and language, recognizing the most common logical fallacies, and using the essential skills of deductive and inductive argument analysis and evaluation. The students must demonstrate practical applications of critical thinking in academic disciplines.

PHI 103 Informal Logic OR
PHI 104 Fundamentals of Critical Reasoning

A competency test is available on request.
Mathematics Competency (3 credit hours)

Mathematics Competency permits students to efficiently process data and to learn new material in fields inside and outside of mathematics. Students will develop a knowledge base that allows logical reasoning and valid problem-solving techniques. The five basic components to mathematics competency are communicating through mathematics, mathematic reasoning, modeling data, using technology, and making connections to other disciplines.

MAT 228 Mathematical Modeling OR
MAT 225 College Algebra

All incoming students, except those with an A.A. or A.S. degree or a math course with a grade of “C-” or better deemed equivalent to the competency requirement, will be required to take a placement test developed by the Mathematics Department. Those placing beyond the courses listed above will be held to have satisfied the competency.

General Education Subject Areas and Courses

A course may only be applied once to meet a General Education requirement. Whether a course may be applied simultaneously to a General Education requirement and a major requirement depends on the requirements specified for each major.

Aesthetic Awareness (3 credit hours)

The student will develop an understanding of how the creative arts represent and reflect both individual expression and the social and natural environment in which the artist functions.

One course from the following:
ART 101 Art Appreciation
ART 103 Two-Dimensional Design
ART 200/ART 300 Art Appreciation II: Modern Art
ENG 225 Introduction to Film
LIB 327-I World Music
MUS 101 Masterpieces of Music
MUS 105 Music Theory I
MUS 255 Music in the United States
MUS 257 The American Musical Theater
MUS 355 Music in the United States
SPE 301 Oral Interpretation

Literature (3 credit hours)

The student will interact with others through the study of various types and genres of literature.

One course from the following:
ENG 125 Introduction to Literature
ENG 201 American Literature to 1865
ENG 202 American Literature Since 1865
ENG 203 British Literature I
ENG 204 British Literature II
ENG 303 Survey of Shakespeare
ENG 317 International Voices
**Physical World (4 credit hours)**
The student will understand the human species as a dynamic component of the physical world.

**One 4-credit-hour course from the following:**
- BIO 100 Life Science
- BIO 103 Principles of General Biology I
- BIO 104 Principles of General Biology II
- CHE 151 General Chemistry I
- CHE 152 General Chemistry II
- ENV/BIO 101 Humanity and the Environment
- ENV/CHE 106 Environmental Chemistry
- PHY 103 Weather and Climate
- PHY 105 Introduction to Physical Science
- PHY 201 College Physics I
- PHY 202 College Physics II

**Social Awareness (9 credit hours)**
The student will demonstrate an understanding of self and the interrelatedness of peoples, processes, and institutions and will analyze these relationships.

**One of the following historical perspective courses:**
- HIS 103 World Civilizations I
- HIS 104 World Civilizations II
- HIS 203 American History to 1865
- HIS 204 American History Since 1865

**One of the following multicultural perspective courses:**
- ANT 101 Introduction to Cultural Anthropology
- BUS 403 International Business
- ENG 212 African-American Literature
- ENG 217 International Voices
- ENG 312 African-American Literature
- ENG 317 International Voices
- ENG 388/History 388 Destination Course
- HIS 103 World Civilizations I
- HIS 104 World Civilizations II
- LIB 320-I Global Socioeconomic Perspectives
- LIB 323-I Revolution and Terrorism in the Modern World
- SOC 308 Racial and Ethnic Groups
- SOC 315 Cross-Cultural Perspectives
- REL 113 Comparative Religions

**One of the following social perspective courses:**
- ECO 100 Survey of Contemporary Economic Issues
- ECO 203 Principles of Macroeconomics
- ECO 204 Principles of Microeconomics
- POL 201 American National Government
- PSY 101 Introduction to Psychology
Values and Beliefs (6 credit hours)

The student will examine the values of peoples, processes, and institutions to gain a better understanding of self, others, and the world. Students will take at least one course in Philosophy and one course in Religious Studies.

Three courses from the following:

- PHI 100 Human Person and Values
- PHI 101 Introduction to Philosophy
- PHI 107/PHI 307 Philosophy of Human Conduct
- PHI 210/PHI 310 Franciscanism: Today and Yesterday
- REL 100 Introduction to Theology
- REL 101 Person and Faith
- REL 107 Introduction to Sacred Scripture
- REL 113 Comparative Religions
- REL 130 Quest for Judaic-Christian Values

Freshman Experience Requirement (3 credit hours)

EXP 103 Freshman Experience

The primary goal of this course is to assist all first-year students in their personal adjustment to college life. This is accomplished by investigation and practice of specific academic skills, by inquiry into life skills necessary for citizenship in any diverse community, and by knowledge of history, traditions, and values at Ashford University.

Note: Faculty Academic Advisors and Registrar’s Advisors assist students with course selection, but it is the student’s responsibility to insure he or she fulfills the above requirements.
Baccalaureate Degree Programs

Bachelor of Arts (B.A.)

Accounting
Professional Accounting Program (150 credit hours, CPA track)

Business Administration, with elective concentrations in
- Finance
- Marketing

Business Education
Computer Graphic Design with areas of emphasis in
- Animation
- Print Media
- Web Design

Elementary Education, with endorsements in
- English/Language Arts (K-6)
- Mathematics (K-6)
- Middle School (5-8)
- Reading (K-6)
- Science-Basic (K-6)
- Social Science/History (K-6)
- Social Science/Social Studies (K-6)

Secondary Education, with endorsements in
- American History
- Biology
- Chemistry
- English/Language Arts
- General Business
- General Science
- Marketing/Management
- Mathematics
- Middle School (5-8)
- Psychology
- Sociology
- Special Education
- World History

English
Management Information Systems
Marketing Management
Psychology
Social and Criminal Justice

Social Science, with elective concentrations in
- Health and Human Services Management
- Human Services
- Psychology

Sports and Recreation Management
Visual Art
Bachelor of Science (B.S.)
- Biology
- Clinical Cytotechnology
- Clinical Laboratory Science
- Computer Science and Mathematics
- Health Science
- Health Science Administration
- Nuclear Medicine Technology

Bachelor of Applied Science (B.A.S)
with the choice of the following cores:
- Accounting Core
- Computer Core
- Computer Graphic Design Core
- Health Care Administration Core
- Management Core

Minors
(may be completed in conjunction with another baccalaureate major)
- Accounting
- Arts Administration
- Business Administration
- Chemistry
- Child Learning and Development
- Computer Graphic Design
- Computer Science
- Criminal Justice
- e-Business
- Environmental Studies
- Health Care Administration
- Management Information Systems
- Marketing Communication
- Mathematics
- Music
- Psychology
- Sports and Recreation Management
- Visual Arts
Program in English as a Second Language

The program in English as a Second Language (ESL) may be offered for international students who have studied English before arriving in the United States but whose language proficiency is below the level required for a regular college program. Students are tested to determine their level of English proficiency and are then placed in ESL classes appropriate to their needs. The ESL program provides instruction to help the student reach a level of English language proficiency necessary for regular coursework at the University. Credit is based on the hours spent in class. A student may earn as many as 12 hours of credit per semester. Up to six hours of ESL credit can be applied toward a degree at the University. Students in need of ESL classes may be referred to external resources for access to needed coursework.

Graduation Requirements for B.A. and B.S. Degrees

1. Completion of the General Education requirements, including competencies
2. Completion of a minimum of 120 credit hours that are 100 level or higher
3. Completion of all major course requirements
4. Completion of all collateral course requirements (where applicable)
5. Minimum cumulative grade point of 2.00 in all coursework attempted and in major, minor, and collateral coursework attempted at the University. Persons with more than one major must average 2.00 in each major. A cumulative grade point of 2.50 is required for the business education, clinical cytotechnology, and elementary education majors and all majors seeking secondary education endorsements.
6. A minimum of 30 credit hours in upper-division courses numbered 300 or above. At least 21 of these hours should be credit for major or collateral courses.
7. No more than 45 credit hours in a single department (Neither limit is applicable to majors in Clinical Laboratory Science)
8. Completion of 30 credit hours of credit from the University. Except for Clinical Laboratory Science majors, the last 30 credit hours of credit earned toward a bachelor’s degree must be completed at the University.

Note: Academic Advisors assist students with course selection, but it is the student’s responsibility to insure that he or she fulfills the above requirements.

Graduation Requirements for B.A.S. Degree

1. An Associate of Applied Science or similar degree from an institution accredited by a recognized agency or association
2. Completion of the University’s baccalaureate General Education requirements, including competencies, with the following modifications:
   a. Aesthetic Awareness: Any three-hour art or music course may be taken to satisfy the requirement (as may ENG 225 or SPE 301).
   b. Literature: Any literature course may be taken to satisfy the literature requirement.
   c. Social Awareness: Any history course may be used to satisfy the historical perspectives requirement.
   d. Values and Beliefs: PHI 402 may be taken to satisfy the philosophy requirement.
3. Completion of a minimum of 120 credit hours that are 100 level or higher. The University will accept up to 64 credit hours of transfer credit earned as part of an AAS degree.

4. Completion of core requirements in accounting, computer, computer graphic design, health and human services management, or management (See BAS section for specific requirements). The degree will be noted on the transcript as a Bachelor of Applied Science degree in the chosen core.

5. A minimum grade point average of 2.0 in all work at the University and a minimum 2.0 grade point average in core, concentration, and minor courses, if applicable.

6. Completion of at least 30 credit hours of upper-division credit (300 level or higher)

7. The last 30 credit hours must be earned at the University.

Decisions on the applicability of courses taken as part of an AAS degree to General Education requirements (including competencies) will be made by the Vice President of Academic Affairs and the Registrar, in consultation with relevant faculty.

Note: Although Faculty Academic Advisors and Registrar’s Advisors assist students in course selection, it is the student’s responsibility to insure that he or she fulfills all graduation requirements.

Changes in Degree Requirements

Students have the option of satisfying degree requirements under any catalog in use during their period of continuous attendance. Students are required to notify the Registrar’s Office of any decision to follow degree requirements under a Catalog other than the one in place at the time of initial enrollment.

Major requirements for graduation are those in effect at the time the student declares a major. Changes in requirements after this time will apply provided they do not require a student to prolong the time required to complete the degree requirements. The Vice President of Academic Affairs and the College Deans have authority to waive or to provide substitute coursework for departmental requirements.

On-Campus Traditional Baccalaureate Degree Requirements

Colleges

The College of Arts and Sciences
The College of Business and Professional Studies
The College of Education

Majors

Ashford University, at its undergraduate campus, offers 21 baccalaureate majors and 25 baccalaureate programs. The major provides a means of focusing a student’s study and ensuring that the undergraduate experience provides sufficient depth in at least one area of study. Some B.A. majors offer the opportunity for students to
pursue one or more concentrations within the major. (Social Justice majors must complete the requirements for at least one concentration; other B.A. concentrations are optional.) A concentration is a coherent program that allows a student to focus his or her studies more sharply within the major. Minors are also available to students (see Minors heading below for more information) and provide programs of focused study outside the major.

**College of Arts and Sciences:**
**Bachelor of Arts Degree Program Offerings and Requirements**

**English**

English majors often seek employment opportunities in many areas such as business, education, the media, and government. The English major is also particularly valuable for students who desire to continue their education in graduate or professional schools in such areas as English, journalism, and law. Students are encouraged to consult the admissions requirements of prospective graduate schools when planning their undergraduate programs. Requirements may vary somewhat among different schools and programs.

**Major Course Requirements:**

- INF 103 Computer Literacy
- INF 231 Programming Concepts
- INF 331 IS Programming
- ECO 203 Principles of Macroeconomics
- EDU 460 Student Teaching in the Secondary School
- ENG 315 Business and Professional Writing
- HIS 301 History of American Business
- LIB 420 Applied Liberal Arts
- MUS 250 Conducting I
- PHI 402 Business Ethics
- PSY 302 Industrial/Organizational Psychology
- SPE 315 Business and Professional Speaking

One course beyond General Education and major requirements from the following family-oriented courses:

- ANT 101 Introduction to Cultural Anthropology
- BIO 100 Life Science
- BIO 225 Medical Biology for Health Care
- EDU 203 Child and Adolescent Literature
- ENV/BIO 101 Humanity and the Environment
- PHI 100 Human Person and Values
- PSY 104 Child and Adolescent Psychology
- PSY 304 Lifespan Development
- ESE/PSY 315 Survey of Exceptional Students
- SOC 203 Social Problems
- SOC 304 Social Gerontology
- SOC 312 Child, Family, and Society
- REL 101 Person and Faith
- REL 130 Quest for Judaic-Christian Values
- REL 203 Contemporary Human Problems
Psychology

The Psychology major guides students as they study human behavior and mental processes. This major explores psychology both as an area of scientific investigation and as a health or human services profession. A psychology major is also particularly valuable for students who desire to continue their education through graduate study in Psychology. Students are encouraged to consult the admissions requirements of prospective graduate schools when planning their undergraduate programs. Requirements may vary somewhat among different schools and programs. Students majoring in psychology may also seek employment opportunities in business, law, government, health care, and other careers that involve understanding human behavior and providing competent leadership.

Major Course Requirements (34 credits):

- PSY 101 Introduction to Psychology
- PSY 104 Child/Adolescent Development
- PSY 301 Social Psychology
- PSY 304 Lifespan Development
- PSY 323 Perception, Learning & Cognition
- PSY 350 Physiological Psychology
- PSY 498 Senior Thesis I
- PSY 499 Senior Thesis II

Choose two courses (6 credits) from the following:

- PSY 320 Research Methods and Statistical Applications
- PSY 321 Program Evaluation: Statistical Applications in Outcome Measurement
- MAT 332 Applied Statistics OR
  An Introductory Statistics Course

Choose one course (3 credits) from the following:

- PSY 303 Abnormal Psychology
- PSY 315 Survey of Exceptional Students
- PSY 317 Cognitive Functioning in the Elderly

Choose one course (3 credits) from the following:

- PSY 302 Industrial/Organizational Psychology
- PSY 311 Counseling Psychology: Methods of Applied Psychology
- PSY 322 Quantitative Assessment
- PSY 340 Research and Presentation (Elective)

Social and Criminal Justice

The social and criminal justice major is a unique interdisciplinary program that offers an emphasis in criminal justice through which a perspective for building a more just society is considered.

Social Justice Major Requirements (9 credit hours):

- PHI 107/PHI 307 Philosophy of Human Conduct
- PHI 210/PHI 310 Franciscanism Yesterday and Today
- SOC 330 Social Justice and Society
Criminal Justice Major Requirements (33 credit hours):

**Required Courses (12 credit hours):**
- CRJ 201 Introduction to Criminal Justice
- CRJ 301 Juvenile Justice
- CRJ 303 Corrections
- CRJ 306 Criminal Law and Procedure or
- CRJ 420 Criminal Justice Practicum

**Core electives (12 credit hours from the following):**
- CRJ 305 Crime Prevention
- CRJ 307 Victimology
- HIS/POL 303 The American Constitution
- LIB 318-I Peacemaking
- PSY 301 Social Psychology
- PSY 303 Abnormal Psychology
- SOC 203 Social Problems
- SOC 305 Crime and Society
- SOC 308 Racial and Ethnic Groups
- SOC 312 Child, Family, and Society
- SOC 320 Public Policy and Social Services

**Collateral electives (9 credit hours beyond General Education, two of which must be upper-division level):**
- BIO 225 Medical Biology for Health Care
- BIO/ENV 300 Environmental Biology
- BUS/ENV 345 Business and the Environment
- ECO 203 Principles of Macroeconomics
- LIB 315I The Environment and the Human Spirit
- LIB 318I Peacemaking
- PHI 100 Human Person and Values
- PHI 101 Introduction to Philosophy
- POL/ENV 310 Environmental Policies
- PSY 301 Social Psychology
- PSY 350 Physiological Psychology
- REL 101 Person and Faith
- REL 107 Introduction to Sacred Scripture
- REL 130 Quest for Judaic-Christian Values
- SOC 310 Funding Health and Human Services
- SOC 313 Medical Sociology

Social and Criminal Justice majors must earn a minimum of 42 upper-level credit hours. A maximum of 6 credit hours applied to General Education requirements may be applied to major requirements (exclusive of the collateral electives requirement).
Social Science

The social science major offers students an opportunity to focus their studies primarily in psychology, sociology, history, and related social science fields. Optional concentrations are available in health and human services management, human services, and psychology.

Requirements (51 credit hours):

At least 9 credit hours in history, including 6 or more credit hours at the 300-level or higher

At least 9 credit hours in psychology, including 6 or more at the 300-level or higher

At least 9 credit hours in sociology, including 6 or more at the 300-level or higher

At least 6 credit hours in multidisciplinary social science, selected from the following courses:
- LIB 309-I Interdisciplinary Topics in the Liberal Arts
- LIB 318-I Peacemaking: A Study of Conflict Resolution
- LIB 320-I Global Socioeconomic Perspectives
- LIB 323-I Revolution and Terrorism in the Modern World
- LIB 325-I The Civil War in American Culture

At least 6 credit hours in cross cultural perspectives, selected from the following courses:
- ANT 101 Introduction to Cultural Anthropology
- HIS 103 World Civilizations I
- HIS 104 World Civilizations II
- LIB 320-I Global Socioeconomic Perspectives
- SOC 308 Racial and Ethnic Groups
- SOC 315 Cross-Cultural Perspectives

At least 3 credit hours in political science

At least 3 credit hours in economics or courses specifically related to the economics of providing human services, selected from the following courses:
- ECO 100 Survey of Contemporary Economic Issues
- ECO 203 Principles of Macroeconomics
- ECO 204 Principles of Microeconomics
- HCA/SOC 310 Funding Health and Social Services

The following seminar course:
- LIB 307 Social Science Seminar

One of the following four courses:
- MAT 332 Applied Statistics
- PSY 320 Research Methods and Statistical Applications
- HCA/PSY 321 Program Evaluation
- PSY 322 Quantitative Assessment

The social science major also requires the completion of a minimum of 42 credit hours at the 300 level or higher.

Note: A single course may apply to only one of the nine requirement areas in the major. Some courses may also apply to General Education requirements.

Students planning to pursue a graduate degree are advised to complete more than one course in requirement #9.
Health and Human Services Management Concentration

The Health and Human Services Management concentration provides an interdisciplinary course of study for students in the social science major. This concentration provides the educational credentials to seek employment opportunities in management roles entailing the direct supervision of other human service professionals. Students selecting this concentration are required to complete specific courses including a business course component. Students pursuing the health and human services management concentration or core may pattern their coursework to complete the requirements for Nursing Home Administration licensure in the state of Iowa.

History (9 credit hours):
   Same requirements as listed under Social Science major

Psychology (9 credit hours):
   PSY 101 Introduction to Psychology
   PSY 303 Abnormal Psychology OR
   PSY 317 Cognitive Functioning in the Elderly
   PSY 301 Social Psychology OR
   PSY 311 Counseling Psychology OR
   PSY 320 Research Methods and Statistical Applications

Sociology (9 credit hours, including 6 or more at the 300 level or higher):
   SOC 101 Introduction to Sociology
   BUS 303 Human Resource Management (course fulfills requirement in place of one 300-level sociology course.)
   Any 300-level sociology course not fulfilling another requirement

Multidisciplinary Social Science Courses (6 credit hours):
   SOC 320 Public Policy & Social Services
   LIB 318-I Peacemaking: The Study of Conflict Resolution OR
   PSY/SOC 309 Special Topic in Human Services

Cross Cultural Perspectives Courses (6 credit hours):
   SOC 308 Racial and Ethnic Groups OR
   SOC 315 Cross-Cultural Perspectives

One of the following courses:
   ANT 101 Introduction to Cultural Anthropology
   HIS 103 World Civilizations I
   HIS 104 World Civilizations II
   LIB 320-I Global Socioeconomic Perspectives
   SOC 308 Racial and Ethnic Groups
   SOC 315 Cross-Cultural Perspectives

Political Science (3 credit hours):
   POL 201 American National Government

Economics (3 credit hours):
   HCA/SOC 310 Funding Health and Human Services

Methods Course (3 credit hours):
   HCA/PSY 321 Program Evaluation
Seminar requirements (3 credit hours) will be satisfied by

HCA/SOC 340 Managing in Health and Human Service: An Interdisciplinary Approach

Accounting (6 credit hours):

ACC 205 Principles of Accounting I
ACC 206 Principles of Accounting II

Philosophy (3 credit hours):

PHI 402 Business Ethics

Health Care Internship HCA 402 (3-6 credit hours) Must have a GPA in the major of 2.75

Human Services Concentration

The optional concentration in human services gives an applied emphasis to the major. Students selecting the human services concentration are required to complete specific courses within most of the nine requirement pools in the Social Science major.

History (9 credit hours):

Same requirements as listed under Social Science major.

Psychology (9 credit hours):

PSY 101 Introduction to Psychology
PSY 304 Lifespan Development (or equivalent)
PSY 311 Counseling Psychology: Methods of Applied Psychology

Sociology (9 credit hours):

SOC 101 Introduction to Sociology
SOC 312 Child, Family, and Society
SOC 320 Public Policy and Social Services

Elective Social Science Courses (15 credit hours):

PSY 301 Social Psychology
PSY 303 Abnormal Psychology
SOC 330 Social Justice and Society
SOC 340 Managing Health and human Services
LIB 318 Peacemaking
SOC 308 Racial and Ethnic Groups
SOC 315 Cross-Cultural Perspectives
PSY 317 Cognitive Functioning in the Elderly
SOC 304 Social Gerontology
CRJ 301 Juvenile Justice
SOC 305 Crime and Society

Political Science (3 credit hours):

POL 201 American National Government
**Economics (3 credit hours):**

At least 3 credit hours in economics or courses specifically related to the economics of providing human services, selected from the following courses:

- ECO 100 Survey of Current Economic Issues
- ECO 203 Principles of Macroeconomics
- ECO 204 Principles of Microeconomics
- SOC 310 Funding Health and Social Services

**Methods course (3 credit hours):**

- MAT 332 Applied Statistics
- PSY 320 Research Methods and Statistical Applications
- PSY 321 Program Evaluation
- PSY 322 Quantitative Assessment

**Seminar and Practicum:**

- LIB 307 Social Science Seminar
- PSY/SOC 421 Human Service Practicum

**Nursing Home Administration Licensure**

**Note:** A concentration in Nursing Home Administration Licensure does not guarantee licensure in any State. Students should consult the state in which they wish to be licensed for applicable requirements.

Nursing Home Administration Licensure concentration requires the courses listed below:

Ten Semester hours of Business Management, Accounting or Business Law or any combination thereof:

- ACC 205 Principles of Accounting I
- ACC 206 Principles of Accounting II
- BUS 402 Strategic Management and Business Policy
- HCA 423 Cost Effectiveness Analysis in Long-Term Care Administration

Six semester hours of Gerontology or Aging-related coursework in disciplines including but not limited to the Sciences & Humanities

- PSY 317 Cognitive Functioning in the Elderly
- SOC 305 Crime and Society

Twelve semester hours in Health Care Administration including but not limited to the areas of Organization Management, Regulatory Management, Human Resources Management, Resident Care Management, Environmental Services Management, and Financial Management.

- BUS 201 Principles of Management **OR** HCA 340 Managing in Health and Human Services: An Interdisciplinary Approach
- HCA 310 Funding Health and Social Services
- HCA 321 Program Evaluation: Statistical Applications in Outcome Measurement

Twelve semester hours (720 clock hours) of Long-term health Care Practicum

- HCA 425 Long-Term Care Internship
Psychology Concentration

The psychology concentration requires the courses listed below in addition to the other courses required for a Bachelor of Arts in Social Science. Courses listed will be applied to the psychology course requirement of the Social Science major.

Required Courses:

- PSY 101 Introduction to Psychology
- PSY 304 Life Span Development
- PSY 497 Psychology Capstone

Three courses selected from the following:

- PSY 301 Social Psychology
- PSY 302 Industrial/Organizational Psychology
- PSY 303 Abnormal Psychology
- PSY 305 Sports Psychology
- PSY 311 Counseling Psychology
- PSY 317 Cognitive Functioning in the Elderly
- PSY 323 Perception, Learning, and Cognition
- PSY 350 Physiological Psychology

Visual Art

The Bachelor of Arts in Visual Art program prepares creative students with design skills to seek employment in the art market through e-commerce, Web page design, or computer graphics. The Bachelor of Arts Degree in Visual Art may also be combined with a minor in Business Administration, Marketing Communication, or Computer Science for students who plan to seek employment in the global marketplace.

Major Course Requirements (31 credit hours):

**Required Two-Dimensional Studio Art Courses (12 credit hours):**

- ART 103 Two-Dimensional Design
- ART 105 Drawing I
- ART 207 Painting I
- ART 215 Computer Art I
- ART 220 Printmaking I
- ART 225 Photography I

**Required Three-Dimensional Studio Art Courses (3 credit hours):**

- ART 204 Three-Dimensional Design OR
- ART 211 Ceramics I

**Required Art History Courses (6 credit hours):**

- ART 101 Art Appreciation
- ART 200/300 Art Appreciation II: Modern Art

**Senior Thesis/Project (4 credit hours):**

- ART 498 Senior Thesis/Project I
- ART 499 Senior Thesis/Project II
Collateral Requirements: Liberal Arts courses beyond General Education (34 credit hours)

Visual Art and Liberal Arts Requirements (12 credit hours):
- ART 205 Drawing II
- ART 307 Painting II
- ART 353 Advanced Art Seminar
- LIB 304 Fine Arts Seminar

Interdisciplinary Course Requirements (6 credit hours):
- LIB 309-I Interdisciplinary Topics in the Liberal Arts
- LIB 311-I The Human Quest for Personal Freedom: Art, Music, and Literature of the Romantic Era
- LIB 315-I The Environment and the Human Spirit
- LIB 318-I Peacemaking: A Study of Conflict Resolution
- LIB 320-I Global Socioeconomic Perspectives
- LIB 325-I The Civil War in American Culture
- LIB 327-I World Music
- LIB 330-I The Renaissance

Elective Studio Courses (16 credit hours, 9 of which must be 300-level courses):
- ART 204 Three-Dimensional Design/Sculpture
- ART 309 Special Topics
- ART 311 Ceramics II
- ART 315 Computer Art II
- ART 320 Printmaking II
- ART 325 Photography II
- CGD 217 Survey of Graphic Communications
- CGD 220 Storytelling & Storyboarding
- CGD221 2-D Computer Animation
- CGD 230 Digital Video and Audio
- CGD 253 Web Publishing
- CGD 303 Publication Design
- CGD 317 Introduction to Advertising
- CGD 330 Digital Still Imaging
- CGD 340 Print Production
- CGD 353 Dynamic Publishing

Other program requirements for Visual Art majors:
- Must earn an overall grade point average of 2.00 or higher in art courses taken to complete the program
- Must complete a minimum of 30 credit hours of 300- to 400-level courses
- Must earn a minimum grade of “C-” for ART 498 and ART 499
- Must mount an exhibition of their artwork in the Cortona art gallery as part of the Senior Thesis/Project requirement
College of Arts and Sciences: 
Bachelor of Science Degree Programs and Requirements

Biology

The Bachelor of Science degree in biology offers students the opportunity to focus on the study of life forms and processes. Ashford University biology majors are exposed to different areas of biology and gain experience in both laboratory and field research. A Biology major is particularly valuable for students preparing for postgraduate study in medicine, physical therapy, and other health-related fields. Students are encouraged to consult the admissions requirements of prospective graduate schools when planning their undergraduate program. Requirements may vary somewhat among different schools and programs.

Major Course Requirements (44-45 credit hours)

- BIO 103 Principles of General Biology
- BIO 104 Principles of General Biology
- BIO 201 Microbiology
- BIO 340 Cell Biology
- CHE 151 General Chemistry
- CHE 152 General Chemistry
- CHE 301 Organic Chemistry I
- CHE 302 Organic Chemistry II
- MAT 332 Applied Statistics
- MAT 351 Calculus I OR
- MAT 311 Managerial Calculus
- PHY 201 College Physics I OR
- PHY 202 College Physics II

(BIO 103 and MAT 332 may also be applied to General Education requirements.)

Additional Degree Specific Requirements (22 credit hours)

- BIO 301/LIB 301 Liberal Arts Seminar (3 credit hours)
- BIO 498 and BIO 499 Senior Thesis/Project (Science) (4 credit hours); students must earn a grade of “C–” to fulfill degree requirements.

Two interdisciplinary courses (6 credit hours) with a notation of “I” in the course prefix.

Liberal Arts courses beyond General Education (9 credit hours) distributed across fine arts, humanities, and social science.

Biology Electives (11 credit hours)

Choose 3 additional biology courses numbered 200 or above, of which one course must be numbered 300 or above.
Clinical Cytotechnology

Cytotechnology is the microscopic study of cells contained in body tissues. The clinical cytotechnologist must differentiate malignant cells from normal ones in the diagnosis of cancer and other diseases. To make these critical decisions in the medical laboratory, the cytotechnologist must have a strong academic background in natural science along with intensive laboratory training in cytology.

The Clinical Cytotechnology program at the University is a 3 + 1 program offered in cooperation with three institutions. The University has affiliation agreements with the School of Cytotechnology, State Laboratory of Hygiene, University of Wisconsin-Madison in Madison, Wisconsin, the Cytotechnology Program, Mayo Foundation, Mayo School of Health Sciences in Rochester, Minnesota, and Mercy School of Cytotechnology, Des Moines, Iowa.

In their first three years of study at the University, students complete a program of study in biology and chemistry in addition to fulfilling General Education requirements for the baccalaureate degree. Students complete their senior year at the School of Cytotechnology, State Laboratory of Hygiene, University of Wisconsin-Madison in Madison, Wisconsin, the Cytotechnology Program, Mayo Foundation, Mayo School of Health Sciences in Rochester, Minnesota, and Mercy School of Cytotechnology, Des Moines, Iowa. (contingent upon their admission to one of these schools). The fourth year is devoted to laboratory studies in the different fields of cytology.

Students must gain admission to School of Cytotechnology, State Laboratory of Hygiene, University of Wisconsin-Madison in Madison, Wisconsin, the Cytotechnology Program, Mayo Foundation, Mayo School of Health Sciences in Rochester, Minnesota, and Mercy School of Cytotechnology, Des Moines, Iowa, before this phase of the program can be completed. A minimum cumulative GPA of 2.50 at Ashford University and strong academic performance in the courses above are required for admission.

Students who have met the degree requirements of the University and the professional training requirements of an affiliate institution receive the baccalaureate degree from the University and a professional certificate from the affiliate. Students who then pass the national examination administered by the American Society of Clinical Pathology are eligible to achieve full professional certification in Clinical Cytotechnology.

Major Course Requirements at Ashford University (36 credit hours)

- BIO 103 Principles of General Biology I
- BIO 104 Principles of General Biology II
- BIO 201 Microbiology
- BIO 205 Human Anatomy and Physiology I
- BIO 206 Human Anatomy and Physiology II
- BIO 340 Cell Biology
- BIO 342 Genetics and Immunology
- CHE 151 General Chemistry I
- CHE 152 General Chemistry II

Additional Requirements (19 credit hours)

A minimum of 15 credit hours in upper-division courses numbered 300 or above. A minimum of 90 credit hours total.

Residency Requirements at Ashford University

Transfer students must earn at least 30 credit hours from the University before attending the affiliate school of Cytotechnology.
Admission to Cytotechnology Program at Affiliated University

Students must gain admission to one of the affiliate programs before this phase of the program can be completed. A minimum cumulative GPA of 2.50 at Ashford University and strong academic performance in the courses above are required for admission to an affiliate program.

Residency at Affiliated Program

Major Course Requirements at an affiliated program involve successfully completing 30-32 credit hours in residence.

Clinical Laboratory Science

Clinical laboratory scientists/medical technologists perform the laboratory tests on which physicians rely for accurate diagnosis and proper treatment of disease. Clinical laboratory scientists/medical technologists are highly skilled health team members who use a battery of sophisticated procedures and instruments in their work and who possess specialized knowledge and skills acquired through completion of a formal program of academic and clinical study. The Clinical Laboratory Science Program (CLS) at the University is a 3 + 1 program offered in cooperation with OSF Saint Francis School of Clinical Laboratory Science, OSF Saint Francis Medical Center, Peoria, Illinois.

In a clinical laboratory setting, a CLS may:

- Work in clinical chemistry, hematology, immunohematology, immunology, molecular pathology, and/or clinical microbiology;
- Perform analyses on blood, urine, and other body fluids;
- Operate complex instruments to generate scientific data that aid in the diagnosis, treatment, and prognosis of disease;
- Evaluate quality assurance data to ensure accurate and reliable test results;
- Use independent judgment and problem-solving abilities;
- Develop research projects to evaluate new products and methods; or
- Provide and participate in continuing education.

The 4-year degree program opens options at the supervisory level that a Medical Technician (2-year certificate program) cannot offer.

General Requirements:

The CLS program is a 3 + 1 (3 years of prerequisite and General Education coursework followed by a clinical year) professional program that grants a certificate and/or a baccalaureate degree. Alternatively, students must possess or be eligible for a baccalaureate degree upon completion of the clinical year. In their first three years of study at Ashford University, students complete a program of study in biology, chemistry, and mathematics in addition to fulfilling General Education requirements for the baccalaureate degree. Students complete their senior year of study at the OSF Saint Francis School of Clinical Laboratory Science, OSF Saint Francis Medical Center, Peoria, Illinois (contingent upon their admission to the program), devoted to clinical laboratory studies.
On-Campus Traditional Undergraduate Programs

Major Courses and Specifics:

- BIO 103 Principles of General Biology I
- BIO 104 Principles of General Biology II
- BIO 201 Microbiology
- CHE 151 General Chemistry I
- CHE 152 General Chemistry II
- CHE 301 Organic Chemistry I
- CHE 302 Organic Chemistry II OR
- CHE 309 Biochemistry
- MAT 332 Applied Statistics
- MAT 227 Pre-Calculus
- BIO 205 Human Anatomy and Physiology I
- BIO 206 Human Anatomy and Physiology II
- BIO 342 Genetics and Immunology

Optional or recommended:

- PHY 201 College Physics I
- PHY 202 College Physics II
- BIO 340 Cell Biology

Students who plan to pursue a graduate degree, enter medical or dental school, or are considering a science undergraduate major other than Clinical Laboratory Science should take the second semester of organic chemistry either in place of or in addition to biochemistry. In addition, those students should also add the two-semester sequence of college physics and the cell biology course.

Residency requirements at Ashford University:

Transfer students must earn at least 30 credit hours from Ashford University before attending the affiliate’s Clinical Laboratory Science program.

Major Course Requirements at OSF Saint Francis School of Clinical Laboratory Science, OSF Saint Francis Medical Center, Peoria, Illinois: 32 hours would transfer back to Ashford University for BS in CLS

Admission to Affiliated University CLS Program:

Students must gain admission to the CLS program at OSF Saint Francis School of Clinical Laboratory Science, OSF Saint Francis Medical Center, Peoria, Illinois, before this phase of the program can be completed. A minimum cumulative GPA of 2.75 at Ashford University and strong academic performance in the courses above are required for admission. Furthermore, Science division advisors are in the position to gauge a student’s ability in advising sessions and would be in a position to recommend students into the CLS program at University of Iowa. Declaration of a major is required at the end of the sophomore year, and advisors would be in the position to determine whether a student would proceed into the program.

The professional (clinical) program consists of a minimum of 12 months of didactic and practical instruction and successful completion of 32 credit hours. The first summer session and fall semester are devoted to lectures, laboratory experience, demonstrations, short generalist rotations, and seminars covering theory and technique in clinical laboratory science.
Computer Science and Mathematics

(Taught in partnership with the College of Business and Professional Studies)

The baccalaureate program in computer science and mathematics has flexibility to allow the student to tailor the degree toward computer programming or applied mathematics. Students in this program will develop and strengthen their ability to solve problems creatively and effectively, to reason logically, and to apply computer and mathematical skills in positions in industry or to continue their studies at the graduate level. Students are encouraged to consult the admissions requirements of prospective graduate schools when planning their undergraduate programs. Requirements may vary somewhat among different schools and programs. See Computer Graphic Design section and Management Information Systems section for additional degree options in the computer science field.

Major Course Requirements (44 credit hours):

INF 231 Programming Concepts
INF 220 IS Principles
INF 331 IS Programming
INF 431 Advanced IS Programming
INF 410 Project Management*
INF 420 Senior Portfolio*
MAT 351 Calculus I/Analytic Geometry
MAT 352 Calculus II/Analytic Geometry
MAT 320 Discrete Mathematics
MAT 206/366 Linear Algebra

With the approval of the Math Department, a student may take the following in place of INF 410 and INF 420:

LIB 498 Senior Thesis/Project I
LIB 499 Senior Thesis/Project II

Choose 12 credit hours from the following:

CGD 353 Dynamic Publishing
INF 322 Database Management Systems
INF 325 Telecommunications and Networking Concepts
INF 391 IS Seminar I
INF 392 IS Internship
MAT 300 History of Mathematics
MAT 353 Calculus III
MAT 362 Modern Algebra AND
MAT 364 Modern Geometries

Collateral Courses Requirements (11 credit hours):

PHI 103 Informal Logic
PHY 201 College Physics I
PHY 202 College Physics II

Additional Degree Requirements:

In the following courses, the student will produce a portfolio project in one of the following topic areas: Applied Mathematics, Computer Programming, Computer Game Design, Statistics, or Web Programming. If the student is pursuing an additional major offered by the IS department, one of the projects may be in a topic area for that major. A single project may fit more than one topic area, even if from a different major.
INF 391 IS Seminar I
INF 392 IS Internship
INF 410 Systems Analysis and Logical Design
INF 420 Senior Portfolio

A student may be required to demonstrate competency in programming if previous programming coursework is
more than four years prior to enrollment at Ashford University. At least one programming courses, 200 level or
above, must be taken at Ashford University.

Health Science

The B.S. in Health Science is a 3+1 program that prepares students for entry into post baccalaureate professional
training programs in a health-related field. The curriculum centers around essential biological chemical,
physical and social sciences that are fundamental to the allied health professions. The program is designed to
fulfill requirements for admission into advanced degree programs such as physical therapy. The University has
affiliation agreements with Clarke College.

In their first three years of study at the University, students complete a program of study in biology and chemistry
in addition to fulfilling General Education requirements for the baccalaureate degree. Students complete their
senior year in the Doctor of Physical Therapy at Clarke College.

Students must gain admission to the 3+3 Doctor of Physical Therapy at Clarke College before this phase of the
program can be completed. Requirements for admittance at Clarke College are listed below.

The degree will be granted upon successful completion of a fourth year in an articulated program, such as the
3+3 Doctor of Physical Therapy program at Clarke College. When the student completes the Doctor of Physical
Therapy at Clarke College (projected in two additional years), Clarke College confers the Doctorate.

Major Course Requirements (122 credit hours required):

BIO 103 Principles of General Biology I*
BIO 104 Principles of General Biology II*
BIO 205 Human Anatomy and Physiology I*
BIO 206 Human Anatomy and Physiology II*
CHE 151 General Chemistry I*
CHE 152 General Chemistry II*
PHY 201 College Physics I*
PHY 202 College Physics II*
MAT 227 Pre-Calculus
MAT 332 Applied Statistics Or Intro to Statistics
PSY 101 Intro to Psychology*
PSY 303 Abnormal Psychology* OR
PSY 304 Lifespan Development* - Recommended option

SOC 101 Introduction to Sociology

HCA 221 Health Care Practicum**

*Prerequisites must have “C” or better with minimum GPA of 3.0

**Requirement of 75 documented hours under the direct supervisor of a licensed Physical Therapist in at least 3 different settings.

Residency Requirements at Ashford University

Transfer students must earn at least 30 credit hours from Ashford University before attending the affiliate school.

Admission to Health Science Program at Affiliated Institution

Students must gain admission to one of the affiliate programs before this phase of the program can be completed. Requirements for admittance at Clarke College includes a minimum C.G.P.A. of 3.0 and no grades lower than a “C” on prerequisite courses. Other requirements may apply, check with an Academic Advisor or with Clarke College.

Residency at Affiliated Program

Major Course Requirements at Clarke College’s Doctor of Physical Therapy are as follows:

**Professional Program Requirements:**

Physical Therapy Program at Clarke College (35 hours)

BIOL 410 Human Gross Anatomy

BIOL 420 Human Physiology

PT 414 Functional Anatomy and Biomechanics

PT 422 Physical Agents

PT 425 Issues in Health Care

BIOL 425 Exercise Physiology

BIOL 445 Neuroscience

PT 424 Patient Care

PT 426 Intro PT Exam/Intervention

PT 429 Clinical Practicum

PT 518 Therapeutic Exercise
Health Science Administration

The B.S. degree in Health Science Administration prepares students to seek entry-level positions in a health-related field or to gain admission into a post baccalaureate program in a health-related field. The curriculum gives the individual a firm foundation in essential biological, chemical, physical, and social sciences, as well as effective management skills that are fundamental to administering allied health programs. Students are encouraged to consult the admissions requirements of prospective graduate schools when planning their undergraduate programs. Requirements may vary somewhat among different schools and programs.

Major Course Requirements (122 credit hours required):

**Required Courses (47-50 credit hours):**

- BIO 103 Principles of General Biology I
- BIO 104 Principles of General Biology II
- BIO 205 Human Anatomy and Physiology I
- BIO 206 Human Anatomy and Physiology II
- CHE 151 General Chemistry I
- CHE 152 General Chemistry II
- PHY 201 College Physics I
- PHY 202 College Physics II
- MAT 227 Pre-Calculus
- MAT 332 Applied Statistics Or Intro to Statistics
- PSY 101 Introduction to Psychology
- PSY 304 Lifespan Development
- SOC 101 Introduction to Sociology

**Administration Requirements (30-33 credit hours):**

- ACC 205 Accounting
- ACC 206 Accounting
- BUS 303 Human Resource Management
- SOC 313 Medical Sociology
- HCA 340 Man. Health and Health Science
- HCA 310 Funding Health and Health Science
- HCA 321 Program Evaluation
- HCA 402 Allied Health Intern* or HCA 221
- PHI 402 Business Ethics
- PSY 302 Industrial Org. Psychology
- SOC 320 Public Policy and Health Science
Nuclear Medicine Technology

Nuclear Medicine Technology (NMT) is a medical specialty program that uses nuclear medicine instruments, sophisticated computers, and detectors for diagnostic, therapeutic, and research purposes. The nuclear medicine technologist diagnoses diseases by safely using radioactive tracers for diagnostics purposes and works hand-in-hand with nuclear medicine physicians, health physicists, radio pharmacists, and radio chemists as an integral part of a highly skilled team.

The Nuclear Medicine Technologist generally works in hospitals and clinics. The NMTs functions might include:

- Operating nuclear medical instruments
- Positioning patients for imaging procedures
- Preparing data for the physician’s interpretation
- Preparing and administering radiopharmaceuticals
- Collecting and preparing biological specimens to measure levels of hormones, drugs, and other components
- Radiation safety
- Quality control

The Nuclear Medicine Technology program is offered in cooperation with the Mayo School of Health Sciences. Please note: Students should see an Ashford University campus Dean/Vice President of Academic Affairs for details about any arrangements between Ashford University and other colleges/Universities. Transferability of credits is always up to the receiving institution. Students who wish to apply to the University of Iowa or other Nuclear Medicine programs will be subject to that institution's admissions requirements.

General Requirements:

The NMT program is a 3 + 1 (3 years of prerequisite and General Education coursework followed by a clinical year) professional program that grants a certificate and/or a baccalaureate degree. Alternatively, students must possess or be eligible for a baccalaureate degree upon completion of the clinical year. In their first three years of study at Ashford University, students complete a program of study in biology, chemistry, and mathematics in addition to fulfilling General Education requirements for the baccalaureate degree. Students complete their senior year of study at the Mayo School of Health Sciences in Rochester, Minnesota,(contingent upon their admission to the program), devoted to nuclear medicine technology.

Optional approach: Students may complete the Ashford University Nuclear Medicine Technology requirements outlined below and choose to apply to the University of Iowa’s Nuclear Medicine program. Upon acceptance to Iowa University’s Nuclear Medicine Program, a student may earn a degree from the University of Iowa. Students must meet the admissions requirements of the University of Iowa Nuclear Medicine Program or any certified Nuclear Medicine program where the student wishes to apply. Students will be strongly advised to follow Ashford University Bachelor of Science Biology degree program requirements. In this way, students who are not admitted to University of Iowa’s Nuclear Medicine Technology program can complete an Ashford University degree in their chosen area within four years.

In the first three years of study at Ashford University, students must complete at least 38 credit hours in areas of biology, chemistry, physics, mathematics, and computers plus fulfillment of General Education requirements and competencies (= 47 credit hours). The required courses in the first and sophomore years emphasize the physical and biological sciences, which provide a basic background for future development in the junior year. Students take electives to ensure a minimum of 90 hours to apply to a certified Nuclear Medicine Technology program. Students complete their senior year of study at the Mayo School of Health Sciences Nuclear Medicine Program which is contingent upon their admission to the Nuclear Medicine Technology Program. Upon satisfactory
completion of the fourth year, students receive a certificate from the nuclear medicine program attended and, upon transferring the 34 credit hours, a baccalaureate degree in Nuclear Medicine Technology from Ashford University. Graduates then are eligible for national certification as nuclear medicine technologists by the Nuclear Medicine Technology Certification Board.

**Major Courses and Specifics:**

- CHE 151 Principles of Chemistry
- CHE 152 Principles of Chemistry
- CHE 313 Nuclear Chemistry
- CHE 315 Quantitative Analysis
- BIO 103 Principles of General Biology
- BIO 104 Principles of General Biology
- PHY 201 College Physics I
- PHY 202 College Physics II
- BIO 205 Human Anatomy and Physiology I
- BIO 206 Human Anatomy and Physiology II
- ART 215 Computer Art I
- MAT 332 Applied Statistics

**Recommended Electives:**

- BIO 201 Microbiology
- BIO 340 Cell Biology
- BIO 342 Genetics and Immunology
- MAT 311 Managerial Calculus
- BIO 225 Medical Biology for Health Care
- HCA 221 Practicum in Healthcare

**Residency Requirement at Ashford University:**

Transfer students must earn at least 30 credit hours from Ashford University before attending an affiliate institution with a Nuclear Medicine Technology program.

**Major Course Requirement at University of Iowa:**

Students must declare a major at the end of the sophomore year, and Ashford University advisors would be in the position to determine whether a student would proceed into the NMT program. Science advisors are in the position to gauge a student’s ability through advising sessions and recommend students into the NMT program. A minimum cumulative GPA of 2.75 at the University and strong academic performance in the courses above are required for admission to NMT programs, such as, at the Mayo School of Health Sciences. The curriculum of the NMT Clinical year is based on Essentials of an Accredited Educational Program in Nuclear Medicine Technology. The clinical year consists of 30 credit hours.
College of Arts and Sciences:  
Bachelor of Applied Science Programs and Requirements

The Bachelor of Applied Science Degree offers holders of Associate of Applied Science degrees the opportunity to pursue a four-year degree with a focus in accounting, computers, computer graphic design, health care management, health and human services management, or management without losing a large number of credits in the transfer process. Accepting the AAS as evidence of expertise in an applied science, the BAS degree adds breadth through a Liberal Arts-based General Education component and depth through the chosen core. The BAS graduate is thus prepared for greater career mobility and a more enriched life. In addition to the general requirements for the BAS degree noted previously (see Requirement for Graduation with a Bachelor of Applied Science Degree section in this catalog), students must complete one of the following core requirements:

Health Care Administration

Major Course Requirements (42 credit hours):

ACC 205 Principles of Accounting I  
ACC 206 Principles of Accounting II  
BUS 303 Human Resource Management*  
HCA/PSY 321 Program Evaluation  
HCA/SOC 310 Funding Health and Human Services  
PHI 402 Business Ethics  
POL 201 American National Government  
PSY 101 Introduction to Psychology  
PSY 302 Industrial/Organizational Psychology  
SOC 101 Introduction to Sociology  
SOC 320 Public Policy and Social Services  
HCA 402 Health Care Internship**

One course from the following:

BUS 201 Principles of Management  
HCA/SOC 340 Managing in Health and Human Services: An Interdisciplinary Approach

One course from the following:

PSY 303 Abnormal Psychology  
PSY 317 Cognitive Functioning in the Elderly

One course from the following:

PSY 301 Social Psychology  
PSY 311 Counseling Psychology  
PSY 320 Research Methods and Statistical Applications

Elective: HCA Long-Term Care Internship (12 credit hours)

The following courses may also be applied to the General Education requirements:

PHI 402 Business Ethics  
POL 201 American National Government  
PSY 101 Introduction to Psychology  
SOC 101 Introduction to Sociology
*The prerequisite for BUS 303 is SOC 340 or permission of the instructor.

** GPA of 2.75 required in the core.

SOC 305 Crime and Society
SPE 315 Business and Professional Speaking
SOC 203 Social Problems
SOC 308 Racial and Ethnic Groups
SPE 301 Oral Interpretation

College of Business and Professional Studies:
Bachelor of Arts Degree Program Offerings and Requirements

** Accounting **

The accounting major at the University develops necessary analytical, conceptual, and technical knowledge and proficiency in accounting. Collateral courses complement the accounting curriculum and enable students to better understand the internal and external business environment through study in business administration, economics, and quantitative methods. Accounting majors may also pursue an optional concentration in environmental studies. The Professional Accounting Program meets the needs of students planning to sit for the Certified Public Accounting (CPA) exam.

** Major Course Requirements (27 credit hours): **

- ACC 205 Principles of Accounting I
- ACC 206 Principles of Accounting II
- ACC 305 Intermediate Accounting I
- ACC 306 Intermediate Accounting II
- ACC 310 Cost Accounting I
- ACC 401 Federal Income Taxes I
- ACC 410 Auditing

** Two courses from the following: **

- ACC 311 Cost Accounting II
- ACC 380 Accounting for Not-For-Profit Organizations
- ACC 402 Federal Income Taxes II
- ACC 407 Advanced Accounting

** Collateral Course Requirements (27 credit hours): **

- BUS 307 Operations Management
- BUS 311 Business Law I
- BUS 401 Principles of Finance
- ECO 203 Macroeconomics
- ECO 204 Microeconomics
- MAT 332 Applied Statistics
- PHI 402 Business Ethics

** Choose one course: **

- INF 240 Visual & Verbal Presentations OR
- INF 242 Spreadsheet & Database Analysis
One course from the following:

- BUS 201 Principles of Management
- BUS 303 Human Resource Management
- BUS 312 Business Law II
- BUS 330 Principles of Marketing
- BUS 402 Business Policy
- ENG 315 Business & Professional Writing
- INF 240 Visual & Verbal Presentations
- INF 242 Spreadsheet & Database Analysis
- LIB 320I Global Socioeconomic Perspectives
- MAT 351 Calculus I with Analytic Geometry
- MAT 311 Managerial Calculus
- SPE 315 Business & Professional Speaking

Professional Accounting Program

*(150 credit hours, CPA track)*

Since January 1, 2001, the American Institute of Certified Public Accountants (AICPA) requires members of their organization to have earned 150 credit hours of education and to have passed the CPA exam. To respond to this requirement, Ashford University has developed the Professional Accounting Program. This is a five-year, 150-credit-hour curriculum that meets the AICPA requirements for sitting for the CPA exam. The Professional Accounting Program also incorporates AICPA recommendations for broadening the academic preparation of public accountants. Students completing the program will also receive a double major in accounting and business administration.

Degree Requirements:

- Fulfill all requirements for the B.A. major in accounting to include all current accounting electives.
- Fulfill the requirements for a business administration major to include BUS 312 Business Law II.
- ACC 420 Internship (3-12 credit hours)
- ENG 315 Business and Professional Writing
- SPE 315 Business and Professional Speaking

One of the following behavioral science courses:

- BUS 350 Consumer Behavior
- PSY 101 Introduction to Psychology (PSY 101 may not be applied here if used to meet a General Education requirement.)
- PSY 301 Social Psychology
- ECO 317 Money and Banking

Choose one course:

- INF 240 Visual & Verbal Presentations OR
- INF 242 Spreadsheet & Database Analysis

One of the following math courses:

- MAT 351 Calculus I or
- MAT 311 Managerial Calculus
- INF 220 IS Principles OR
- INF 410 Systems Analysis and Logical Design
Accounting Minor (21 credit hours)
Please see the Minors section of this catalog for information.

Business Administration
Business students study the environment of business in a market-based economy and explore the different functional areas of business including finance, human resources, information management, and marketing. Collateral courses complement the business core and assist students in acquiring essential knowledge and competence in accounting, economics, ethics, and mathematics. Elective concentrations in finance and marketing build on the core curriculum.

Students with a strong interest in marketing or public relations might consider the Marketing Management major; please refer to that section.

Major Course Requirements (33 credit hours):
- BUS 201 Principles of Management
- BUS 303 Human Resource Management
- BUS 307 Operations Management and Quantitative Techniques
- BUS 311 Business Law I
- BUS 318 Organizational Behavior
- BUS 330 Principles of Marketing
- BUS 401 Principles of Finance
- BUS 402 Strategic Management and Business Policy

One course from the following:
- INF 240 Visual & Verbal Presentations
- INF 242 Spreadsheet & Database Analysis

Two courses from the following:
- BUS 309 Special Topics in Business
- BUS 312 Business Law II
- BUS 316 Financial Institutions and Markets
- BUS 317 Introduction to Advertising
- BUS 339 Marketing Research
- BUS/ENV 345 Business and the Environment
- BUS 350 Consumer Behavior
- BUS 352 e-Business
- BUS 403 International Business
- BUS 405 Principles of Investments
- BUS 420 Internship

Collateral Course Requirements (21 credit hours):
- ACC 205 Principles of Accounting I
- ACC 206 Principles of Accounting II
- ECO 203 Principles of Macroeconomics
- ECO 204 Principles of Microeconomics
- MAT332 Applied Statistics
- PHI 402 Business Ethics
One course from the following:

- ACC 305 Intermediate Accounting I
- ACC 306 Intermediate Accounting II
- ECO 316 Financial Institutions and Markets
- ECO 317 Money and Banking
- ENG 315 Business and Professional Writing
- HIS 301 History of American Business
- INF 220 IS Principles
- INF 240 Visual & Verbal Presentations
- INF 242 Spreadsheet & Database Analysis
- LIB 320I Global Socioeconomic Perspectives
- MAT 351 Calculus I with Analytic Geometry
- MAT 311 Managerial Calculus
- PSY 301 Social Psychology
- SOC 309 Special Topics in Human Services
- SPE 315 Business and Professional Speaking

*ECO 316 cannot be applied here if course was taken as BUS 316.

**Elective Concentrations** – Students may choose one of the following optional concentrations, if desired:

**Finance Concentration (12 credit hours):**

- BUS 401 Principles of Finance
- BUS 405 Principles of Investments
- ECO 317 Money and Banking

One course from the following:

- ACC 305 Intermediate Accounting I
- BUS/ECO 316 Financial Institutions and Markets

**Marketing Concentration (12 credit hours):**

- BUS 330 Principles of Marketing

**Three of the following courses:**

- BUS 317 Introduction to Advertising
- BUS 339 Marketing Research
- BUS 350 Consumer Behavior
- BUS 352 e-Business
- BUS 420 Internship
- CGD 303 Publication Design

**Financial Certification** – Students interested in pursuing the CFA (Chartered Financial Analyst) qualification should consult the Chair of the Business Department regarding appropriate coursework.

**Business Administration Minor (21 credit hours)**

See the Minors section of this catalog for more information

**Marketing Communication Minor (22 credit hours)**

See the Minors section of this catalog for more information.
Computer Graphic Design

The Computer Graphic Design major combines the application of visual art, communication, marketing, music, and computer programming skills that are needed to aid current business and industry. The Graphic Design degree involves the creation of information that people see and read: posters, books, signs, advertisements, commercials, brochures, video production, digital imaging, and Websites. See Management Information Systems section and Computer Science and Mathematics section for other degree options in the computer science field.

Required Courses:

- ART 103 Two-Dimensional Design
- ART 105 Drawing I
- ART 215 Computer Art I
- CGD 217 Survey Graphic Communication
- CGD 240 Media Writing/Editing
- CGD 330 Digital Still Imagining
- INF 231 Programming Concepts
- INF 410 Project Management
- INF 420 Senior Portfolio

Area of Emphasis - Students must choose ONE area of emphasis from the following:

Animation Emphasis (30 credit hours):

Majors must earn a “C-” or better in each course to move on in the program.

- CGD 220 Storytelling/Storyboarding
- CGD 223 3-D Modeling I
- CGD 230 Digital Video and Audio
- CGD 324 3-D Animation I
- CGD 325 3-D Animation II
- CGD 326 3-D Dynamics
- CGD 327 Advanced 3-D Seminar I
- CGD 427 Advanced 3-D Seminar II
- ENG 225 Introduction to Film

Animation Electives (3 credit hours from the following):

- ART 211 Ceramics I
- ART 225 Photography I
- ART 315 Computer Art II
- BUS 330 Principles of Marketing
- CGD 221 2-D Computer Animation
- CGD 253 Web Publishing
- CGD 303 Publication Design
- CGD 323 3-D Modeling II
- CGD 330 Digital Still Imagining
- CGD 332 Multimedia Authoring
- CGD 353 Dynamic Publishing
- INF 391 IS Seminar I
- INF 392 IS Internship
Print Media Emphasis (27 credit hours):
ART 315 Computer Art II
BUS 330 Principles of Marketing
INF 240 Visual & Verbal Presentations
CGD 253 Web Publishing
CGD 303 Publication Design
CGD 317 Introduction to Advertising
CGD 318 Introduction to Public Relations and Promotional Writing
CGD 340 Print Production

Print Media Emphasis Electives (3 credit hours from the following):
ART 225 Photography I
BUS 317 Introduction to Advertising
BUS 330 Principles of Marketing
BUS 352 e-Business
CGD 220 Storytelling and Storyboarding
CGD 221 2-D Computer Animation
CGD 223 3-D Modeling I
CGD 332 Internship
CGD 353 Dynamic Publishing
INF 220 IS Principles
INF 391 IS Seminar I
INF 392 IS Internship

Web Emphasis (27 credit hours):
BUS 330 Principles of Marketing
BUS 352 e-Business (may substitute BUS 317 or 330)
CGD 221 2-D Computer Animation
CGD 253 Web Publishing
CGD 303 Publication Design
CGD 353 Dynamic Publishing
INF 322 Database Management Systems
INF 240 Visual & Verbal Presentations

Web Emphasis Electives (3 credit hours from the following):
ART 225 Photography I
ART 315 Computer Art II
BUS 317 Introduction to Advertising
BUS 330 Principles of Marketing
CGD 221 2-D Computer Animation
CGD 223 3-D Modeling I
CGD 318 Public Relations Practices & Promotional Writing
CGD 332 Multimedia Authoring
INF 220 IS Principles
INF 242 Spreadsheet & Database Analysis
INF 431 Advanced IS Programming
INF 391 IS Seminar I
INF 392 IS Internship
Management Information Systems

In the baccalaureate program in management information systems, students study the basic technical aspects of hardware and software systems; learn high-level application software design and programming skills; develop competence in applying systems analysis and design strategies and techniques to business problems; explore the business/organizational context of information systems, including the information needs and delivery systems in business organizations; and develop skills in communications and human relations that are vital to successful project management.

The program in management information systems at Ashford University meets the official curricular guidelines established by the Association of Information Technology Professionals (AITP, formerly Data Processing Management Association, DPMA).

Major Course Requirements (30 credit hours)

- CGD 253 Web Publishing
- INF 231 Programming Concepts
- INF 220 IS Principles
- INF 331 IS Programming
- INF 240 Visual & Verbal Presentations
- INF 242 Spreadsheet & Database Analysis
- INF 322 Database Management Systems
- INF 410 Project Management
- INF 420 Senior Portfolio

Choose 3 credit hours from the following:

- BUS 352 e-Business
- CGD 318 Procedures and Promotional Writing
- INF 391 IS Seminar I
- INF 392 IS Internship

Collateral Course Requirements (24-25 credit hours)

- ACC 205 Principles of Accounting I
- BUS 201 Principles of Management
- BUS 303 Human Resource Management
- BUS 307 Operations Management and Quantitative Techniques
- BUS 330 Principles of Marketing
- ECO 203 Macroeconomics
- PHI 402 Business Ethics

Additional Degree Requirements:

In INF 391, INF 392, INF 410, and INF 420, the student will produce a portfolio project on one of the following topic areas: Computer Support, Computer Repair, Computer Training, Database, or Help Desk. If the student is pursuing an additional major offered by the IS department, one of the projects may be in a topic area for that major. A single project may fit more than one topic area, even if from a different major.

A student may be required to demonstrate competency in programming if previous programming coursework is more than four years prior to enrollment at Ashford University. At least one programming courses, 200 level or above, must be taken at Ashford University.
Marketing Management

The marketing management major introduces students to the marketing of goods and services with today’s technology. Recognizing the need for students to be adept at conveying information to the consuming public, heavy emphasis is given to marketing communications. Students may also select additional courses in business to complement the major. See Business Administration section for another major option in the business field.

Major Course Requirements (21 credit hours):

- BUS 201 Principles of Management
- BUS 311 Business Law I
- BUS 318 Organizational Behavior
- BUS 330 Principles of Marketing
- BUS 339 Marketing Research
- BUS 350 Consumer Behavior
- BUS 352 e-Business

Collateral Course Requirements (24 credit hours):

- ACC 205 Principles of Accounting I
- CGD 240 Media Writing and Editing
- CGD 317 Introduction to Advertising
- CGD 318 Procedures and Promotional Writing
- ECO 100 Survey Contemporary Economic Issues OR
- ECO 203 Principles of Macroeconomics
- ENG 315 Business and Professional Writing
- PHI 402 Business Ethics
- SPE 315 Business and Professional Speaking
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.

Major Course Requirements (34 credit hours):

- BUS 201 Principles of Management
- BUS 303 Human Resource Management
- BUS 311 Business Law
- BUS 318 Organizational Behavior
- BUS 330 Principles of Marketing
- CGD 240 Media Writing and Editing
- PED 104 Personal Health and Wellness
- PED 210 Intro to History of Recreation and Sport
- PED 240 Applied Kinesiology and Biomechanics
- PED 350 Organization and Administration of Sport and Athletics
- PED 352 Administration of Athletic and Recreational Facilities
- SOC 318 Sociology of Sport
- SRM 420 Internship in Sport Management

Collateral Course Requirements (15 credit hours):

- ACC 205 Principles of Accounting
- ECO 203 Principles of Macroeconomics
- INF 240 Visual & Verbal Presentations OR INF 242 Spreadsheet & Database Analysis
- PHI 402 Business Ethics
- ENG 315 Business and Professional Writing

Elective Courses:

Student selects 6 credit hours from the following courses, of which 3 credit hours must be 300 level.

- ACC 206 Principles of Accounting II
- BUS 312 Business Law II
- BUS 317 Advertising
- BUS 352 e-Business
- PSY 305 Sports Psychology
- ECO 204 Principles of Microeconomics
- SOC 318 Sociology of Sport
- SPE 315 Business & Professional Speaking
- SRM 244 Sport and Recreation Management Practicum
- SRM 344 Sport and Recreation Management Practicum
College of Business and Professional Studies:
Bachelor of Applied Science

The Bachelor of Applied Science Degree offers holders of Associate of Applied Science degrees the opportunity to pursue a four-year degree with a focus in accounting, computers, computer graphic design, health care management, health and human services management, or management without losing a large number of credits in the transfer process. Accepting the AAS as evidence of expertise in an applied science, the BAS degree adds breadth through a Liberal Arts-based General Education component and depth through the chosen core. The BAS graduate is thus prepared for greater career mobility and a more enriched life. In addition to the general requirements for the BAS degree noted previously (see Requirement for Graduation with a Bachelor of Applied Science Degree section in this catalog), students must complete one of the following core requirements:

Accounting

Major Course Requirements (36 credit hours):

ACC 205 Principles of Accounting I
ACC 206 Principles of Accounting II
ACC 305 Intermediate Accounting I*
ACC 306 Intermediate Accounting II*
ACC 310 Cost Accounting I#
ACC 401 Federal Income Tax I#
ACC 410 Auditing
BUS 311 Business Law I#
ECO 203 Principles of Macroeconomics
ECO 204 Principles of Microeconomics
MAT 332 Applied Statistics
PHI 402 Business Ethics

*May substitute ACC 380 or ACC 407 if a student earned a “B-” grade or better in a course similar to ACC 305 or ACC 306 at the freshman or sophomore level.

#May receive credit for ACC 310, ACC 401, or BUS 311 if the student earned a “B-” or better grade in a similar course at the freshman or sophomore level. Credit will be awarded after the student earns a grade of “C” or higher in Ashford University courses: ACC 311, ACC 402, BUS 312.

The following courses may also be applied to the General Education requirements:

ECO 203 Principles of Macroeconomics
ECO 204 Principles of Microeconomics AND/OR
PHI 402 Business Ethics
Computer

Major Course Requirements (33 credit hours):

Required Courses (16 credit hours):
- INF 231 Programming Concepts
- INF 220 IS Principles
- INF 331 IS Programming
- INF 322 Database Management Systems OR
- INF 325 Telecommunications and Networking Concepts
- INF 410 Project Management
- INF 420 Senior Portfolio

Choose three electives from the following:
- ART 215 Computer Art I
- BUS 352 e-Business
- CGD 253 Web Publishing
- CGD 353 Dynamic Publishing
- INF 242 Spreadsheet & Database Analysis
- INF 317 Procedures for IS Support
- INF 391 IS Seminar I
- INF 392 IS Internship

Collateral course requirements (9 credit hours):
- INF 240 Visual & Verbal Presentations
- MAT 332 Applied Statistics OR
- MAT 320 Discrete Mathematics
- PHI 402 Business Ethics
- (PHI 402 may also be applied to General Education requirements.)

Additional degree requirements:
A student may be required to demonstrate competency in COBOL programming if previous COBOL coursework was completed more than four years prior to enrollment at Ashford University. At least one programming course, 200 level or above, must be taken at Ashford University.

Computer Graphic Design

Major Course Requirements (18 credit hours):
- ART 105 Drawing I
- ART 215 Computer Art I
- CGD 217 Survey Graphic Communications
- CGD 240 Media Writing and Editing
- CGD 330 Digital Still Imaging
- INF 231 Programming Concepts
- INF 420 Senior Portfolio
Area of Emphasis - Students must choose one of the following: Animation Emphasis, Print Media Emphasis or Web Emphasis and complete all course requirements.

**Animation Emphasis (25 credit hours):**
- CGD 220 Storytelling/Storyboarding
- CGD 223 3-D Modeling I
- CGD 230 Digital Video and Audio
- CGD 324 3-D Animation I
- CGD 325 3-D Animation II
- CGD 327 Advanced 3-D Seminar I
- CGD 427 Advanced 3-D Seminar II
- ENG 225 Introduction to Film

**Print Media Emphasis (24 credit hours):**
- ART 315 Computer Art II
- BUS 317 Introduction to Advertising
- CGD 220 Storytelling and Storyboarding
- CGD 253 Web Publishing
- CGD 303 Publication Design
- CGD 318 Introduction to Public Relations & Promotional Writing
- CGD 340 Print Production
- INF 240 Visual & Verbal Presentations

**Web Emphasis (24 credit hours):**
- BUS 352 e-Business
- BUS 330 Principles of Marketing
- CGD 230 Digital Video & Audio
- CGD 253 Web Publishing
- CGD 303 Publication Design
- CGD 353 Web Design
- INF 240 Visual & Verbal Presentations
- INF 322 Database Management Systems

**Additional Degree Requirements:**
In the following courses, students will produce an animation, print media, or Web portfolio project. If the student is double majoring in another major offered by the IS department, one of the projects may be in a topic area for that major. A single project may fit more than one topic area, even if from a different major.
- INF 391 IS Seminar I
- INF 392 IS Internship
- INF 410 Project Management
- INF 420 Senior Portfolio
Management

Major Course Requirements (33 credit hours required):

- ACC 205 Principles of Accounting I
- ACC 206 Principles of Accounting II OR
- BUS 201 Principles of Management
- BUS 303 Human Resource Management
- BUS 311 Business Law I
- BUS/ECO 316 Financial Institutions and Markets
- BUS 330 Principles of Marketing
- ECO 100 Survey of Contemporary Economic Issues OR
- ECO 203 Macroeconomics OR
- ECO 204 Microeconomics
- MAT 332 Applied Statistics
- PHI 402 Business Ethics

Two upper-level electives (6 credit hours) in accounting, business, and/or information systems.

The following courses may also be applied to the General Education requirements:

- ECO 100 Survey of Contemporary Economic Issues
- ECO 203 Principles of Macroeconomics
- ECO 204 Principles of Microeconomics
- PHI 402 Business Ethics

Elective Concentrations — Students may choose one of the following optional concentrations, if desired: finance or marketing. See the Business Administration major section for specific course requirements.

College of Education

Teacher Education

Teacher education at the University prepares students for rewarding careers as professional educators. Students desiring to teach kindergarten through grade six will major in elementary education. Those preparing to teach seventh through twelfth grades will select a major related to the content area they wish to teach while also taking a substantial number of education and education-related courses.

Professional behavior and enrollment in courses in teacher education:

Students who successfully complete all required courses (including the Student Teaching Semester) and who demonstrate a minimum of entry-level proficiency in all competency areas can be recommended for an Iowa teaching license. The Iowa Board of Educational Examiners requires a federal criminal background check and fingerprint check on all applicants prior to teacher licensure. Felony convictions, certain assault convictions, child abuse or neglect convictions, and certain drug and alcohol convictions are among the convictions that will preclude the award of a teaching license. The University asserts that students who enter the program must be eligible to be recommended for a teacher license upon completion of program requirements.
Professional behavior and contact with children and youth:

A student pursuing a program in Teacher Education or a minor in Child Learning and Development at Ashford University must meet the professional behavior requirements to enroll in field experience, practica, internship, or student teaching courses. Any student who fails to meet the criteria for professional behavior may be removed from or denied enrollment in any course where there is direct contact with children, youth, or young adults such as a field experience, practicum, internship, or student teaching.

Repeating/re-enrolling in education core courses:

Students who wish to repeat or re-enroll in education core courses they previously dropped must obtain the permission of the instructor, their advisor(s), and the Dean of the College of Education. Permission will be granted on a limited basis, and conditions for enrollment in/continuation in the course will be articulated.

Students in elementary and secondary education take General Education courses and 100- and 200-level education major course requirements during the first five to six semesters. Students must have a cumulative grade point average of 2.50, a minimum grade point average of 2.70 in education core courses, a cumulative GPA of 2.70 in endorsement area courses, and a passing score on the CBASE exam to be eligible to apply for admission to the Practitioner Preparation Program (PPP). When admitted to the PPP (typically, in the junior year), students take 300-level education courses. Curriculum and methods courses and the accompanying practica are taken during the semesters immediately preceding student teaching. A full semester of student teaching takes place during the last semester. A background check (including fingerprinting) from the Department of Criminal Investigation is required to be recommended for any teaching license and the coaching authorization or endorsement. Additionally, elementary education majors are required to receive a passing score on the Praxis II exam to be recommended for an Iowa initial license prior to entering their student teaching semester.

Required courses for students seeking teacher licensure in Iowa:

(Some credit hours may also be applied to competency and General Education requirements.)

- ART 101 Art Appreciation OR
- MUS 101 Masterpieces of Music
- ENG 121 English Composition I
- ENG 122 English Composition II
- HIS 203 American History to 1865 OR
- HIS 204 American History Since 1865
- MAT 223 Math for Educators (elementary majors)
- MAT 117 Combined Algebra or above but not MAT 223 (secondary education majors)
- PSY 101 Introduction to Psychology
- SPE 103 Oral Communication

One course each from the biological and physical sciences (one course must include a laboratory experience)

One literature course with an ENG prefix.
Business Education

(Taught in partnership with the College of Business and Professional Studies)

The business education major is designed to meet an increasing need for Business teachers at the secondary level. The Iowa Department of Education estimates that, within the next five years, a large number of business teachers in the state will be eligible for retirement.

Required Business Courses: (43 credit hours):

- ACC 205 Principles of Accounting I
- ACC 206 Principles of Accounting II
- BUS 201 Principles of Management
- BUS 311 Business Law I
- BUS 312 Business Law II
- BUS 330 Principles of Marketing
- BUS 401 Principles of Finance
- BUS 402 Strategic Management and Business Policy
- BUS 350 Consumer Behavior AND
- ECO 100 Survey of Contemporary Economic Issues

OR

- ECO 203 Principles of Macroeconomics AND
- ECO 204 Principles of Microeconomics
- INF 103 Computer Literacy
- INF 231 Programming Concepts

Mathematics Course Requirement:

One course in addition to meeting math competency (MAT 223 excluded)

INF 240 Visual & Verbal Presentations OR
INF 242 Spreadsheets & Database Analysis

Required Education Courses (43 credit hours):

- EDU 200 Introduction to Education and Field Experience I
- EDU 215 Educational Psychology
- EDU 250 Foundations of American Education
- EDU 270 Principles of Education and Field Experience II
- EDU 310 Integrating Technology in the Classroom
- EDU 330 General Methods of Secondary Education
- EDU 331 Practicum in Secondary General Methods
- EDU 340 Business Education Methods
- EDU 341 Practicum in Business Education
- EDU 342 Secondary Education - English Methods
- EDU 343 Practicum in Secondary English
- EDU 344 Secondary Education - Mathematics Methods
- EDU 345 Practicum in Secondary Mathematics
- EDU 346 Secondary Education - Science Methods
EDU 347 Practicum in Secondary Science
EDU 348 Secondary Education - Social Science Methods
EDU 349 Practicum in Secondary Social Science
EDU 370 Human Relations Skills for Educators
EDU 460/EDU 461/EDU 462 Student Teaching in the Secondary School
PSY 104 Child and Adolescent Development
ESE 315 Survey of Exceptional Students

**Elementary Core Requirements (44 credit hours):**

- EDU 200 Introduction to Education and Field Experience I
- EDU 203 Child and Adolescent Literature
- EDU 215 Educational Psychology
- EDU 250 Foundations of American Education
- EDU 270 Principles of Education and Field Experience II
- EDU 301 Language Arts in the Elementary Schools
- EDU 303 Reading Methods and Curriculum
- EDU 305 Clinical Experience in Reading/Language Arts Methods
- EDU 310 Integrating Technology in the Classroom
- EDU 311 Social Studies Curriculum and Methods
- EDU 313 Elementary Curriculum and Methods of Science
- EDU 315 Curriculum and Methods of Teaching Mathematics in the Elementary School
- EDU 317 Clinical Experience in Social Studies/Science/Math Methods
- EDU 370 Human Relations Skills for Educators
- EDU 450 & EDU 451 Student Teaching in the Elementary School OR
- EDU 452 Student Teaching in the Elementary School
- EDU 458 Student Teaching Seminar

**Collateral Course Requirements (19 credit hours):**

- MAT 223 Math for Educators
- PSY 104 Child and Adolescent Development
- ESE 315 Survey of Exceptional Students
- ESE 317 Mild/Moderate Disabilities
- ESE 325 Behavior Management

**Two courses from the following:**

- ART 201 Art Skills for the Classroom Educator
- MUS 225 Musical Skills for the Classroom Teacher
- PED 205 Physical Education for the Elementary Teacher
- PED 230 Health Education for Elementary Education Majors

Students in elementary education must also complete an endorsement area following the State of Iowa guidelines. Endorsements are available in Reading K–6, English/Language Arts K–6; Mathematics K–6; Science basic K–6; Social Science – History K–6; and Social Science-Social Studies K–6. Students who pursue one or more of the previous endorsements are also eligible to complete an endorsement in Special Education K–6, middle school 5–8, and/or Coaching K–12.

Certified teachers who hold a valid Iowa teaching license may add any endorsement for which the University is approved and currently offers courses.
The *Practitioner Preparation Handbook* provides further details on program requirements, including admission requirements for the elementary education major. See Teacher Education section for more information.

**Secondary Education Endorsements**

Students pursuing the business general or marketing/management endorsements must fulfill requirements for the B.A. degree in Business Education.

Students pursuing a secondary (7–12) endorsement in Biology, Chemistry, English/Language Arts, Mathematics, or 7–12 Science – general science, must fulfill program requirements for a bachelor of arts degree with a concentration in their specific endorsement area in addition to satisfying endorsement and Education course requirements. Students who desire a secondary endorsement in American History, World History, Psychology, or Sociology must meet the program requirements for a Bachelor of Arts Degree in Social Science in addition to satisfying endorsement and education course requirements. In some instances, endorsement and education courses may also be applied to Social Science major requirements. (e.g., Psy 315 can be used as a major course requirement as well as an Education requirement)

All students in secondary education programs must complete the following education courses and courses in related fields:

**Required Courses:**

- EDU 200 Introduction to Education and Field Experience I
- EDU 215 Educational Psychology
- EDU 250 Foundations of American Education
- EDU 270 Principles of Education and Field Experience II
- EDU 310 Integrating Technology in the Classroom
- EDU 330 General Methods of Secondary Education
- EDU 331 Practicum: Secondary Education
- EDU 340 Business Education Methods
- EDU 341 Practicum in Business Education
- EDU 342 Secondary Education - English Methods
- EDU 343 Practicum in Secondary English
- EDU 344 Secondary Education - Mathematics Methods
- EDU 345 Practicum in Secondary Mathematics
- EDU 346 Secondary Education - Science Methods
- EDU 347 Practicum in Secondary Science
- EDU 348 Secondary Education - Social Science Methods
- EDU 349 Practicum in Secondary Social Science
- EDU 370 Human Relations Skills for Educators
- EDU 458 Student Teaching Seminar
- EDU 460 & EDU 461 Student Teaching in the Secondary School OR
- EDU 462 Student Teaching in the Secondary School
- ERE 312 Reading in Secondary Content Area
- PSY 104 Child and Adolescent Development
- ESE 315 Survey of Exceptional Students
- ESE 325 Behavioral Management in the Classroom

Secondary endorsement programs require a minimum of 30 credit hours in the endorsement area.
Coaching Authorization or Endorsement

The Education Division also offers coaching credentials for students who successfully complete the following program:

- PED 203 Exercise Physiology
- PED 211 Theories and Techniques of Coaching
- PED 242 Prevention and Care of Athletic Injuries
- PSY 104 Child and Adolescent Development

Students must earn a grade of “C–” or higher in the four courses required for the Coaching credential. Students who are eligible or currently hold an Iowa teaching license will be issued the K–12 Coaching endorsement. The students must meet the GPA requirements of the Practitioner Preparation Program.

Students in programs of study outside of Education are eligible for the K–12 Coaching Authorization. These students must hold a minimum GPA of 2.0 in the four required coaching courses. Students who successfully complete the Coaching Authorization are responsible for submitting appropriate application fees and must complete and pay fees associated with the DCI/FBI criminal background investigation, as required by the Iowa Board of Educational Examiners.

Minors

To provide students with additional opportunities to broaden and enrich their educations, the University offers 18 minors. 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 hours, to expand career options, to prepare for graduate study, or simply to explore in greater depth an area different from one’s major.

Accounting Minor (21 credit hours)

Required courses:

- ACC 205 Principles of Accounting I
- ACC 206 Principles of Accounting II
- ACC 305 Intermediate Accounting I
- ACC 306 Intermediate Accounting II
- ACC 310 Cost Accounting I OR
- ACC 401 Federal Income Taxes I
- BUS 201 Introduction to Management
- ECO 203 Principles of Macroeconomics OR
- ECO 204 Principles of Microeconomics

Arts Administration Minor (26 credit hours)

Required courses:

- ACC 205 Principles of Accounting I
- ART 101 Art Appreciation
- ART 103 Two-Dimensional Design OR
- ART 105 Drawing I
BUS 201 Principles of Management
BUS 330 Principles of Marketing
ENG 315 Business and Professional Writing
LIB 420* Applied Liberal Arts
MUS 101 Masterpieces of Music

Additional music requirement:
MUS 103 Concert Choir (2 credit hours) OR MUS 125 Wind Ensemble (2 credit hours) OR Applied Music Lessons (2 credit hours).

Recommended Electives:
LIB 301 Liberal Arts Seminar

*Internship of 150 hours in institution of the student’s main interest.

Business Administration Minor (21 credit hours)

Required courses:
ACC 205 Principles of Accounting I
BUS 201 Principles of Management
BUS 303 Human Resource Management
ECO 203 Principles of Macroeconomics OR
ECO 204 Principles of Microeconomics
BUS 311 Business Law
BUS 318 Organizational Behavior
BUS 330 Principles of Marketing

Chemistry Minor (21-22 credit hours)

Required courses:
CHE 151 General Chemistry I
CHE 152 General Chemistry II
CHE 301 Organic Chemistry I
CHE 302 Organic Chemistry II

Choose one course from the following:
CHE 306 Environmental Chemistry
CHE 310 Nuclear Chemistry
CHE 312 Quantitative Analysis
CHE 322 Chemistry Internship
Child Learning and Development Minor (24 credit hours)

Required courses:

PSY 104* Child and Adolescent Development

Choose 12 credit hours from the following including one field-based course at Ashford University in addition to PSY 104:

- ART 201 Art Skills for the Classroom Educator
- EDU 200* Introduction to Education (Elementary and Secondary) and Field Experience
- EDU 203 Child and Adolescent Literature
- EDU 215 Educational Psychology
- EDU 250 Foundations of American Education
- EDU 270* Principles of Education (Preschool, Elementary, and Secondary) and Field Experience II
- ERE 231 Techniques & Strategies for Corrective Reading
- MAT 223 Math for Educators
- MUS 225 Musical Skills for the Classroom Teacher
- PED 205 Physical Education for the Elementary Teacher
- PED 230 Health Education for the Elementary Teacher
- PHI 205 Philosophy and Children

*Field based course

Choose 9 credit hours from the following:

- EDU 300 Internship in Education or another 300-level course as approved by the faculty advisor and the Education Division chair
- EMS 325 Behavior Management in the Classroom
- ESE 315 Survey of Exceptional Students
- SOC 312 Child, Family, and Society

Students must earn a minimum grade of “C-” in PSY 104 and a 2.00 cumulative grade point average in the courses required for the minor.

Computer Graphic Design Minor (21 credit hours)

Required courses:

- ART 103 Two-Dimensional Design
- ART 215 Computer Art I
- CGD 217 Survey of Graphic Communications
- CGD 240 Media Writing and Editing
- CGD 253 Web Publishing
- CGD 303 Publication Design
- INF 231 Programming Concepts

Computer Science Minor (22-23 credit hours)

Required courses:

- INF 231 Programming Concepts
- INF 220 IS Principles
INF 331 IS Programming
INF 431 Advanced IS Programming
MAT 351 Calculus I
MAT 320 Discrete Mathematics

Choose one of the following:
- MAT 352 Calculus II and Analytic Geometry
- MAT 206/366 Linear Algebra
- INF 322 Database Management Systems

Additional degree requirement:
A student may be required to demonstrate competency in programming if previous programming coursework is more than four years prior to enrollment at Ashford University. At least two programming courses, 200 level or above, must be taken at Ashford University.

Criminal Justice Minor (21 credit hours)

Required Courses (18 credit hours):
- CRJ 201 Introduction to Criminal Justice
- CRJ 301 Juvenile Justice
- CRJ 303 Corrections OR
- CRJ 306 Criminal Law and Procedure
- PHI 107/PHI307 Philosophy of Human Conduct
- PHI 310 Franciscanism Yesterday and Today

Concentration Electives (3 credit hours):
- CRJ 305 Crime Prevention
- CRJ 307 Victimology
- HIS/POL 303 The American Constitution
- LIB 318-I Peacemaking
- PSY 301 Social Psychology
- PSY 303 Abnormal Psychology
- SOC 203 Social Problems
- SOC 305 Crime and Society
- SOC 308 Racial and Ethnic Groups
- SOC 312 Child, Family, and Society
- SOC 320 Public Policy and Social Services

e-Business Minor (21 credit hours)

Required Courses:
- BUS 317 Introduction to Advertising OR
- BUS 330 Principles of Marketing
- BUS 352 e-Business
- CGD 253 Web Publishing
- CGD 353 Web Design
INF 231 Programming Concepts
INF 220 IS Principles
INF 240 Visual & Verbal Presentations

Environmental Studies Minor (24 credit hours)

Required courses:
- ENV/BIO 300 Environmental Biology
- ENV/BUS 345 Business and the Environment
- ENV/POL 310 Environmental Policies
- LIB 301 Divisional Seminar* OR
- LIB 303 Concentration Seminar
- LIB 315I Environment and the Human Spirit

Choose 9 credit hours from the following:
- ANT 101 Introduction to Cultural Anthropology
- BIO 201 Microbiology
- BIO 210/310 Field Techniques Laboratory
- CHE 301 Organic Chemistry
- ENV/BIO 101 Humanity and the Environment
- ENV/CHE 106 Environmental Chemistry
- ENV 420 Environmental Internship
- LIB 318-I Peacemaking: A Study of Conflict Resolution
- LIB 320-I Global Socioeconomic Perspectives
- MAT 332 Applied Statistics
- PHI 310 Franciscanism Yesterday and Today
- PHY 105 Introduction to Physical Science
Or any 100-level physical science course

*Division Seminars other than the Concentration Seminar must be approved by the program chair.

**Special topics must be approved by the program chair.

Health Care Administration Minor (27 credit hours)

Required Courses:
- ACC 205 Principles of Accounting I
- BUS 303 Human Resource Management*
- HCA/SOC 310 Funding Health and Human Services
- HCA/SOC 340 Managing in Health and Human Services: An Interdisciplinary Approach
- POL 201 American National Government
- SOC 320 Public Policy and Social Services

Psychology Requirement (9 credit hours):
- PSY 301 or PSY 311
- PSY 303 or PSY 317
- HCA/PSY 321 or PSY 320

*SOC 420 can serve in place of BUS 201 as the prerequisite for BUS 303.
Liberal Arts Minor (18 credit hours)

Required courses:

- One Liberal Arts Seminar (LIB 301).
- Two interdisciplinary (“I”) courses.

Three liberal arts courses beyond the General Education requirements including at least two upper-division (300+) courses, and courses from at least two Liberal Arts divisions (e.g., fine arts, humanities, science, and social science).

Management Information Systems (MIS) (21 credit hours)

Required Courses:

- BUS 201 Principles of Management
- INF 301 Programming Concepts
- INF 220 IS Principles
- INF 240 Visual & Verbal Presentations
- INF 242 Spreadsheets & Database Analysis
- INF 317 Procedures for IS Support

Choose one of the following:

- BUS 352 e-Business
- INF 331 IS Programming
- INF 322 Database Management Systems
- CGD 253 Web Publishing

Marketing Communication Minor (24 credit hours)

Required courses:

- BUS 201 Introduction to Management
- BUS 303 Human Resource Management
- BUS 317 Advertising
- BUS 330 Principles of Marketing
- BUS 339 Marketing Research
- BUS 350 Consumer Behavior
- BUS 352 e-Business

Choose 3 credit hours from the following:

- ART 215 Computer Art I
- CGD 303 Publication Design
- BUS 420 Internship
- LIB 498 Senior Thesis/Project I
- LIB 499 Senior Thesis/Project II

*Only seniors in business who plan to conduct appropriate research in marketing should sign up for BUS 422. Nonbusiness majors who wish to do a research project in marketing should sign up for LIB 498 and LIB 499.
Mathematics Minor (23-24 credit hours)

Required Courses:
- MAT 351 Calculus I with Analytic Geometry
- MAT 352 Calculus II with Analytic Geometry
- MAT 206 or MAT 366 Linear Algebra

Choose 6 credit hours from the following:
- MAT 353 Calculus III
- MAT 204 Math Problems (Mu Sigma Eta)
- MAT 311 Managerial Calculus
- MAT 320 Discrete Mathematics
- MAT 300 History of Mathematics
- MAT 364 Modern Geometries

Choose 6 credit hours from the following collateral electives:
- ACC 311 Cost Accounting II
- BUS 307 Operations Management and Quantitative Techniques
- INF 331 IS Programming
- INF/MAT 232
- INF 322 Database Management Systems

Students may not take both MAT 206 and MAT 366 for credit toward the minor.

Music Minor (24 credit hours)

Required Courses:
- MUS 101 Masterpieces of Music
- MUS 105 Music Theory I
- MUS 106 Music Theory II
- MUS 107 Ear Training/Sight Singing I
- MUS 108 Ear Training/Sight Singing II
- MUS 250 Conducting I
- Ensemble 4 semesters
- Applied Music 4 semesters

Choose 3 credit hours from the following:
- MUS 255/355 Music in the United States
- MUS 257 The American Musical Theater
- MUS 350 Music in Western Civilization I
- MUS 351 Music in Western Civilization II
- LIB 327-I World Music

Psychology Minor (21-22 credit hours)

Required Courses:
- PSY 101 Introduction to Psychology
- PSY 304 Life Span Development
- PSY 497 Psychology Capstone
Choose 3 of the following:

- PSY 301 Social Psychology
- PSY 302 Industrial/Organizational Psychology
- PSY 303 Abnormal Psychology
- PSY 305 Sports Psychology
- PSY 311 Counseling Psychology
- PSY 317 Cognitive Functioning of the Elderly
- PSY 323: Perception, Learning, and Cognition
- PSY 350 Physiological Psychology

Research (3-4 credit hours):

- PSY 320 Research Methods and Statistical Applications
- PSY 321 Program Evaluation
- MAT 332 Applied Statistics or Introductory Statistics Course

Sports and Recreation Management Minor (21 credit hours)

Required courses:

- ACC 205 Principles of Accounting I
- BUS 201 Principles of Management
- BUS 303 Human Resource Management OR
- BUS 330 Principles of Marketing
- PED 210 Introduction to History of Recreation and Sport
- PED 350 Organization and Administration of Sport and Athletics
- PED 352 Administration of Athletic and Recreation Facilities
- SOC 318 Sociology of Sport

Visual Art Minor (18 credit hours)

Required courses:

- ART 101 Art Appreciation OR
- ART 200/300 Art Appreciation II: Modern Art
- ART 103 Two-Dimensional Design
- ART 105 Drawing I
- ART 207 Painting I

Choose 6 credit hours from the following:

- ART 204 Three-Dimensional Design/Sculpture
- ART 205 Drawing II
- ART 211/311 Ceramics I
- ART 215/315 Computer Art I
- ART 220 Printmaking I
- ART 225 Printmaking II
- ART 307 Painting II
- ART 320 Printmaking II
- ART 325 Photography II
- CGD 217 Survey of Graphic Communications
- CGD303 Publication Design
Courses of Instruction

Note: Course descriptions that state “successful completion” of a prerequisite course assume the student will have earned a grade of “C-” or higher in the course. The notation “F” denotes fall offerings, and “S” denotes spring offerings.

Special Courses

ENG 100  Introduction to College Writing  3 credit hours
An intensive review of basic English grammar and usage. Emphasis is given to recognizing sentence fragments and run-on sentences, constructing effective sentences including sentence combining, word usage, punctuation exercises, and achieving conciseness in writing and avoiding redundancies. Not open for credit to students who have earned a grade of C or higher in English Composition. Students placed in ENG 100 must earn a grade of “C” or higher in ENG 100 before progressing to ENG 121. Does not meet General Education or area of concentration requirements. Institutional credit will count toward degree.

ENG 106  Strategies for College Reading  3 credit hours
Not offered online.

Students learn, practice, and apply pre-reading strategies, comprehension strategies, critical reading and critical thinking strategies, post-reading strategies and “emergency” reading strategies when material is difficult to understand. In addition to the required text, students read news magazines and newspapers. Homework assignments require students to learn, practice, and apply the strategies on an individual basis, while class activities are designed around cooperative learning groups. Two group projects are required. Institutional credit will count toward degree.

EXP 103  Freshman Experience  3 credit hours
The primary goal of this course is to assist all first-year students in their personal adjustment to college life. This is accomplished by investigation and practice of specific academic skills, by inquiry into life skills necessary for citizenship in any diverse community, and by knowledge of history, traditions, and values at Ashford University.

MAT 100  Fundamentals of College Mathematics  3 credit hours
An introduction to college mathematics to develop the proficiency of entering students. The course concentrates on computation and interpretation skills pertaining to the real number system and its properties, exponents, algebraic expressions, and linear equations. Does not meet General Education or area of concentration requirements. Institutional credit will count toward degree.

SVC 205  Leadership Practicum  2 credit hours
Leadership ORN 205 is an innovative service learning experience that incorporates Franciscan values and leadership skills in theory and practice. Course content includes topics such as accountability, character building, diversity and inclusivity, effective communication, empowerment, healthy choices, response-ability, teamwork, and time management. Prerequisites: Must be/becoming an active member in a club, organization, or recognized sport at the University and must be at least a sophomore. F
Leadership SVC 305 is a two-part practicum that provides not only hands-on experience in chairing sub-committees, conducting meetings, planning and facilitating small- and large-group activities and coordinating service projects but also the practice of critiquing/evaluating the experience. Course content includes topics such as conflict resolution, personal and professional integrity, positive role modeling, and team dynamics. Prerequisites: Must successfully complete SVC 205 level course and continue active participation in a club, organization, or recognized sport. Students must have a minimum of a 2.5 cumulative GPA. F

A course built around a topic not covered by existing course offerings. The nature of the course will be determined in advance by the faculty member and student. Normally restricted to sophomores or higher. May be repeated to a maximum of six credit hours if the subject matter is not duplicated. Prerequisite: Written permission of the instructor.

Course description is the same as for 209. If the course is taken as 309, upper-division course guidelines will be followed. Prerequisites: Written permission of the instructor and the Vice President of Academic Affairs.

Course description is the same as for 209. If the course is taken as 409, upper-division course guidelines will be followed. Prerequisites: Written permission of the instructor and the Vice President of Academic Affairs.

A graduate level course on a topic selected by a Ashford University faculty member and approved by the Vice President of Academic Affairs. May be repeated with a change of subject matter. Prerequisite: Graduate standing (i.e., possession of a bachelor’s degree).

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. Prerequisite: Sophomore standing or permission of the instructor. F
ACC 206  Principles of Account II  3 credit hours
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. S

ACC 244  Accounting Practicum I  1–2 credit hours
Prospective accounting majors function under the tutelage of professionals in accounting firms, banks, and other related entities. Students complete 52 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: Qualified sophomore or junior student with cumulative GPA of 2.7. Permission of the supervising faculty member is required.

ACC 305  Intermediate Accounting I  3 credit hours
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. F

ACC 306  Intermediate Accounting II  3 credit hours
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. S

ACC 310  Cost Accounting I  3 credit hours
Covers traditional “cost” concepts: factory overhead, cost accumulation, job order cost system, process cost system, joint product and byproduct costing, standard costs and variances. Prerequisite: ACC 206. F

ACC 311  Cost Accounting II  3 credit hours
A continuation of ACC 310. Covers traditional “managerial” concepts of costs-volume-profit planning, direct costing, responsibility accounting, performance measurement, gross profit analysis, transfer pricing, decision theory, and human resource accounting. Prerequisites: ACC 310 and MAT 332. S

ACC 344  Accounting Practicum I  1–2 credit hours
Prospective accounting majors function under the tutelage of professionals in accounting firms, banks, and other related entities. Students complete 52 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: Qualified upper-division student with cumulative GPA of 2.7. Permission of the supervising faculty member is required.
ACC 380  Accounting for Not-for-Profit Organizations  3 credit hours
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. F

ACC 381  Health Care Accounting Lab  1 credit hour
This one-credit lab will introduce students to fund accounting activities unique to the health care industry, with particular emphasis on the reimbursement system. Corequisite/prerequisite: ACC 380. A Health Care Management major must have completed ACC 206. F or S

ACC 401  Federal Income Taxes I  3 credit hours
A study of federal income tax laws and their application to individuals, partnerships, and corporations. Prerequisite: ACC 205. F

ACC 402  Federal Income Taxes II  3 credit hours
This course examines income tax compliance and planning related to partnerships, corporations, estates, and trusts. Advanced individual income tax issues will also be addressed. Prerequisite: ACC 401 S

ACC 403  Tax Assistance Institute  3 credit hours
An opportunity to apply knowledge of the tax code by assisting poor and elderly area residents file their state and federal tax returns. Student receives two weeks of intensive instruction from the IRS and understudies an experienced tax preparer before assisting clients directly. Prerequisites: ACC 401 and permission of Department Head. Course will be graded Pass/Fail. (Not offered every year) S

ACC 407  Advanced Accounting  3 credit hours
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. S

ACC 410  Auditing  3 credit hours
Principles, procedures, and standards of public accounting. Emphasis on auditor’s working papers and submission of audit statements. Prerequisites: ACC 306 and 310. S
ACC 411  Advanced Auditing  3 credit hours
A continuation of ACC 410. The course will survey additional auditing concepts including assurance services, audit reporting and internal, and operational and governmental auditing. Prerequisite: ACC 410. (Alternate years)

ACC 420  Internship  3–12 credit hours
Student applies classroom knowledge to a project or program in an established workplace. The faculty advisor must approve specific objectives before the internship begins. The work must be nonroutine and managerial type. The student must devote 150 clock hours for every three hours of credit. Enrollment is limited to availability of placement and to availability of faculty. Application must be made at least eight weeks in advance of the regular fall or spring registration. Prerequisites: Senior status, completion of courses applicable to the internship, and a 3.0 GPA in accounting coursework. F/S/Summer

Anthropology
ANT 101  Introduction to Cultural Anthropology  3 credit hours
Students explore culture and its role in 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. F or S

Art
ART 101  Art Appreciation  3 credit hours
A survey course providing an overview of the history of Western Art and the principles of art as they relate to society through lectures and slides. Students are encouraged to discover personal interests through their own research on historical or contemporary styles and themes in art. F/S

ART 103  Two-Dimensional Design  3 credit hours
Theory and practice in the basic principles of two-dimensional design in addition to producing artwork using basic design elements, developing skills in visual composition, and learning about the use of color. Lectures, slides, and class discussions provide a historical background to design theory and contemporary visual communication. Some drawing ability is required. Recommended: ART 101. F

ART 105  Drawing I  3 credit hours
Beginning course providing the basic skill level needed to use the medium of drawing as a means of visual expression and communication. Introduction to various drawing media and techniques in addition to practice in using basic design principles with an emphasis on developing composition skills through drawing. Recommended: ART 101. S
ART 110  Figure Drawing Workshop  1 credit hour

This course will focus on drawing the human figure from life. It is designed to introduce mature art students to the study of human anatomy and physiognomy. The course will stress the unique individual characteristics associated with the most difficult of all art subjects to draw, the human figure. A professional model will be used to strike a variety of short 10–15 second poses to more elaborate poses of 30 minutes. This course is essential for art students interested in understanding the human figure in art. Throughout the history of art, the rendering of the human figure has been seen as the basis for artistic knowledge and expression. The human form relates our feelings and emotions as people and requires dedication to master.

ART 200  Art Appreciation II: Modern Art  3 credit hours

This course will be an alternative to and a continuation of Art Appreciation focusing on European and American art of the late 19th through 20th centuries. The course will examine the social, cultural, and political developments of the period in relation to movements in art including impressionism, Cubism, Fauvism, Surrealism, Regionalism, Abstract Expressionism, Pop Art, Feminist, and African American art.

ART 201  Art Skills for the Classroom Educator  2 credit hours

Early childhood and elementary pre-service teachers learn to design and implement art experiences through developmental theories, practical skill, and teacher resources. Students will spend eight clock hours observing elementary art classrooms. Prerequisite: EDU 200, PSY 104, or PSY 201. (Not offered every year)

ART 204  Three-Dimensional Design/Sculpture  3 credit hours

Basic course in 3-D design principles through the study of the history, development, and evolution of the sculptural form, with an emphasis on developing an understanding of the composition of 3-D forms through studio work. Students are encouraged to develop their own personal interests in sculpture and 3-D design in addition to investigating historical and contemporary approaches to 3-D mediums. Prerequisite: ART 101, ART 103, ART 105 or permission of the instructor. (Not offered every year)

ART 205  Drawing II  3 credit hours

Course builds on basic drawing and composition skills gained in Drawing I, but with an emphasis on drawing as the foundation for graphic design, painting, and sculpture, including figure drawing from live models and practice in illustrating ideas and abstract concepts. Opportunity for drawing students to fully develop personal interests in terms of specific drawing mediums and subject matter. Prerequisite: ART 105 or permission of the instructor.

ART 207  Painting I  3 credit hours

Beginning course in use of painting mediums, with an emphasis on the use of acrylics and watercolors to develop basic composition skills using line, form, and color. Individual instruction and critiques. Prerequisites: ART 101, ART 103, and ART 105 or permission of the instructor.
ART 211  Ceramics I  3 credit hours
An introduction to the methods and techniques of producing ceramic objects covering the various forming, finishing, and firing techniques. Emphasis is given to hand-building methods such as pinch, coil, slab, and sculptural construction. Students experience their own creative expression in the mysterious transformation of a natural material, clay. (Not offered every year) F

ART 215  Computer Art I  3 credit hours
An introductory course that provides a foundation in design for understanding and speaking the visual language. This course explores the various design criteria required in the production of computer-generated images. Explorations of various programs and practical experience developing a personal design sense will be covered. Prerequisite: ART 103 or ART 105 or permission of the instructor. F

ART 220  Printmaking I  3 credit hours
This course will explore the challenging medium of printmaking or the making of multiple images. The course will be devoted to the two traditional printmaking processes: intaglio (engraving, etching, drypoint, and mezzotint) and relief (woodcuts, linoleum cuts, wood engraving, and calligraphy). (Not offered every year) F

ART 225  Photography I  3 credit hours
This course will introduce the basic principles of black-and-white photography. Students will learn the components of the camera, the characteristics of film, lens exposures, and the procedure of developing black-and-white film including enlarging, chemical processing, cropping, and compositional organization to produce images with unique visual qualities. Prerequisite: ART 103 or ART 105 or permission of the instructor. F or S

ART 300  Art Appreciation II: Modern Art  3 credit hours
This course will be an alternative to and a continuation of Art Appreciation focusing on European and American art of the late 19th through 20th centuries. The course will examine the social, cultural, and political developments of the period in relation to movements in art including impressionism, Cubism, Fauvism, Surrealism, Regionalism, Abstract Expressionism, Pop Art, Feminist, and African-American art. Students taking the course for 300-level credit will be asked to write a substantial research paper. Prerequisite: ENG 122 or permission of the instructor. S

ART 305  Drawing III  3 credit hours
This course builds on the basic drawing and composition skills gained in Drawing II but with an emphasis on advanced drawing techniques and skills. The course allows the necessary time for students to fully develop personal interests in terms of specific drawing media and subject matter. Students are encouraged to draw from their imagination and practice illustrating naturalistic forms, nonobjective ideas, and abstract concepts. Prerequisites: ART 205 and permission of the instructor. S
ART 307  Painting II  3 credit hours
Course continues development of skills learned in Painting I with more emphasis placed on personal interests in terms of subject matter and more advanced painting techniques, with students pursuing either representational or abstract painting styles. Individual instruction and critiques. Prerequisite: ART 101, ART 207, or permission of the instructor. S

ART 309  Special Topics  1–3 credit hours
The course allows students to work on an independent basis in their chosen media to explore personal ideas and philosophies. The student will meet weekly by arrangement with the instructor to critique and discuss the criteria for the chosen project. This course may be repeated for credit. Prerequisite: Junior or senior level standing or permission of the instructor. (Offered at the discretion of the department)

ART 310  Figure Drawing Workshop  1 credit hour
This course focuses on drawing the human figure from life. It is designed to introduce mature art students to the study of human anatomy and physiognomy. The course will stress the unique individual characteristics associated with the most difficult of all art subjects to draw, the human figure. A professional model will be used to strike a variety of short 10–15 second poses to more elaborate poses of 30 minutes. This course is essential for art students interested in understanding the human figure in art. Throughout the history of art, the rendering of the human figure has been seen as the basis for artistic knowledge and expression. The human form relates our feelings and emotions as people and requires dedication to master.

ART 311  Ceramics II  3 credit hours
A continuation of Ceramics I that includes advanced theory and techniques, emphasis on developing the traditional skills of throwing on the potter’s wheel, plus learning more about the complexities of glazing and firing. Prerequisite: ART 211. (Not offered every year) F

ART 312  Papermaking & Book Arts  3 credit hours
This course focuses on the fascinating art and craft of papermaking and bookmaking. It will examine both Western and eastern methods of paper and book production that have been created since 400 A.D. in China. The course will incorporate papermaking using natural and recycled materials. It will also introduce students to the various techniques used for creating journals, sketchbooks, and albums. Prerequisite: Art 103 or ART 105

ART 315  Computer Art II  3 credit hours
The course description is the same as ART 215 with this addition: A student registering for ART 315 is required to complete an approved independent project in addition to class assignments and scheduled class meetings. Prerequisite: ART 215, sophomore standing, or permission of the instructor. F or S
ART 320  Printmaking II  3 credit hours
This course continues the development of processes learned in Printmaking I, with more emphasis on personal subject matter created in the media of relief and intaglio printmaking. The course will also incorporate the techniques of monotypes, silkscreen, and experimental printmaking techniques. Prerequisite: ART 220 or permission of the instructor. (Not offered every year) F

ART 325  Photography II  3 credit hours
This course continues the development of processes learned in Photography I, with more emphasis on personal subject matter created in the media of black-and-white photography. The course will also incorporate non-traditional approaches and experimental photography techniques including multiple exposures, solarization, texture screens, colored filters, and spot coloring. Prerequisite: ART 225 or permission of the instructor. (Not offered every year) F or S

ART 350  Advanced Art Seminar  2 credit hours
This course provides the necessary requirements for Visual Art and Computer Graphic Design majors to apply for jobs and graduate programs in their chosen field. The students are required to complete a professional electronic portfolio, resume, cover letter, artist’s statement, and press release in their area of study. Prerequisite: Junior/Senior standing. (Offered every other year)

ART 407  Painting III  3 credit hours
A continuation of acrylic or oil painting with emphasis on advanced opaque and transparent techniques. Basic methods, techniques, and approaches will be presented through studio visuals and demonstrations. Students will implement these techniques through several projects. Individual and group critiques will be used to inform and evaluate student artwork. Prerequisite: ART 307 and permission of the instructor. S

ART 498  Senior Thesis/Project I  2 credit hours
Under the direction of a member of the art department faculty, the student will write a research paper and mount an art exhibition. Students are required to produce a thesis statement, annotated bibliography, and completed outline of the thesis. Approval of the topic must be secured in advance by an art faculty member serving as the thesis/project director. Students are also required to defend their thesis and to exhibit to a thesis committee. Visual Art majors must earn a grade of “C-” in this course. Prerequisite: Completed writing competency and senior standing. F/S

ART 499  Senior Thesis/Project II  2 credit hours
This course is a continuation of ART 498. During the semester, students will complete the senior thesis and art exhibition following the guidelines specified by the Art Department. The completed thesis and exhibit will be defended orally before and evaluated by the senior thesis committee. A minimum grade of “C-” is required to meet degree requirements. Prerequisite: Successful completion of ART 498 with a C- or better. S F/S
Biology

BIO 100  Life Science  4 credit hours
This is an introductory course in science that introduces students to the physical basis of life; to science as a human endeavor and as a way of knowing; to the process (method), history, triumphs, and limitations of science; to the application of science in the understanding of the human mind; and to the basic structure and function of the human nervous system. During the laboratory session, students will learn some biological and chemical concepts through hands-on experimentation and analysis. S

BIO 101  Humanity & the Environment  4 credit hours
This course focuses on humans and their relationship with planet Earth. Lecture topics include evolutionary and ecological theories; the ecological, political, and social ramifications of human population growth; planetary pollution problems; and effects of current technological trends on the environment. During the laboratory section, specific scientific problems are investigated and analyzed using both biological and chemical assays. (Cross listed under ENV 101.) F

BIO 103  Principles of General Biology  4 credit hours
A study of the principles of modern biology beginning with molecules and continuing with fundamental concepts in the cellular basis of life and heredity. Recommended for science-, medical-, and health-related majors. Course includes weekly lecture and laboratory. F

BIO 104  Principles of General Biology  4 credit hours
A continuation and application of biological principles established in BIO 103. Diversity, evolution, structure, and function of both animals and plants are studied in depth. Prerequisite: Successful completion of BIO 103. Course includes weekly lecture and laboratory. S

BIO 201  Microbiology  4 credit hours
A study of micro-organisms including their classification, culturing, structure, relationship to disease, control, and practical applications. Course includes weekly lecture and laboratory. Prerequisite: Successful completion of BIO 104. F

BIO 204  Biology: Special Problems (Mu Sigma Eta)  1 credit hour
An opportunity for the student who has demonstrated superior ability to study a biological problem, thus learning to use the tools of research and scientific literature. Admission by invitation only. F or S
BIO 205  Human Anatomy & Physiology I  4 credit hours
This is the first semester of the two-semester course in Human Anatomy and Physiology. It introduces human body functions to those who are interested in pursuing a career in health-related professions. Both gross and microscopic anatomy will be studied. Systemic physiology, with molecular level of explanation, will be provided wherever it is applicable. The major areas of study are 1) structure and function of cells and tissues; 2) embryology and human developmental biology; 3) structure and function of skeletal, muscular, and nervous systems and regulation of body functions by hormones; and 4) kinesiology. Course includes weekly lecture and laboratory. Prerequisites: Successful completion of BIO 104 and CHE 152. F

BIO 206  Human Anatomy & Physiology II  4 credit hours
This course is a continuation of BIO 205. The major areas of study are 1) structure and function of body fluids and immunology; 2) respiratory and urinary systems and fluid and electrolyte balance; 3) digestion, nutrition, and metabolism; and 4) reproduction, endocrinology, and pregnancy. Course includes weekly lecture and laboratory. Prerequisite: Successful completion of BIO 205 or permission of the instructor. S

BIO 210  Field Techniques Laboratory  4 credit hours
This course offers hands-on experience conducted on-site in northern Minnesota. Students will gain firsthand exposure to the northern forest ecosystem while conducting species inventory work at the Vince Shute Wildlife Sanctuary. Experiences will include orienteering, field identification of flora and fauna, habitat sampling techniques, data collection, and maintaining field journals. Side trips to local sites, including timber operations, Voyagers National Park, and other educational centers, will broaden the experience. A course fee is associated with this 18-day course to cover tuition, transportation, room, and board. This course is offered Pass/Fail. Prerequisite: Successful completion of BIO 100 or BIO 103 lab course or permission of the instructor. S

BIO 222  Science Division Internship  0.5–1 credit hour
A student can earn one-half to one credit hour of credit per semester up to a maximum of six credit hours toward a degree through participation in an internship in a divisional activity such as lab assistant. Grading will be on a Pass/Fail basis. Prerequisite: Permission of the instructor. (This course does not apply toward biology electives required for a Bachelor of Science in Biology.) F/S

BIO 225  Medical Biology for Health Care  4 credit hours
A study of medical terminology and an introduction to human anatomy and physiology. Medical terminology and concepts will be examined in the context of the human body. This course will be made pertinent through discussions of health and its subsequent impact on the human population. Prerequisite: Successful completion of BIO 100 or BIO 103. Course includes weekly lecture and laboratory. (Offered every other year) F
ON-CAMPUS TRADITIONAL UNDERGRADUATE PROGRAMS

BIO 300  Environmental Biology  3 credit hours
A study of biodiversity. The origin and evolutionary history of biodiversity, including the geological forces that shaped its course, will be discussed. This course will be made pertinent through discussions of the impact of human activity on biodiversity and subsequent impact on the human population. Prerequisites: Successful completion of BIO/ENV 101 and BIO 100 or BIO 103 and 104 or permission of the instructor. (Cross listed under ENV 300.) (Offered every other year) S

BIO 301  Science Seminar  3 credit hours
Students examine a topic from within sciences and develop a working knowledge of the methodologies, perspectives, and limitations of the sciences as well as an appreciation of the insights that may be derived from scientific inquiry. Student research and presentations are required. Prerequisite: Junior standing or permission of the instructor. (Cross listed under LIB 301.) (Offered every other year) S

BIO 310  Field Techniques Laboratory  4 credit hours
Course content same as BIO 210. To earn upper-division credit, the student must also design, develop, and complete a research project during the 18-day course. The research project has to be designed and approved by the instructor prior to leaving the University. Participation of BIO 210 students in the research project is strongly encouraged. A course fee is associated with this 18-day course to cover tuition, transportation, room, and board. This is a graded course. Prerequisite: BIO 210.

BIO 340  Cell Biology  4 credit hours
The cell is the basic unit of life. This is a general course dealing with the basic molecular structure and function of all cellular organelles of eukaryotic cells. Prerequisites: Successful completion of BIO 104 and CHE 152. Course includes weekly lecture and laboratory. (Offered every other year) F

BIO 342  Genetics & Immunology  4 credit hours
This introductory course deals with both classical Mendelian genetics and inheritance patterns as well as the molecular nature of gene structure and the function and regulation of gene expression. This course will have a special emphasis on the genetic basis of immunology and cancer. Course includes weekly lecture and laboratory. Prerequisites: Successful completion of BIO 104 and CHE 152. (Offered every other year) S

BIO 498  Senior Thesis/Project I  2 credit hours
Students demonstrate their mastery of the methodology of science by producing a thesis statement and bibliography, writing a proposal to include the design of an appropriate project/experiment, and starting the approved project, if warranted by the design. Approval of the topic must be secured in advance from the faculty member serving as thesis director and from the chairperson of the Biology Department. The choice of scientific format for the written thesis and the design of the experiment must be approved by the student’s committee. Prerequisites: Successful completion of MAT 332, writing competency, and senior standing. F/S
BIO 499  Senior Thesis/Project II  2 credit hours
A continuation of the senior thesis project started in BIO 498. Students demonstrate their mastery of the methodology of science by completing the research project using appropriate analytical skills and producing a written thesis document in an appropriate scientific format. The completed thesis project is defended orally before and evaluated by a faculty committee. A minimum grade of “C-” is required to meet degree requirements. Prerequisite: BIO 498 with a minimum grade of “C-.” F/S

Business

BUS 201  Principles of Management  3 credit hours
Introduction to the nature and problems of management and organizations, leadership, and control. Examines the relationship between the needs of the individual, the organization, and society. F

BUS 244  Business Practicum  1–2 credit hours
Prospective business administration majors function under the tutelage of professionals in manufacturing, banking, service industries, and other related entities. Students complete 52 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisites: Qualified sophomore or junior student with cumulative GPA of 2.7. Permission of the supervising faculty member is required.

BUS 303  Human Resource Management  3 credit hours
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. Prerequisite: BUS 201. S

BUS 307  Operations Management & Quantitative Techniques  3 credit hours
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: MAT 332. S

BUS 309  Special Topics in Business  3 credit hours
This course focuses on a specific topic in business such as futures and options, total quality management, valuation, etc. Course may be repeated with a change of topic. Prerequisite: Junior status as a business major. F or S
BUS 311 Business Law I  3 credit hours
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. F

BUS 312 Business Law II  3 credit hours
Continuation of Business Law I. In-depth study of specific laws and practices as related to contracts, the Uniform Commercial Code, commercial paper, secured transactions, real and personal property, estates, and bankruptcy. Prerequisite: BUS 311. S

BUS 316 Financial Institutions & Markets  3 credit hours
A study of money and capital markets concentrating on interest-rate determination, the major public and private financial institutions in the U.S. economy, and the major types of financial instruments including bonds, equities, and derivative instruments. Prerequisite: ECO 100 or ECO 203. (Cross listed as ECO 316.) (Offered in alternate years) F

BUS 317 Introduction to Advertising  3 credit hours
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. Prerequisite: BUS 330.

BUS 318 Organizational Behavior  3 credit hours
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.

BUS 330 Principles of Marketing  3 credit hours
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. F

BUS 339 Marketing Research  3 credit hours
Study and analysis of the marketing information system. Includes the organizational characteristics of marketing research, basic tools and procedures, and management science applications. Prerequisite: BUS 330. S
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 340</td>
<td>Business Communications</td>
<td>3</td>
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<td>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. Prerequisites: ENG 121 and ENG 122.</td>
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<tr>
<td>BUS 344</td>
<td>Business Practicum</td>
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<td>Prospective business administration majors function under the tutelage of professionals in manufacturing, banking, service industries, and other related entities. Students complete 52 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: Qualified upper-division student with cumulative GPA of 2.7. Permission of the supervising faculty member is required.</td>
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<tr>
<td>BUS 345</td>
<td>Business &amp; the Environment</td>
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<td>An environmental economics approach is used to illustrate the impacts of the firm on the environment and environmental policy on the firm. Cost-benefit analysis is developed in student-driven research projects. (Cross listed as ENV 345.) (Offered in alternate years) S</td>
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<tr>
<td>BUS 350</td>
<td>Consumer Behavior</td>
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<td>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. Prerequisite: BUS 330. (Offered in alternate years) F</td>
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<tr>
<td>BUS 352</td>
<td>e-Business</td>
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<td>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. Prerequisites: Computer and writing competency. F</td>
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<tr>
<td>BUS 401</td>
<td>Principles of Finance</td>
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<td>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 206, ECO 100 or ECO 204, and MAT 332. F</td>
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BUS 402  Strategic Management & Business Policy  3 credit hours
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, BUS 330, BUS 401 and senior standing. S

BUS 403  International Business  3 credit hours
Students examine functional areas of business from an international perspective. The importance of differing
cultural and political assumptions in business is also addressed. Prerequisite: Senior standing in the business
major. (Not offered every year) F or S

BUS 405  Principles of Investments  3 credit hours
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. S

BUS 420  Internship  3 credit hours
The internship program involves the application of classroom learning to practical business projects or programs.
An educational program or project with specific objectives must be established before approval of the course. It
must consist of non-routine internship work. The internship has a minimum requirement of 150 hours devoted to
the laboratory, which must be in addition to any regular employment. Enrollment is limited to the availability of
placement and to the availability of faculty. Application must be made through an advisor eight weeks in advance
of the regular fall or spring registration. Prerequisites: Senior status; completion of courses applicable to the
laboratory work; 3.00 GPA overall; 3.00 GPA in accounting, business, and economics subjects; and permission
of the Internship Committee. F/S

BUS 422  Senior Thesis/Project  3 credit hours
Students produce a written work or engage in a project at an appropriate level of analysis and skill. (Work
previously submitted for credit may not be used.) Enrollment in this class and the thesis/project topic must be
approved in advance by the faculty member serving as thesis/project director. The completed thesis or project is
defended orally before and evaluated by a faculty committee. Students must earn a minimum grade of “C–” to
fulfill concentration requirement. F or S

Chemistry
CHE 106  Environmental Chemistry  4 credit hours
This course will cover chemical concepts and principles in the context of real-world societal issues such as air
pollution, water pollution, acid rain, and global warming. The course includes three lectures and one laboratory
session weekly. (Cross listed under ENV 106.) (Not offered every year)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>CHE 151</td>
<td>General Chemistry I</td>
<td>4</td>
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<td>An introduction to modern inorganic chemistry including the study of structure and bonding patterns of the elements, stoichiometry, physical and chemical properties of matter and solutions. Laboratory exercises reinforce principles covered in lecture. Three lectures and one three-hour laboratory weekly. Prerequisite: Successful completion of mathematics competency. F</td>
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<tr>
<td>CHE 152</td>
<td>General Chemistry II</td>
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<td>A continuation of General Chemistry 151. Topics include kinetics, equilibrium, thermodynamics, electrochemistry, and nuclear chemistry. Three lectures and one three-hour laboratory weekly. Prerequisite: CHE 151 or equivalent. S</td>
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<tr>
<td>CHE 203</td>
<td>Demonstrations for Teachers</td>
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<td>Provides an opportunity for teachers to perform practical chemistry demonstrations and to review fundamental chemical principles and fundamental safety procedures. These demonstrations are suitable for incorporation into the physical, biological, and earth science curricula. If appropriate, applications to the teacher side of laboratories will be explored. This course includes two lectures weekly. Prerequisite: Successful completion of Physical World Requirement. (Not offered every year) S 2008</td>
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<tr>
<td>CHE 204</td>
<td>Chemical Problems (Mu Sigma Eta)</td>
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<td>Undergraduate seminar to study selected chemical problems and to undertake research and literature searches in the area. Admission by invitation only. F or S</td>
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<td>CHE 222</td>
<td>Science Division Internship</td>
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<td>A student can earn one-half credit hour of credit per semester up to a maximum of 4 credit hours toward a degree through participation in an internship in a divisional activity such as lab assistant or tutor. Grading will be on a Pass/Fail basis. Prerequisite: Permission of the instructor. F/S</td>
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<tr>
<td>CHE 301</td>
<td>Organic Chemistry I</td>
<td>5</td>
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<td>A study of aliphatic and aromatic hydrocarbons and the functional derivation of these organic compounds with emphasis on nomenclature, reaction mechanisms, and stereochemistry. Laboratory includes instruction in physical methods of analysis and synthesis or organic compounds. The student must write a research paper during the semester and give a presentation summarizing the paper. Three lectures and four hours of laboratory weekly. Prerequisite: Successful completion of CHE 152 F</td>
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</table>
CHE 302  Organic Chemistry II  5 credit hours
Course content is a continuation of CHE 301. The student must also write a research paper and give a presentation summarizing the paper. Three lectures and four hours of laboratory weekly. Prerequisite: CHE 301.

CHE 306  Environmental Chemistry  4 credit hours
This course will cover chemical concepts and principles in the context of real-world societal issues such as air pollution, water pollution, acid rain, and global warming. The course includes three lectures and one laboratory session weekly. Students enrolled at the 300 level will be required to complete an approved independent research project. Prerequisite: Physical World requirement met. (Cross listed as ENV 306.) (Not offered every year)

CHE 313  Nuclear Chemistry  3 credit hours
An introductory course in the applications of radionuclides in chemistry. Key topics include principles of radioactive decay, interactions of radiation with matter, radiation detectors, radioactive tracers, nuclear methods of analysis, and sources of radioactive materials. Three lectures weekly. Prerequisite: Successful completion of CHE 152. (Not offered every year) F 2006

CHE 315  Quantitative Chemistry  4 credit hours
This course explores the theory and practice of chemical analysis and basic laboratory instrumental analysis, with emphasis given to gravimetric and volumetric techniques. Laboratory experience with basic quantitative techniques, including statistical methods of data analysis, is included. Lecture, discussion, and four hours of laboratory weekly. Prerequisite: Successful completion of CHE 152. (Not offered every year) F 2007

CHE 322  Internship  3 credit hours
The student must devote 150 hours of normally non-remunerative work in an off-campus laboratory environment such as an industrial or medical laboratory to learn the use and applications of specialized laboratory equipment. Prerequisites: CHE 152, junior status, approval by a supervising faculty member, and a cumulative grade point average of 3.00 are required. F/S

Computer Graphic Design
CGD 217  Survey of Graphic Communications  3 credit hours
This lecture course is a survey of design principles and practices used in computer animation, Web design, and print media. The course teaches students to understand the proper audience, marketing strategies, design criteria, and choices of graphic software to produce professional graphic art. Prerequisite: Computer competency.
CGD 220  Storytelling & Storyboarding  3 credit hours
Students will learn to create both linear and nonlinear stories, moving from “word” to “image” and, consequently, engaging in valuable preproduction concepts. Prerequisite: ART 105.

CGD 221  2-D Computer Animation  3 credit hours
This is an introductory course into the world of 2-D computer animation using the latest in 2-D computer animation software for the Web. Students gain a broad knowledge of basic primitive animation, squash and stretch, walk cycles, lip synch, composition, color theory, storyboarding, timing, and character design and development.

CGD 223  3-D Modeling I  3 credit hours
This course introduces students to the basic principles of building three-dimensional objects, to environments, and to characters, with the high-end 3-D animation software, Alias Maya. Students will learn basic concepts such as modeling techniques with NURBS, polygons, and subdivisions; lighting; texturing; rendering; and composition. The class is largely based on tutorials, in-class demonstrations, group critiques, and larger project assignments.

CGD 240  Media Writing & Editing  3 credit hours
An introduction to the process of writing for varied media. Emphasis is on gathering information, writing styles, editing, and organization of written communication. Practical experience includes writing for campus media. Prerequisite: Writing competency.

CGD 244  Computer Graphics Practicum  1–2 credit hours
Prospective Computer Graphic majors function under the tutelage of professionals in graphics communication, public relations, and other related entities. Students complete 52 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: Qualified sophomore or junior student with cumulative GPA of 2.7. Permission of the supervising faculty member is required.

CGD 253  Web Publishing  3 credit hours
An introduction to the Internet as a medium for publishing. Included is an introduction to HTML and opportunities to work with current Web publishing software. This course will cover navigational organization, selection, and linking of animations, illustrations, photos, and sound to Web pages. Prerequisite: Computer competency.
CGD 303 Publication Design 3 credit hours
In this course, students are introduced to graphic design with an emphasis on theory and practice in designing visually effective communication media. Emphasis is placed on understanding principles of visual literacy and design to communicate ideas in publications such as newspapers, brochures, newsletters, and magazines. The course also includes study and practice in visualizing communication problems in the layout and design of publications and an introduction to desktop publishing using Quark XPress and PageMaker. Prerequisite: Fulfillment of computer competency or permission of the instructor.

CGD 309 Special Topics 1–3 credit hours
A course that focuses on a specific topic in the related field of computer graphic design. The topic will be determined by the individual professor. Prerequisite to be determined on an individual basis.

CGD 318 Public Relations Practices & Promotional Writing 3 credit hours
An introduction to current procedures and duties of public relations personnel will be studied. Students will write news releases, brochures, speeches, reports, memos, scripts, and ad copy using workshop format. Prerequisite: Writing competency.

CGD 323 3-D Modeling II 3 credit hours
In this course, students expand their knowledge and skills in 3-D computer modeling. New techniques using curves, NURBS, polygons, and subdivisions will be taught and evaluated by use of tutorials, in-class demonstrations, group critiques, and large-scale projects. In addition, lighting and texturing techniques will be incorporated into the 3-D models. The focus of the class is to build a larger body of work with demo-reel-quality models.

CGD 324 3-D Animation I 3 credit hours
This course will familiarize students with the basics principles and theory of primitive animation using Alias Maya. Students will be exposed to a greater level of function using Maya’s animation tools and functions including such things as key framing, blend-shapes, motion paths, deformers, and set-driven key. Much of the class revolves around tutorials, in-class demonstrations, group critiques, and larger project assignments. Prerequisite: CGD 223.

CGD 325 3-D Animation II 3 credit hours
This course will familiarize you with the basics principles and theory of character animation using Alias Maya. Students will be exposed to such things as building a character, character rigging, forward and inverse kinematics, skinning, lip synch, animation with a biped character, and character acting. Much of the class revolves around physical expression acting, tutorials, in-class demonstrations, group critiques, and larger project assignments. Prerequisite: CGD 324.
CGD 326  3-D Dynamics  3 credit hours
Students will learn the basics of 3-D dynamics in Alias Maya. Rudiments of fundamental principles of dynamics in 3-D space are covered including rigid bodies, soft bodies, particle systems, and MEL. Much of the class revolves around tutorials, in-class demonstrations, group critiques, and larger project assignments. Prerequisite: CGD 223.

CGD 327  Advanced 3-D Seminar I  3 credit hours
This course will focus on honing students’ individual skills in 3-D computer graphics. Each student will choose a concentration in 3-D computer graphics (e.g., modeling, animation, special effects, etc.) and produce a 3-D computer graphic film. Coursework will include script writing, storyboarding, group discussions and critiques, and full production of the student’s own 3-D film to be screened at the end of the semester. Prerequisites: CGD 220, CGD 223, CGD 324, and CGD 325. F

CGD 330  Digital Still Imaging  3 credit hours
An exploration of the impact of digital technology on the process of creating still images. Current hardware and software will be utilized to create and manipulate images and to prepare them for publication or multimedia use. Creative and ethical aspects of this technology will also be examined. Prerequisite: ART 215 or permission of the instructor.

CGD 331  Digital Video & Audio  3 credit hours
A course in the creation of digital imagery and sound for multimedia productions including capturing digital still camera images, creating digital videos, and recording and shaping sounds. This course uses traditional analog audio/video devices as well as digital synthesis to edit, shape, and manipulate imagery and sound with computer software. Projects include making music videos and short films. Prerequisites: Computer competency and CGD 220.

CGD 332  Multimedia Authoring  3 credit hours
Multimedia authoring is the incorporation of animation, video, still imaging, and audio elements into interactive entertainment, informational, promotional, or educational productions for CD-ROM and the Web. Prerequisite: CGD 217.

CGD 340  Print Production  3 credit hours
This course covers the proper procedures for creating print-ready files in both native and prescript formats. Students will study the technological innovations in the printing procedures. Prerequisites: CGD 303 and CGD 330.
CGD 344  Computer Graphics Practicum  1–2 credit hours
Prospective Computer Graphic majors function under the tutelage of professionals in graphics communication, public relations, and other related entities. Students complete 52 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: Qualified upper-division student with cumulative GPA of 2.7. Permission of the supervising faculty member is required.

CGD 353  Dynamic Publishing  3 credit hours
This course introduces students to the basic concepts of dynamic media, interactive Websites, video games, advertising, and issues involved in generating and delivering content dynamically. Students will evaluate the effectiveness of dynamic media with regard to usability and accessibility for different audiences. Prerequisites: CGD 221 and computer competency recommended.

CGD 392  IS Internship  3 credit hours
Internships are designed to open new career paths, foster personal growth, and expose the student to practical computer projects or programs. Participants in the program are responsible for completing real projects typical of those assigned to computer technology graduates in entry-level positions. Every effort is made to place interns in positions that match their primary career interests, although this cannot be guaranteed. A minimum of 150 hours is devoted to the internship. Application must be made through an advisor eight weeks in advance of the regular fall or spring registration. Prerequisites: Senior status; completion of courses applicable to the internship work; 3.00 GPA overall; 3.00 GPA in computer graphics design, management information systems, or computer science/math; and permission of the Internship Committee.

CGD 427  Advanced 3-D Seminar II  3 credit hours
This is the second of a two-part class where students focus on specific areas of interest in 3-D animation by making a film. Students will continue work on their films already in production. In addition, students will develop a demo reel for submission to future employers. At the end of the course, students will screen their films to the staff and to the student body of Ashford University. Prerequisite: CGD 327.

Criminal Justice

CRJ 201  Introduction to Criminal Justice  3 credit hours
An analysis of the criminal justice system focusing on the police, courts, and corrections. F

CRJ 301  Juvenile Justice  3 credit hours
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, this 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. Prerequisite: CRJ 201.
CRJ 303 Corrections 3 credit hours
An analysis of correctional procedures and institutions, especially jails, prisons, parole, and probation. Other topics include inmate subcultures, rehabilitation, and prisonization. Prerequisite: CRJ 201.

CRJ 305 Crime Prevention 3 credit hours
This course explores strategies of crime prevention including programs that reduce opportunities to commit crime, programs that alleviate demoralizing community social and economic conditions that foster criminal behavior, programs that improve police/community cooperation, and programs that educate young people as to likely consequences of criminal behavior. Outcome research pertaining to cost and effectiveness of these programs will be examined. Prerequisite: CRJ 201.

CRJ 306 Criminal Law & Procedure 3 credit hours
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. Prerequisite: CRJ 201 or permission of the instructor.

CRJ 307 Victimology 3 credit hours
Analysis of the new field of victimology borne of the contemporary trend toward the rights of the victim, an area long neglected in criminal justice. Topics include justice and restitution for the victim, reconciliation, and the healing of the victimized person and his or her family as well as the rehabilitation of the offender in the context of a peaceful and caring resolution of conflict. Prerequisite: CRJ 201.

CRJ 420 Criminal Justice Practicum 3 credit hours
Students apply the skills and knowledge learned from the criminal justice curriculum in a work environment. Performance of 150 hours of normally nonremunerative work in a criminal justice setting under faculty supervision is required. Approval of the supervising faculty member and a cumulative grade point average of 2.75 are required. Prerequisite: Senior standing.

Drama

DRA 101 Creative Techniques for Theater Production 2 credit hours
A course designed for anyone interested in or responsible for “putting on a play.” This course will cover all the basic areas of mounting a production, from choosing a script to closing-night curtain calls. The focus of this course will be creative problem solving rather than technical expertise, and so will be of interest to anyone who may find themselves involved in theater in any school, church, or community setting. (Not offered every year) F
On-Campus Traditional Undergraduate Programs

**DRA 102  Introduction to Acting & Directing**  2 credit hours
A class that will be of interest to anyone who has ever acted or wanted to act or who just wants to be more confident and more comfortable when speaking to or dealing with groups. The class will also delve into the aspects of directing for theater and of the cooperative effort involved in the actor/director team. The class will benefit students of any skill level, from those who have never set foot upon a stage to those who have theater experience. (Not offered every year) S

**Economics**

**ECO 100  Survey of Contemporary Economic Issues**  3 credit hours
Contemporary economic issues are discussed in a seminar fashion. Relevant economic theory is introduced, as necessary. No previous coursework in economics necessary; not open to business or accounting majors for major credit. S

**ECO 203  Principles of Macroeconomics**  3 credit hours
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. Prerequisites: Critical thinking competency and computer competency recommended. F

**ECO 204  Principles of Microeconomics**  3 credit hours
Introduction to the theory of consumer equilibrium, market structure, and wage determination. Prerequisites: Critical thinking competency, mathematics competency, and computer competency recommended. S

**ECO 316  Financial Institutions & Markets**  3 credit hours
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.) (Offered in alternate years) F

**ECO 317  Money & Banking**  3 credit hours
The nature and function of the commercial banking system, the Federal Reserve System, and the role of money and monetary policy in the national economy. Prerequisite: ECO 100 or ECO 203. (Alternate years) F
Education

EDU Prefix - Core courses required for Elementary and/or Secondary Education. ESE 325 and ESE 315 are also core courses.

EDU 200 Introduction to Education
(Weekly) & Field Experience 1 credit hour
During the one-hour seminar held each week, students are introduced to basic concepts of curriculum, teaching methodology, and cooperative learning. Within the weekly field experience component (25 hours per semester), students participate in classrooms of local schools under the direction of experienced teachers. Placements for field experience are made in preschools, elementary classrooms, or secondary classrooms, depending on the University student’s area of focus. Prerequisite: Concurrent enrollment or prior successful completion of PSY 104 (grade of C- or above), a minimum overall grade point average of 2.00, or permission of the course instructor(s) and advisor. F/S

EDU 203 Child & Adolescent Literature 3 credit hours
Students learn to select and use children’s books and other media relating to the physical, cognitive, emotional, and social development of preschool, elementary, and middle school students. The course highlights popular authors. Prerequisites: PSY 104 and sophomore standing. S

EDU 215 Educational Psychology 3 credit hours
Students explore major psychological and sociological factors in the teaching-learning situation: principles of learning, testing and measurement, learning techniques, methods and media of instruction, classroom management, classroom/educator influences upon achievement, and criteria for evaluation. Prerequisites: PSY 101 and PSY 104 or permission of the instructor. F or S

EDU 250 Foundations of American Education 2 credit hours
The philosophical, historical, and social foundations of American education are studied, and basic concepts of curriculum are introduced. Students explore the ethical aspects of schooling, legislation, and public policy that affect all children and families with and without disabilities and the legal aspects of education in the 21st century. Current trends and issues of the profession that may help reform and improve practice in schools are identified. Prerequisite: EDU 200, ENG 122, or permission of the instructor. F/S

EDU 270 Principles of Education (Preschool, Elementary, and Secondary) 
& Field Experience II 2 credit hours
During the seminar sessions held twice each week, students study curriculum, lesson planning, classroom guidance and discipline, active nonviolence, etc. Within the weekly field experience component (25 hours per semester), students participate in classrooms of local schools under the direction of experienced teachers. Placements for field experiences are made in preschools, elementary classrooms, or secondary classrooms, depending on the University student’s area of focus. This course must be taken at the University. Prerequisites:
Successful completion of PSY 104 and EDU 200 (grade of “C-” or above) and completion or concurrent enrollment in EDU 250. Students must meet eligibility requirements to apply for admission to the Practitioner Preparation Program (an overall grade point average of 2.50 and a minimum grade point average of 2.70 in core education and endorsement courses) or permission of the course instructor(s) and advisor(s). F/S

EDU 300 Internship in Education 1–8 credit hours
Students take part in regularly scheduled weekly activities in area schools under the direction of a cooperating teacher. An Education professor who coordinates the school experience conducts University classroom activities. University students meet weekly with the University professor to plan activities and to document participation in the school. Variable credit, typically 28 hours of in-school contact for each college credit. Can be repeated with a change in school placement. Prerequisites: Prior consent of Academic Advisor and Dean of the College of Education before registration in the course. (Arranged Only)

EDU 301 Language Arts in the Elementary Schools 3 credit hours
The curriculum and materials of teaching language arts (reading, spelling, listening, writing, speaking, and handwriting) are taught in conjunction with pedagogical methods for instruction of elementary students. Prerequisites: Admission into the Practitioner Preparation Program and concurrent enrollment in EDU 303 and EDU 305. F

EDU 303 Introduction to Reading Curriculum & Methods 3 credit hours
Students analyze reading curriculum, materials, and methods to become aware of modern instructional procedures for grades K–6. Prerequisites: Admission to the Practitioner Preparation Program and concurrent enrollment in EDU 301 and EDU 305. F

EDU 305 Clinical Experience: Language Arts/Reading Methods 1 credit hour
Prospective teachers work directly with students in classrooms of local schools. Under the direction of experienced teachers, 56 hours are spent in the areas of reading and language arts. Students will present approximately six lessons as instructed by the classroom teacher. Prerequisites: Admission to the Practitioner Preparation Program and concurrent enrollment in EDU 301 and EDU 303. F

EDU 310 Integrating Technology in the Classroom 2 credit hours
Focus on student demonstration of competency in using technology to enhance instruction at the elementary and secondary levels. Course assignments and projects require the use of productivity tools, presentation tools, digital cameras, Internet Websites, and SMART Board technologies. Among other topics are evaluation of Websites, CD-ROMs, and copyright legalities in education. Prerequisite: Admission to the Practitioner Preparation Program. F/S
EDU 311  Social Studies Curriculum & Methods  
2 credit hours
Students explore the development of basic concepts and curricula of social studies in the elementary schools and examine inquiry and problem solving as well as the thematic method of teaching social studies. A geography competency test must be satisfactorily completed by the student. Prerequisites: Admission into the Practitioner Preparation Program and concurrent enrollment in EDU 313, EDU 315, and EDU 317. S

EDU 313  Elementary Curriculum & Methods of Science  
2 credit hours
Students actively engage in the selection, organization, and use of curricular resources and audiovisual materials, lesson and unit planning, and the discovery method. Prerequisites: Admission to the Practitioner Preparation Program and concurrent enrollment in EDU 311, EDU 315, and EDU 317. S

EDU 315  Curriculum & Methods of Teaching Mathematics in the Elementary Schools  
2 credit hours
The course examines the goals, content, materials, and teaching strategies for planning and implementing a mathematics program for K–6. Prerequisites: MAT 223 or equivalent, admission into the Practitioner Preparation Program, and concurrent enrollment in EDU 311, EDU 313, and EDU 317. S

EDU 317  Clinical Experience/Social Studies/Science/Math Methods  
1 credit hour
Prospective teachers work directly with students in classrooms of local schools. Under the direction of experienced teachers, 56 hours are spent in instructional activities in the areas of social studies, science, and math. Students will present approximately six lessons as instructed by the classroom teacher. Prerequisites: Admission to the Practitioner Program and concurrent enrollment in EDU 311, EDU 313, and EDU 315. S

EDU 330  General Methods of Secondary Education  
3 credit hours
Prospective secondary school teachers study current general methods of teaching at the secondary level. The course must be taken at the University. Prerequisite: Admission to the Practitioner Preparation Program. F

EDU 331  Practicum in Secondary General Methods Literature  
1 credit hour
Prospective secondary school teachers work directly in classrooms of local schools (grades 7–12). Under the direction of experienced teachers, practicum hours (minimum 30 hours) are spent in observation of and participation in general methods areas. This course must be taken at the University concurrent with EDU 330. Prerequisites: Admission to the Practitioner Preparation Program. F

EDU 340  Business Education Methods  
3 credit hours
Prospective secondary school teachers study current methods of teaching Business Education at the secondary level. The course must be taken at the University. Prerequisite: EDU 330 and EDU 331. Concurrent enrollment with EDU 341.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>EDU 341</td>
<td>Practicum In Business Education</td>
<td>1</td>
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<td></td>
<td>Prospective secondary school teachers study work directly in classrooms of local schools (grades 7 - 12). Under the direction of experienced teachers, practicum hours (minimum 30 hours) are spent involved with instructional activities, including but not limited to presentation of lessons and other instructional strategies specific to Business Education. The course must be taken at the University. Concurrent enrollment with EDU 340.</td>
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<tr>
<td>EDU 342</td>
<td>Secondary Education - English Methods</td>
<td>3</td>
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<tr>
<td></td>
<td>Prospective secondary school teachers study current methods of teaching English at the secondary level. The course must be taken at the University. Prerequisite: EDU 330 and EDU 331. Concurrent enrollment with EDU 343.</td>
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<tr>
<td>EDU 343</td>
<td>Practicum In Secondary English</td>
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<td>Prospective secondary school teachers study work directly in classrooms of local schools (grades 7 - 12). Under the direction of experienced teachers, practicum hours (minimum 30 hours) are spent involved with instructional activities, including but not limited to presentation of lessons and other instructional strategies specific to Business Education. The course must be taken at the University. Concurrent enrollment with EDU 342.</td>
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<tr>
<td>EDU 344</td>
<td>Business Education Methods</td>
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<td></td>
<td>Prospective secondary school teachers study current methods of teaching English at the secondary level. The course must be taken at the University. Prerequisite: EDU 330 and EDU 331. Concurrent enrollment with EDU 345.</td>
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<tr>
<td>EDU 345</td>
<td>Business Education Methods</td>
<td>1</td>
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<tr>
<td></td>
<td>Prospective secondary school teachers study work directly in classrooms of local schools (grades 7 - 12). Under the direction of experienced teachers, practicum hours (minimum 30 hours) are spent involved with instructional activities, including but not limited to presentation of lessons and other instructional strategies specific to Business Education. The course must be taken at the University. Concurrent enrollment with EDU 344.</td>
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<tr>
<td>EDU 346</td>
<td>Business Education Methods</td>
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<tr>
<td></td>
<td>Prospective secondary school teachers study current methods of teaching Business Education at the secondary level. The course must be taken at the University. Prerequisite: EDU 330 and EDU 331. Concurrent enrollment with EDU 347.</td>
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</tbody>
</table>
EDU 347  Business Education Methods  1 credit hour
Prospective secondary school teachers study work directly in classrooms of local schools (grades 7 - 12). Under the direction of experienced teachers, practicum hours (minimum 30 hours) are spent involved with instructional activities, including but not limited to presentation of lessons and other instructional strategies specific to Science. The course must be taken at the University. Concurrent enrollment with EDU 346.

EDU 348  Business Education Methods  3 credit hours
Prospective secondary school teachers study current methods of teaching Buisness Education at the secondary level. The course must be taken at the University. Prerequisite: EDU 330 and EDU 331. Concurrent enrollment with EDU 349.

EDU 349  Business Education Methods  1 credit hour
Prospective secondary school teachers study work directly in classrooms of local schools (grades 7 - 12). Under the direction of experienced teachers, practicum hours (minimum 30 hours) are spent involved with instructional activities, including but not limited to presentation of lessons and other instructional strategies specific to Social Science. The course must be taken at the University. Concurrent enrollment with EDU 348.

EDU 370  Human Relations Skills For Educators  1 credit hour
This course explores cultural diversity and awareness; sensitivity to potential experiences with dehumanizing bias, racism, and sexism; the affective knowledge of self and others; interpersonal communication skills; and materials for positive classroom human relations. Students learn to adhere to professional and ethical codes and to participate as effective team members with other professionals to develop, maintain, and promote quality learning environments for children. Prerequisite: Admission into the Practitioner Preparation Program. F and/or S

EDU 450  Student Teaching in the Elementary School  8 credit hours
Students observe and teach full days under the guidance of a University supervisor and a cooperating practitioner. They will spend 8 weeks at one grade level and 7 weeks at another grade level. Prerequisite: Admission into the Student Teaching Semester. F/S

EDU 451  Student Teaching in the Elementary School  7 credit hours
Students observe and teach full days under the guidance of a University supervisor and a cooperating practitioner. They will spend 8 weeks at one grade level and 7 weeks at another grade level. Prerequisite: Admission into the Student Teaching Semester. F/S
EDU 452  Student Teaching in the Elementary School  15 credit hours
Students observe and teach full days under the guidance of a University supervisor and a cooperating practitioner for 15 weeks. Prerequisite: Admission into the Student Teaching Semester. F/S

EDU 458  Student Teaching Seminar  1 credit hour
The seminar is a mandatory component of the student teaching semester and is required for student teachers in all endorsement areas. The seminar meets for 15 hours throughout the semester. Student teachers are given guidance in resume writing, credential file preparation, application for licensure, job search procedures, interviewing techniques, etc. Discussions with seminar participants and guest presenters center on topics such as classroom management, substitute teaching, meeting diverse student needs, and professional growth opportunities. Students must successfully complete seminar requirements to be eligible to be recommended for a teaching license. Pass/Fail  F/S

EDU 460  Student Teaching in the Secondary School  8 credit hours
Students observe and teach full days under the guidance of a University supervisor and a cooperating teacher in 7th through 12th grade classrooms. Eight weeks are spent at one grade level and seven weeks at another grade level. Prerequisite: Admission to the Student Teaching Semester. F or S

EDU 461  Student Teaching in the Secondary School  7 credit hours
Students observe and teach full days under the guidance of a University supervisor and a cooperating teacher in 7th through 12th grade classrooms. Eight weeks are spent at one grade level and seven weeks at another grade level. Prerequisite: Admission to the Student Teaching Semester. F or S

EDU 462  Student Teaching in the Secondary School  15 credit hours
Students observe and teach full days under the guidance of a University supervisor and a cooperating teacher in 7th through 12th grade classrooms for 15 weeks. Prerequisite: Admission to the Student Teaching Semester. F/S

EDU 458  Student Teaching Seminar  1 credit hour

EMS Prefix – Middle School courses required for a Middle School Endorsement

EMS 220  Grammar for Educators  1 credit hour
This course provides students with an intensive review of English grammar using a transformational approach. The subconscious rules underlying the formation of English sentences are discovered by examining a wide variety of grammatical structures. Applications are made to the teaching of grammar in upper elementary and middle schools. Prerequisite: ENG 122  S
EMS 225  Growth & Development of the Middle School Age Child  
Students learn about the growth and development of the middle school age child. The emotional, physical, and mental characteristics of this age group will be addressed as will the needs of middle school age children. Prerequisites: PSY 104, EDU 200, and second semester sophomore status. S

EMS 325  Middle School Curriculum Design & Instruction  
Students learn about the areas of curriculum design and instruction that are unique to the middle school philosophy. The course will address teaming and middle school pedagogy and instructional methods. Prerequisites: EDU 250, junior status, and admission to the Practitioner Preparation Program or permission of the instructor/Dean of the College of Education. F

ERE Prefix – Course required for the reading endorsement.

ERE 230  Assessment & Diagnosis in Reading  
Students learn about test procedures, tests, and diagnostic techniques used in the diagnosis of reading difficulties in the reading process: print concepts, phonemic awareness, phonics, vocabulary development, fluency, and comprehension. Students will participate in 20 hours of field experience. Students will have practice administering and interpreting test results. Prerequisites: EDU 215 and EDU 270. Required for K–6 Reading Endorsement. F

ERE 231  Techniques & Strategies for Corrective Reading  
Students learn about the nature and causes of reading disabilities. Current techniques and strategies will be researched and developed for application with struggling readers. Prerequisites: EDU 215, ERE 230, and EDU 270. Required for K–6 Reading Endorsement. S

ERE 232  Practicum in Corrective Reading  
Students will use corrective reading techniques and strategies in tutoring children under the guidance of a university supervisor and cooperating practitioner for 30 hours. Prerequisites: ERE 230 or permission of the instructor and completion or concurrent enrollment in EDU 231 and EDU 270. Required for K–6 Reading Endorsement. S

ERE 240  Secondary Reading  
This course examines reading skills and instructional needs of junior high and high school students, with emphasis on teaching in classrooms with a range of reading levels. Includes comprehension strategies, basic study skills, the coordination of teaching reading at the secondary level, and recreational reading. Required for 7–12 English/Language Arts endorsement. Prerequisites: PSY 104 and EDU 215. S (Offered once every 2 years)
ERE 312  Reading in Secondary Education Content Areas  3 credit hours  
This course is intended for prospective and current teachers desiring to incorporate strategies for reading into their content area. Current techniques and research-based strategies will be explored to afford students an opportunity to develop applications relevant to secondary content and the reading challenges encountered by students. Vocabulary, writing, comprehension, and study skills are discussed and applied to actual content area textbooks. Prerequisite: Admission to the Practitioner Preparation Program.

ESE Prefix - Course required for Special Education endorsements

ESE 315  Survey of Exceptional Students  3 credit hours  
An investigation into the theories, skills, and attitudes needed to identify and instruct students with disabilities in varied school settings. Attention will be given to the variety of categories of disabilities that special educators are likely to come into contact with. Students will examine the issues of providing services to identified individuals within and outside school settings. (Cross listed as PSY 315)  F

ESE 317  Mild/Moderate Disabilities  3 credit hours  
This course provides a theoretical frame of reference within which to view challenges faced by students with learning disabilities (LD). A functional definition of LD, possible causes of LD, characteristics of students with LD, typical academic deficits experienced by students with LD, and methods that have been effective in addressing the needs of students with LD will be examined. Prerequisite: ESE  S

ESE 319  Diagnostics of Mild/Moderate Disabilities  3 credit hours  
The student will become familiar with the basic concepts and procedures relating to assessment in special education. Norm-referenced, achievement, diagnostic, informal, curriculum-based, intellectual, and adaptive assessment will be covered. Interpretation will be stressed. Application of course principles will be provided in one or more student-conducted testing situations. Prerequisite: ESE  F

ESE 321  Methods for Mild/Moderate Disabilities  3 credit hours  
This course will cover critical issues and specific methods and materials relating to the instruction of students with a varying range of needs. Major emphasis will focus on students with mild disabilities such as LD as well as students with other mild to moderate disabilities. Major emphasis will also be on the framework for appropriate instruction for students in light of their learning stages, the nature of the learner, and the content. Prerequisite: ESE  S
ESE 325  Behavior Management in the Classroom  3 credit hours
This course provides strategies for changing inappropriate behaviors and prompting the acquisition of adaptive behaviors through positive management procedures. Designed to provide the prospective teacher practical “how to” skills in classroom management, modification of behavior, and other management skills directed toward establishing an environment of learning. F

ESE 327  Collaborative Relationships & Transition  3 credit hours
Factors that promote effective communication and collaboration with individuals, parents, families, and school and community personnel are considered. Elements of effective transition of students with disabilities across age span are addressed. S

**English**

ENG 100  Introduction to College Writing  3 credit hours
This basic writing course concentrates on writing at the word usage, sentence, and paragraph levels. Students learn what constitutes a sentence and how to recognize and avoid sentence fragments and other common errors. They further learn to craft cogent paragraphs and are introduced to writing as a process.

ENG 106  Strategies for College Reading  3 credit hours
Students learn, practice, and apply pre-reading strategies, comprehension strategies, critical reading and critical thinking strategies, post-reading strategies, and “emergency” reading strategies when material is difficult to understand. In addition to the required text, students read news magazines and newspapers. Homework assignments require students to learn, practice, and apply the strategies on an individual basis while class activities are designed around cooperative learning groups. Two group projects are required.

ENG 121  English Composition I  3 credit hours
Instruction and practice in writing and critical reading with a focus on exposition. The course is designed to enable students to develop competence in analyzing, organizing, and developing ideas; to locate and use library resources for supporting ideas; and to adapt one’s writing to various audiences. F/S

ENG 122  English Composition II  3 credit hours
Instruction and practice in writing effective expository and persuasive essays and the techniques for doing research and writing research papers. Attention is given to the development of library skills. Prerequisite: Completion of ENG 121 with a minimum grade of “C–” or permission of the instructor. F/S
ENG 125  Introduction to Literature  
3 credit hours
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 write essays analyzing and evaluating literature. F/S

ENG 201  American Literature to 1865  
3 credit hours
A survey of American literature from the Colonial Period to 1865 including Native American writers, slave narratives, and authors such as Hawthorne, Poe, Melville, Whitman, and Dickinson. Prerequisite: ENG 122 or permission of the instructor. (Offered every other year) F

ENG 202  American Literature After 1865  
3 credit hours
A survey of American literature from 1865 to 1950 including such authors as Twain, Fitzgerald, Hemingway, Faulkner, Cather, and Wharton. Prerequisite: ENG 122 or permission of the instructor. (Offered every other year) S

ENG 203  British Literature I  
3 credit hours
A survey of British literature from the Old English Period through the Age of Reason including such works and authors as Beowulf, Chaucer, Spenser, Shakespeare, Donne, Milton, Swift, and Pope. Prerequisite: ENG 122 or permission of the instructor. (Offered every other year) F

ENG 204  British Literature II  
3 credit hours
A survey of British literature from the Romantic Period through the first half of the twentieth century including such authors as Blake, Dorothy Wordsworth, William Wordsworth, Coleridge, Byron, Shelley, Mary Shelley, Keats, Browning, Tennyson, Dickens, Hardy, T.S. Eliot, and D.H. Lawrence. Prerequisite: ENG 122 or permission of the instructor. (Offered every other year) S

ENG 211  News Reporting Lab  
1–2 credit hours
An internship in newspaper production on The Clarion. Includes news writing, feature writing, editing, advertising, layout promotion, and all other practical aspects of newspaper production. This course may be repeated for a total of 12 credit hours. Prerequisite: Permission of the instructor.

ENG 212  African-American Literature  
3 credit hours
Students experience the artistry of American writers of color by tracing their development from early slave narratives to contemporary works in film, novels, and poetry. Students sharpen analytic skills by discussing literary texts and familiarize themselves with critical theories of cultural and ethnic distinction. Prerequisite: ENG 122 or permission of the instructor. (Offered every other year) S
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<th>Course Code</th>
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<tbody>
<tr>
<td>ENG 217</td>
<td>International Voices</td>
<td>3</td>
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<tr>
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<td>An introduction to recent international writing in its cultural context. Students read fiction, nonfiction, poetry, and interviews and are introduced to music, art, film, and cuisine of cultures beyond U.S. borders. Prerequisite: ENG 122 or permission of the instructor. (Offered every other year) F</td>
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<tr>
<td>ENG 220</td>
<td>Women Writers</td>
<td>3</td>
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<td>An exploration of the tradition of English and/or American women writers with primary concentration on 19th and 20th century writers. The course includes the intensive study of at least one major writer in this tradition. The specific course topic will vary from year to year. Prerequisite: ENG 122 or permission of instructor. (Offered every other year) S</td>
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<tr>
<td>ENG 225</td>
<td>Introduction to Film</td>
<td>3</td>
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<td>This course is designed to help students to 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 largely consist of critique and analysis of movies and films shown in class and currently playing in the theatre.</td>
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<tr>
<td>ENG 250</td>
<td>London Theatre Tour</td>
<td>1</td>
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<td>The course is designed to enable students to appreciate and experience theater in London. Prerequisite: ENG 125 or permission of the instructor.</td>
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<tr>
<td>ENG 303</td>
<td>Survey of Shakespeare</td>
<td>3</td>
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<td>An in-depth study of eight of Shakespeare’s greatest works including significant films of productions. Prerequisites: ENG 122 and junior standing or permission of the instructor. (Offered every other year)</td>
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<tr>
<td>ENG 304</td>
<td>London Theatre Tour</td>
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<td>The course is designed to enable students to appreciate and experience theater in London. Prerequisite: ENG125 or permission of the instructor.</td>
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<tr>
<td>ENG 305</td>
<td>Nineteenth-Century American Novel</td>
<td>3</td>
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<td>An examination of some of the standard masterpieces by Cooper, Hawthorne, and Melville as well as newly rediscovered texts by women and minority writers. Prerequisites: ENG 122 and junior standing or permission of the instructor. (Not offered every year)</td>
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ENG 306  Twentieth-Century American Novel  3 credit hours
The study of classic American novels with emphasis placed on interpretive analysis of the novels and the relationship of their themes to social events in American history as well as to basic human problems. Prerequisites: ENG 122 and junior standing or permission of the instructor. Not offered every year.

ENG 307  Directed Readings in English  2 or 3 credit hours
A course in literature designed to fit an individual student’s needs. Readings include selected critical work in addition to the primary sources selected for the course. A research paper is required. Prerequisites: ENG 122 and junior standing or permission of the instructor. F or S.

ENG 311  Twentieth-Century British Novel  3 credit hours
The study of classic twentieth-century British novels. Emphasis is placed on interpretive analysis of the novels and the relationship of their themes to contemporary social and cultural trends. Prerequisites: ENG 122 and junior standing or permission of the instructor. (Not offered every year) S.

ENG 312  African-American Literature  3 credit hours
Same course description as ENG 212. Students do the same readings but are required to do additional written assignments and/or oral reports. Prerequisites: ENG 122 and junior standing or permission of the instructor. (Offered every other year) S.

ENG 315  Business & Professional Writing  3 credit hours
Instruction in the planning, organization, construction, style, and tone of several forms of business and professional correspondence: letters, interoffice communication, resumes, and formal reports. A review of grammar, punctuation, and usage is incorporated into the course. Prerequisites: ENG 122 and junior standing or permission of the instructor. F.

ENG 317  International Voices  3 credit hours
Same course description as ENG 217. Students do the same reading but are required to do additional written assignments and/or oral reports. Prerequisites: ENG 122 and junior standing or permission of the instructor. (Offered every other year) F.

ENG 320  Women Writers  3 credit hours
Same course description as ENG 220. Students do the same reading but are required to do additional written assignments and/or oral reports. Prerequisites: ENG 122 and junior standing or permission of the instructor. (Offered every other year.) F or S.
ENG 321  Introductory Linguistics  3 credit hours
This course provides students with an introduction to the principles and methods of linguistic theory. Basic concepts included are phonology, morphology, syntax, and semantics. The developmental stages of language acquisition and the variations of dialect and style observed in spoken and written English are also examined. Students practice applying linguistic theory to explain language-related phenomena encountered in everyday life. Prerequisites: ENG 122 and junior standing or permission of the instructor.

ENG 323  Twentieth-Century American Poetry  3 credit hours
A critical examination of the work of modern and contemporary poets as well as the cultural context in which they produced their work. Prerequisites: ENG 122 and junior standing or permission of the instructor. (Not offered every year)

ENG 388  Destination Course  3 credit hours
A course designed to include an extended travel component that provides an experiential encounter with historical or contemporary aspects of the course content. The “destination course methodology” may be applied to an existing course or to special courses. Destination courses may be offered in classroom or online modalities.

ENG 410  Selected Authors  3 credit hours
Students do a critical examination of the works of a selected author or authors. In addition to some short critical essays, students produce a major research paper. Prerequisite: Senior standing or permission of the instructor. (Offered every other year) F

English as a Second Language (ESL)

ESL 100  Intermediate Grammar  1–3 credit hours
An overview of the structure of the simple English sentence; the course concentrates on the noun phrase and the verb phrase. The course will help students build an overall framework for understanding the organization of the English language. Students will learn which structures are more appropriate for oral communication and which are more appropriate for written communication. Structures will be studied in context. F or S

ESL 102  Intermediate Reading  1–3 credit hours
This class is designed to help develop vocabulary and reading skills at the intermediate level. Students will improve comprehension by reading for the main idea and supporting details like scanning, previewing, inferring, skimming, etc. that will make them become better readers in the college setting. F or S

ESL 104  Intermediate Listening/Speaking  1–3 credit hours
Refine the listening/speaking skills of international students to a level at which they can function effectively in a college setting. Students will discuss topics and listen for main ideas and will take notes from classroom lecture. F or S
ESL 106  Intermediate Writing  1–3 credit hours
Master the paragraph and learn the structure of the essay. Students will learn the steps of process writing and also practice the mechanics of writing that will produce an acceptable final product. F or S

ESL 190  Advanced Grammar  1–3 credit hours
Review grammar rules and the patterns of the complex sentence. The course will focus on how the English language shows relationship among idea units. Sentence types, clause types, sequencing of tenses, and connecting words are studied in detail.

ESL 192  Advanced Reading  1–3 credit hours
Gives students extensive practice reading college texts and essays. Particular attention is given to the structure and organization. Students will participate in discussions and continue to develop vocabulary based on extensive reading passages. F or S

ESL 194  Advanced Listening/Speaking  1–3 credit hours
Teach listening/speaking skills and strategies needed to participate in the American college classroom. Students will practice listening strategies to help them understand and recall lectures. Students will be taught the technique of note taking. Small group discussion, role playing, and debates will be used in the classroom. F or S

ESL 196  Advanced Writing  1–3 credit hours
Students will acquire the level of writing they need to succeed in college. By the end of the course, students should be able to write well-organized essays. Students will continue to work through the writing process and learn how to apply research skills in their essays. F or S

Environmental Studies
ENV 101  Humanity & the Environment  4 credit hours
This course focuses on humans and their relationship with planet Earth. Lecture topics include evolutionary and ecological theories; the ecological, political, and social ramifications of human population growth; planetary pollution problems; and effects of current technological trends on the environment. During the laboratory section, specific scientific problems are investigated and analyzed using both biological and chemical essays. (Cross listed as BIO 101.) S

ENV 106  Environmental Chemistry  4 credit hours
This course will cover chemical concepts and principles in the context of real-world societal issues such as air pollution, acid deposition, plastics, and nutrition. The course includes three lectures and one laboratory session weekly. (Cross listed as CHE 206.) F or S
ENV 300  Environmental Biology  3 credit hours
A study of biodiversity. The origin and evolutionary history of biodiversity, including the geological forces that shaped its course, will be discussed. This course will be made pertinent through discussions of the impact of human activity on biodiversity and subsequent impact on the human population. Prerequisites: BIO 100 and BIO/ENV 101 or BIO 103 and BIO 104, or permission of the instructor. (Cross listed as BIO 300.) (Offered every other year) S

ENV 310  Environmental Policies  3 credit hours
Examines political, social, and economic policies and their impact on the global environment. Also explores ways in which policy decisions can serve to protect the environment. Prerequisite: POL 201 or BUS 311. (Cross listed as POL 310.) (Offered every other year) S

ENV 345  Business & the Environment  3 credit hours
An environmental economics approach is used to illustrate the impact of the firm on the environment and environmental policy on the firm. Cost-benefits analysis is developed in student-driven research projects. (Cross listed as BUS 345.) (Alternate years) S

ENV 420  Environmental Internship  3 credit hours
Students apply the skills and knowledge developed from the environmental studies curriculum to a field experience. Requires 150 hours of normally nonremunerative work in a designated institution or agency, under faculty supervision. (Credit beyond 3 hours may be earned for more extensive work experience.) Approval by a supervising faculty member and a cumulative grade point average of 2.75 are required. Prerequisites: Junior standing and approval of Environmental Studies Committee. F/S

Health Care Administration

HCA 221  Practicum in Health Care  3 credit hours
Prospective students in the allied health areas such as Nuclear Medicine Technology and Physical Therapy gain experience in patient care under the supervision of appropriately licensed professionals. Students complete 50 contact hours for each credit hour given and must provide evidence of learning through a written journal and keep an up-to-date time sheet. May be taken more than once to gain experience at different locations for a maximum of 4 credit hours. Prerequisites: Sophomore standing or higher and GPA ≥ 3.0.

HCA 310  Funding Health & Social Services  3 credit hours
A seminar approach provides the framework to assist students in developing basic concepts regarding the integration of health and human services and funding resources and transferring these concepts into real world (operational) professional settings. Topics include the exploration of major federal, state, and community resources; impact of categorical funding upon the provision of health and human services; and exploration of
health and human services reform. Students lead discussion of selected topics. Presentations of selected topics, guided research, and class participation are strategies used to facilitate the learning process. Prerequisite: Junior standing or permission of the instructor. (Cross listed as SOC 310.) F or S

HCA 321 Program Evaluation: Statistical Applications in Outcome Measurement 3 credit hours

This course focuses on the application of research methods and basic statistical applications in the evaluation of program outcomes in psychology, health, and human service. Upon completion of the course, students will be able to develop a comprehensive formal program evaluation plan in a selected topic from psychology, health, and or human services. Students will apply theoretical constructs of needs assessments, research design, methodology, statistical applications, and measurement and evaluation in the development of the program evaluation plan. (Cross listed as PSY 321.)

HCA 340 Managing in Health and Human Services: An Interdisciplinary Approach 3 credit hours

An upper-level management course providing basic management theory for the beginning manager. Management challenges, human service environments, management theories, organizational design, program planning and implementing, supervisory relationships, managing finances, program evaluation, leadership theories, and team organization are discussed. Assessment of course objectives will be conducted through paper/pencil tests, small-group activities, class participation, and a comprehensive management project. Prerequisite: SOC 101. (Cross listed as SOC 340.) F or S

HCA 402 Health Care Internship 3–6 credit hours

This course provides students with the opportunity to apply the skills and knowledge acquired from their study of health care administration to a client setting. Students may take the course for 3–6 hours of credit. Each credit hour of the Health Care Internship has a requirement of 50 applied hours. The internship requires supervised, unremunerated work in an approved institution or agency. The internship is individualized for each student based upon a self-assessment of their learning needs and consistent with the resources of the supervising agency/institution. A minimum GPA of 2.75 in the Health Care Core is required for registration in this course.

HCA 423 Cost Effectiveness Analysis in Long-Term Care Administration 1 credit hour

Health Care Administration majors/concentrators enroll in the Long-Term Care Internship in anticipation of applying for the Long-Term Care Licensure Examination. The course is a Web-based, faculty-facilitated independent study. The learner will apply management and business principles in conducting a cost-benefit analysis for a self-selected long-term care service or quality topic. A GPA of 2.75 in the major is required for this course. This course will meet one hour of the ten credit hours required by the State of Iowa for Nursing Home Administration licensure preparation in the areas of business management, accounting, business law, or any combination thereof.
HCA 425  Long-Term Care Internship  12 credit hours

This internship is designed to meet the requirements of the Iowa Board of Nursing Home administrators for eligibility for the licensing examination. Students must complete at least 720 hours in an approved nursing home working in specific areas. Prerequisites: Senior standing, a 2.5 GPA in health care courses, and permission of the instructor. F or S

History

HIS 103  World Civilizations I  3 credit hours

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 characteristics of the civilizations and the patterns of interaction among them. F

HIS 104  World Civilizations II  3 credit hours

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. S

HIS 203  American History to 1865  3 credit hours

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. F

HIS 204  American History Since 1865  3 credit hours

American history from Reconstruction to the present. Emphasis is placed on the growing pluralism of American society, the impact of industrialization, the evolution of American political institutions, and the increasing importance of the United States in world affairs. S

HIS 301  History of American Business  3 credit hours

The development of business and its role in American life from the colonial period to the present. Emphasis is placed on the evolution of the corporation, the relationships between business and government, and the impact of business on American culture. Prerequisite: Sophomore standing or permission of the instructor. (Not offered every year)
HIS 303  The American Constitution  3 credit hours
A study of the Constitution of the United States and its role in American history and government. The course covers the drafting and ratification of the Constitution, its subsequent amendment and interpretation, and its contemporary role in American politics and government. Prerequisite: Sophomore standing or permission of the instructor. (Cross listed as POL 303.) (Not offered every year)

HIS 306  Twentieth-Century Europe  3 credit hours
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. Prerequisite: Sophomore standing or permission of the instructor. (Not offered every year)

HIS 307  Early Modern Britain  3 credit hours
The history of the British Isles from the later fifteenth century through the early eighteenth century. Emphasis is placed on the interaction of Scotland, Ireland, and Wales with England and on early modern developments that have shaped English-speaking civilization, especially in the areas of government, law, and overseas expansion. (Not offered every year)

HIS 308  Modern Britain  3 credit hours
The history of the British Isles since the early eighteenth century. Emphasis is placed on the development of parliamentary government, the growth and decline of the British Empire, and the evolution of British society and economic life. (Not offered every year)

HIS 310  American Women’s History  3 credit hours
By examining a wide range of sources, from first person accounts to interpretive essays, this course explores changes and continuities in women’s lives since the earliest days of the Republic. Students will work to understand the forces motivating change, including the various women’s movements that have arisen over the years. Underlying the course will be the question of how traditional interpretations of American history are altered by the incorporation of women’s history. (Offered every other year)

HIS 312  The American West  3 credit hours
The American West is a sub-field of United States history that was framed by Frederick Jackson Turner’s frontier thesis in 1893, which saw encounters among land, people, and history forming the basis for a “sectional” identity. This course examines these entities and further explores the complexities of U.S. western history, incorporating the different landscapes shaped by multiple geopolitical histories, the encounters between political and cultural struggles over meaning, and/or the contests between diverse groups of people over shared places, status, and/or meanings. Historians, journalists, politicians, filmmakers, and writers have all told stories about the American West. For this reason, this course examines a variety of stories from across the curriculum that present the twentieth-century-American West.
HIS 320  History Seminar  3 credit hours
A program of coordinated class readings and discussions that focus on a historical topic selected by the instructor. Emphasis is placed on the analysis, interpretation, and evaluation of historical writing. May be retaken for credit with change of subject matter. Prerequisite: Junior standing or permission of the instructor. (Not offered every year)

HIS 321  History and Politics of the Vietnam War  3 credit hours
This readings course examines selected perspectives by scholars and writers on the Vietnam War. The course focuses primarily on the political and historical context shaped by the years of U.S. involvement with Vietnam. The course attempts to come to grips with the different contexts of the wars by drawing on books that consider the actions of both the Vietnamese and American armies and the consequences of the war on the people and environment of each. The course places emphasis on understanding the war from both the Vietnamese and American perspectives and on the historical and cultural context of both nations. (Cross listed as POL 321.)

HIS 330  World War I  3 credit hours
This course seeks to provide an understanding of the causes, course, and consequences of the First World War in its European and global settings and to develop an appreciation of its considerable influence on the contemporary world. Through readings in various primary and secondary sources, students will also develop a better understanding of how historians reconstruct and interpret the past.

HIS 331  World War II  3 credit hours
A study of the causes, course, and consequences of World War II. Topics covered include the war’s major campaigns, its impact on the societies of the nations involved, the Holocaust, and the war’s influence in shaping the contemporary world. Through readings in various primary and secondary sources, students will also develop an understanding of how historians reconstruct and interpret the past. (Not offered every year.)

HIS 335  The American Revolution  3 credit hours
This course seeks to provide an understanding of the era of the American Revolution (roughly 1763–1791) and an appreciation of its impact on the subsequent course of American history. It will stress the factors that led to the break with Great Britain, the War of Independence, and political experimentation that led to the adoption of the Constitution. Through readings in various primary and secondary sources, students will also develop an understanding of how historians reconstruct and interpret the past.

HIS 340  Recent American History  3 credit hours
This course chronicles and analyzes the profound changes in American life in the period since the Second World War, including changes in the country’s political structure, economy, and culture as well as the development of the U.S. role in the international arena. Among the important events and topics covered are the Korean and Vietnam wars, the Cuban Missile Crisis, space exploration, Watergate, the civil rights movement, and the feminist movement. (Not offered every year.)
HIS 342  The Middle East  3 credit hours
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.

HIS 344  The Cold War World  3 credit hours
The Cold War was a central fact of international life for decades. It also profoundly influenced domestic life in many countries, including the United States. Though the conflict formally ended in 1991, its effects are far reaching and long lasting. Using a variety of interpretive and documentary sources, we will work to define the Cold War, to understand its origins, to analyze its major turning points, and to outline its effects both on the primary participants and the rest of the world into the present day.

Information Systems

INF 103  Computer Literacy  3 credit hours
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 credit hours
An introduction to the systems designed to support the information needs of the business functions of an organization. Topics include basic computer architecture, computer communications, models of information systems, information security, organizing and managing the information systems department, software and hardware acquisition, and the ethics involved in the management of information. Prerequisite: Computer competency.

INF 231  Programming Concepts  3 credit hours
An introduction to the methodology of programming and the construction of graphical user interfaces. Students are introduced to programming through the use of current programming languages(s). Emphasis is on structured design, coding, graphical user interfaces, event-driven programming, and documentation. A variety of programming problems develop skills in algorithm design, file processing data structures, and event handling. Prerequisite: INF 101, INF 102, or permission of the instructor. F/S

INF 240  Visual & Verbal Presentations  3 credit hours
This course integrates word processing and presentation graphics technology while exploring business communication. Students will work individually and in teams to plan, write, and present effective business communication utilizing appropriate software. Prerequisites: INF 103 and ENG 122.
INF 242  Spreadsheet & Database Analysis 3 credit hours
Data is used to solve typical business problems, and that data must be managed efficiently. Students will integrate previous business, accounting, and information system coursework into solving problems using spreadsheet and database management software. Prerequisites: INF 103 and math competency.

INF 309  IS Seminar: Special Topic 1–3 credit hours
A course centering on special IS topics with current applicability such as Windows/DOS, Unix/C programming, Object-oriented programming, WWW programming, Unix/Unix tools, decision support systems, or system auditing and controls. May be repeated with change of topic. Prerequisite: Junior or senior standing or permission of the instructor. F or S

INF 322  Database Management Systems 3 credit hours
This course provides an introduction to the concepts of database processing. An understanding of the physical and logical organization of data and the meaningful representation of data relationships are evaluated. Operational requirements of database management systems are also discussed. Prerequisites: INF 231, INF 208/INF 308, and math competency.

INF 325  Telecommunications & Networking Concepts 3 credit hours
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 331  IS Programming 3 credit hours
This programming course solves problems using a current programming language. The emphasis is on techniques for efficient problem solving, good structured programming, and documentation. Both interactive and batch processing will be covered. Object-orientated programming techniques may be included. Prerequisites: INF 231 and MAT 115 or higher math course.

INF 335  Project Management Principles 3 credit hours
This comprehensive course is designed to develop and strengthen the core knowledge base of those who have chosen project management as their career path. Focus is on basic principles across the breadth of The Guide to the Project Management Body of Knowledge (PMBOK Guide) and on learning the essential elements for each phase of the project life cycle. Students will gain the knowledge, tools, and techniques to manage a project from initiation to final closeout, while balancing the competing demands of time, cost, and scope. This course can be used as a substitute for INF 410. Prerequisites: BUS 201 and ECO 203.
INF 336  Project Procurement Management  3 credit hours

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 335.

INF 337  Integrated Cost and Schedule Control  3 credit hours

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. This course can be used as a substitute for BUS 307 or as an elective in Accounting. Prerequisites: ACC 206 and MAT 332.

INF 338  Leadership & Communication Skills for Project Managers  3 credit hours

This course enables students to develop the necessary skills to elicit maximum performance from every member of a team. Students will uncover the styles of leadership that are most appropriate for achieving project success and discover which forms of leadership and communication styles are best suited to their personalities. They will also learn techniques for resolving conflict and managing personnel issues and gain hands-on experience in analyzing stages of team development and maximizing project team effectiveness. This course can be used as a substitute for BUS 303. Prerequisites: BUS 201 and writing competency.

INF 391  IS Seminar I  3 credit hours

This course is a seminar in which students will conduct self-directed learning, give presentations, and complete a project in an approved topic. Approved topics may include Animation, Applied Mathematics, Computer Game Design, Computer Graphics, Computer Programming, Computer Support, Computer Repair, Computer Training, Graphic Design, Statistics or Web Programming. Prerequisite: Permission of the instructor.

INF 392  IS Internship  3 credit hours

Internships are designed to open new career paths, to foster personal growth, and to expose the student to practical computer projects or programs. Participants in the program are responsible for completing real projects typical of those assigned to computer technology graduates in entry-level positions. Every effort is made to place interns in positions that match their primary career interests, although this cannot be guaranteed. A minimum
of 150 hours is devoted to the internship. Application must be made through an advisor eight weeks in advance of the regular fall or spring registration. Prerequisites: Senior status; completion of courses applicable to the internship work; 3.00 GPA overall; 3.00 GPA in computer graphics design, management information systems, or computer science/math; and permission of the Internship Committee.

INF 410 Project Management 3 credit hours
Students will work in teams to produce an analysis-based design project. The course provides an understanding of the systematic process involved in project development, project modification, and project completion. Prerequisites: INF 220 or CGD 217, INF 240, or CGD 240 recommended.

INF 420 Senior Portfolio 3 credit hours
Students demonstrate their mastery of skills and knowledge in the their areas of emphasis and previous coursework through the development of an approved project. Students will analyze, design, implement, and document an appropriate solution for the project. The project should exemplify the student’s ability to apply IS resources and skills in a well-designed project. Prerequisites INF 410 and INF 240 or CGD 240 and permission of the instructor.

INF 431 Advanced IS Programming 3 credit hours
This programming course covers advanced programming techniques and implementation of information systems, especially using multiple programs to work together to implement an information system. Topics may include software design, file structures, sorting, data structures, and efficient algorithms. Students are expected to develop programs to support and use the topics covered in this course. Prerequisites: INF 331 and math competency.

Liberal Arts
Course number followed by an “I” indicates the course is an interdisciplinary course.

LIB 150H Scholars Institute 1–3 credit hours
A seminar course for freshman and sophomore participants in the Scholars Institute. Topics will vary but will be interdisciplinary in nature and will encourage students to think and make connections across disciplinary lines. May be applied to General Education requirements with approval of Curriculum Committee. May be repeated with change of topic. Prerequisite: admission to Scholars Institute. F and S

LIB 201 Liberal Arts Research Methods 1 credit hour
A consideration of research methods, strategies, and source materials appropriate to the liberal arts. The course stresses practical application and will be tailored to emphasize research methods in students’ areas of concentration. Prerequisites: ENG 121 and ENG 122. F
LIB 203  General Internship  
1–3 credit hours

Students develop skills and knowledge appropriate to their academic interests in a supervised work environment. Internships requires 150 hours of normally nonremunerative work in a designated institution or agency under the supervision of a faculty member and a site manager. (Can be repeated for up to 6 hours of credit.) Prerequisites: Approval by a supervising faculty member, cumulative grade point average of 2.75, and sophomore status. F/S

LIB 301  Liberal Arts Seminar  
3 credit hours

Students examine a selected topic from the perspectives of the various disciplines within one of the broad fields of liberal arts: fine arts, humanities, science, or social science. Students develop a working knowledge of the methodologies, perspectives, and limitations of each discipline, as well as an appreciation of the insights that may be derived from interdisciplinary inquiry. May be repeated for additional credit only with change of field. Prerequisite: Junior standing or permission of the instructor.

LIB 304  Fine arts Seminar: Creativity & Culture  
3 credit hours

This course examines the creative process of artists who create significant works of art; our aesthetic responses to those works; and the tensions that can occur when an artistic creation violates “community standards,” resulting in attempts at suppression or censorship. Beginning with art movements of the twentieth century, students examine and discuss representative examples of music and art from the standpoints of creative process, aesthetic value, and possible reasons for strong public response. Prerequisite: junior standing or permission of the instructor.

LIB 307  Social Science Seminar: Race Relations in America  
3 credit hours

This course has two primary goals: to develop a deeper understanding of the relationships that exist and have existed among major racial groups comprising American society, especially African Americans, Native Americans, and European Americans, and to familiarize students with methodologies characteristic of the social sciences, especially history and sociology.

LIB 309-I  Interdisciplinary Topics in the Liberal Arts  
3 credit hours

The study of a selected topic from the viewpoints of two or more liberal arts disciplines. Students may repeat the course with a change of topic. Prerequisite: Junior standing or permission of the instructor. (Not offered every year) F or S

LIB 311-I  The Human Quest for Personal Freedom:
Art, Music & Literature of the Romantic Era  
3 credit hours

Examination of the development of the arts of the Romantic Period in Western Civilization to discover what the arts can tell us about how people felt and thought during this significant period in history. The course explores the historical influence of political, cultural, and scientific values of the Romantic Period upon the arts. (Not offered every year) S
LIB 313-I Moral Controversies in Technology 3 credit hours
This course surveys ongoing technological developments and the ethical questions involved. Among the discussions are specific controversies in health care, computer information, space technology, and materials technology as well as contemporary issues that present themselves. (Not offered every year) S

LIB 315-I The Environment & the Human Spirit 3 credit hours
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. (Offered every other year) F

LIB 316 Historical Contexts & Literature (3) F 3 credit hours
Analysis of historical influences in literature based on representative literary works from African American, Latin American, European, Native American Indian, and contemporary American historical contexts. F/S

LIB 318-I Peacemaking: A Study of Conflict Resolution 3 credit hours
An interdisciplinary study of peacemaking with a focus on conflict resolution. Highlighting this course are guest presentations and discussions led by Ashford University faculty from diverse subject areas. Students examine thinking and behavior in response to social conflict such as aggression, threats, prejudice, avoidance, withdrawal, conformity, and obedience. Students study various strategies of peacemaking and negotiation and then apply these methods in class role-playing activities. F

LIB 320-I Global Socioeconomic Perspectives 3 credit hours
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 from a Franciscan perspective. (Offered every other year) F

LIB 322-I T Topics in American Studies 3 credit hours
Employing an interdisciplinary methodology, students will undertake an in-depth study of a key issue in American studies. The course emphasizes the formation of cultural identity and how notions of nation and region impact institutional and subjective ideology.

LIB 323-I Revolution & Terrorism in the Modern World 3 credit hours
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. Prerequisite: Sophomore standing or permission of the instructor. (Offered every other year)
LIB 325-I  The Civil War in American Culture  3 credit hours
This course investigates the role the Civil War has played in American culture. Beginning with a study of the war itself, the course moves on to focus on the meanings subsequent generations of Americans have assigned to it. Emphasis is placed on the use of the Civil War as a vehicle for the expression of attitudes and values by various groups of Americans and on the ways in which the war has influenced regional and national identities. (Offered every other year) S

LIB 327-I  World Music  3 credit hours
This interdisciplinary course examines traditional and popular music from around the world. Emphasis will be given to the artistic, sociological, religious, and cultural aspects of each region examined. At least one music-culture from each of the following regions is presented: Eastern Europe, Asia, Africa, and the Americas. No musical background is required. (Not offered every year)

LIB 328-I  Shakespeare and Music  3 credit hours
This course examines the influence of William Shakespeare on composers of music in the centuries since his plays and poetry were written. Students will closely examine the texts of four plays—two comedies and two tragedies—along with songs from the plays and the sonnets that Shakespeare wrote. One or more performances of each play will also be viewed and discussed since a play reveals its true value only in performance. Finally, students will examine how composers have used the text or story of Shakespeare’s works for their inspiration and how they have interpreted these works through their musical compositions. Prerequisites: Junior standing or permission of the instructor.

LIB 330-I  The Renaissance  3 credit hours
Students participate in an interdisciplinary course that explores the creative, spiritual, and intellectual revival of the Renaissance as it developed in the 14th, 15th, and 16th centuries in Italy and spread throughout Europe. The course draws from such disciplines as art, music, philosophy, theology, literature, history, and science. (Not offered every year.)

LIB 332-I  Science and Culture  3 credit hours
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. (Offered every other year.)
LIB 420  Applied Liberal Arts  3 credit hours

Students apply the skills and knowledge developed from the liberal arts curriculum in a work environment. The course requires 150 hours of normally nonremunerative work in a designated institution or agency under faculty supervision. (Credit beyond 3 hours may be earned for more extensive work experience.) Approval by a supervising faculty member and a cumulative grade point average of 3.00 are required. Prerequisites: Senior standing and approval of Liberal Arts Committee. F/S

LIB 498  Senior Thesis/Project I  2 credit hours

Students demonstrate their mastery of concepts and methodology in the students’ area of concentration or concentrations by producing a thesis statement, an annotated bibliography, and a completed outline of the thesis/project. Approval of the topic must be secured in advance from the faculty member serving as thesis director. Guidelines for the thesis/project will be specified by the Liberal Arts Committee and the students’ area of concentration. Prerequisites: Completed writing competency and senior standing. F/S

LIB 499  Senior Thesis/Project II  2 credit hours

This course is a continuation of LIB 498. During the semester, the student will complete the senior thesis or project following guidelines specified by the Liberal Arts Committee. The completed thesis or project is defended orally before and evaluated by the senior thesis committee. A minimum grade of “C-” is required to meet degree requirements. Prerequisite: Successful completion of LIB 498 with a “C-” or better. F/S

Mathematics

MAT 100  Fundamentals of College Math  3 credit hours

An introduction to college mathematics to develop the proficiency of entering students. The course concentrates on computation and interpretation skills pertaining to the natural, whole, integer, and real number system and their properties. Does not meet General Education or area of concentration requirements.

MAT 117  Combined Algebra  4 credit hours

A study of algebraic concepts, which may include algebraic expressions, polynomials, factoring, linear and second degree equations and inequalities, graphing, exponents, radicals, ratio, proportion and variation, operations with polynomials, factoring, curve sketching, radical equations, ratio proportions, and variation with applications. The course does not meet General Education or area of concentration requirements. Prerequisite: Minimum score on mathematics assessment or permission of the instructor. F/S

MAT 204  Math Problems (Mu Sigma Eta)  1 credit hour

For high-ability students. Individual research and readings in math culminating in a research paper that will be presented in written and oral form. By invitation only. (Offered at the discretion of the department) F or S
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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MAT 206</td>
<td>Linear Algebra</td>
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<td></td>
<td>A study of linear algebra with</td>
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<td>and eigenvectors. Prerequisite:</td>
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<td>offered every year) F</td>
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<td>MAT 223</td>
<td>Math for Educators</td>
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<td>Topics for investigation include</td>
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<td>problem solving, elementary set</td>
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<td>motions in geometry. Designed</td>
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<td>teachers. Prerequisite: EDU 200.</td>
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<td>MAT 225</td>
<td>College Algebra</td>
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<td>equations; advanced graphing</td>
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<td>series; and introductory</td>
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<td>probability. Prerequisite: MAT</td>
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<td>117 or equivalent. F/S</td>
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<td>MAT 227</td>
<td>Pre-Calculus</td>
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<td>Topics include solving</td>
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<td>vectors; and complex numbers.</td>
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<td>MAT 228</td>
<td>Mathematical Modeling</td>
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<td>and propose a model describing</td>
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<td>the problem. Students should</td>
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<td>also have the ability, by the</td>
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<td>end of the course, to analyze</td>
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<td>possible solutions and discuss</td>
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<td>restrictions on their accuracy</td>
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<td>and applicability. Prerequisite:</td>
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<td>MAT 300</td>
<td>History of Mathematics</td>
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<td>Newton, Leibniz, Pascal, Gauss,</td>
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<td>and others. A research paper</td>
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<td>the student. Prerequisites: Math</td>
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MAT 311 Managerial Calculus  3 credit hours
A study of calculus as applied to real-life problems in the managerial, social, and life sciences. In-depth examination of graphing, limits, differentiation, extrema, marginal analysis, integrals, partial derivatives, Lagrange multipliers, and applications. Prerequisite: Math competency or permission of the instructor. (Not offered every year) S

MAT 320 Discrete Mathematics  3 credit hours
This course discusses concepts related to combinatorial problem solving with a focus on discrete models. Topics may include sets and set theory, functions and relations, logic and proofs, Boolean algebra, counting principles, graph theory, and networks. Prerequisite: Math competency or permission of the instructor. (Not offered every year) F

MAT 332 Applied Statistics  3 credit hours
Course covers graphing techniques for presenting data, measures of central tendency and dispersion, correlation, regression and prediction, probability, distributions of random variables and statistics, large sample theory, central limit theorem, estimation and tests of significance, introduction to the analysis of variance, and an introduction to nonparametric statistics. Prerequisite: Successful completion of math, computer and writing competencies. F/S

MAT 350 Geometry & Measurement for Educators  3 credit hours
This course develops geometry and measurement topics for students pursuing careers in teaching. Geometry topics will include an intuitive exploration of points, lines, planes, and vectors in two and three dimensions. Additional topics will include congruence, symmetry, and similarity. Measurement topics will include one-, two-, and three-dimension coordinate systems and properties of length, area, and volume for various one-, two-, and three-dimensional figures from a variety of perspectives. Prerequisite: MAT 117 or equivalent. (Not offered every year.) F

MAT 351 Calculus I with Analytic Geometry  4 credit hours
Topics include the real number system, plane analytic geometry, limits, continuity, differentiation of algebraic and trigonometric functions, applications of derivatives, and an introduction to the definite integral. Prerequisite: MAT 227 or equivalent. F

MAT 352 Calculus II & Analytic Geometry  4 credit hours
The course includes integration theory and techniques, transcendental functions, applications of integration and differentiation, inverse trigonometric functions, and improper integrals. Prerequisite: MAT 351 (Not offered every year.) S
MAT 353  Calculus III  4 credit hours
The course covers multivariate calculus including partial derivatives and extrema, vector functions, gradient, and coordinate systems; Taylor’s expansion and multiple integrals; and Stokes’ theorem. Prerequisite: MAT 352. (Not offered every year.) F

MAT 362  Modern Algebra  3 credit hours
An introduction to the study of modern algebra. Topics may include groups, subgroups, isomorphisms, homomorphisms, rings, and fields. Prerequisite: MAT 351. (Not offered every year) F

MAT 364  Modern Geometries  3 credit hours
An axiomatic approach to Euclidean and non-Euclidean geometry. Topics can include analytic Euclidean geometry, measure, congruence, similar shapes and transformations, and non-Euclidean geometries. Prerequisite: MAT 351. (Not offered every year) S

MAT 366  Linear Algebra  3 credit hours
An in-depth study of vector algebra and geometry in n-space including lines, planes, space, and subspace. Subjects include the theory and applications of matrices, linear transformations, row echelon form, eigenvalues, and eigenvectors. A research paper demonstrating the use of the techniques and theories covered in the solution to a practical problem must be completed by each student. Possible applications include data manipulation, statistical processing, business extrema, three-dimensional imaging, etc. Prerequisite: MAT 351 or permission of the instructor. (Not offered every year) F

MAT 498  Senior Thesis/Project I  3 credit hours
Students demonstrate their mastery of concepts and methodology in mathematics by producing a thesis statement, annotated bibliography, and completed outline of the thesis/project. Approval of the topic must be secured in advance from the faculty member serving as the thesis director. Guidelines for the thesis/project will be specified by the Liberal Arts Committee and the Mathematics Department. Prerequisites: Completion of all competencies and senior standing. F/S.

MAT 499  Senior Thesis/Project III  3 credit hours
This course is a continuation of MAT 498. During the semester, the student will complete the senior thesis/project following the guidelines specified by the Liberal Arts Committee and the Mathematics Department. The complete thesis/project is defended orally before and evaluated by the Senior Thesis Committee. A minimum grade of “C-” is required to meet degree requirements. Prerequisites: Successful completion of Math 498 with a “C-” or better. F/S.
Music

MUS 101  Masterpieces of Music  3 credit hours
This survey course exposes students to significant works, composers, and styles from the Renaissance to the present. Through required readings, lectures, and selective listening, students will cultivate not only a greater understanding of, but also the ability to listen to and appreciate, a broad range of music. F/S

MUS 103  AU Concert Choir  1 credit hour
The Concert Choir performs a broad and demanding array of music from the full range of historical and stylistic periods. Concerts are held both on and off campus. Members attend three weekly rehearsals plus all scheduled performances and dress rehearsals. Incoming students wishing to join the group are expected to have some music background and are admitted to the group only with the instructor’s consent. Active student leadership is strongly encouraged within the group. A maximum of 8 credit hours may be applied toward a bachelor’s degree. F/S

MUS 105  Music Theory I  3 credit hours
This course is designed for those students with significant interest in, and commitment to, the study of music. Course content focuses on a study of the theoretical and compositional practices of the Common Practice Period (c. 1700–1850). Attention is given to the basic elements of music: melody, rhythm, harmony, texture, timbre, and form. Regular assignments, readings, and compositions are expected of students. While there is no prerequisite, musical proficiency or some prior experience is an asset. Coregistration in MUS 107 is required. F

MUS 106  Music Theory II  3 credit hours
An extension of MUS 105 with emphasis on part-writing, analysis, and the study of form. Students continue to write their own compositions, complete regular assignments, and make class presentations. Coregistration in MUS 108 is required. Prerequisite: Satisfactory completion of MUS 105. S

MUS 107–108  Ear Training & Sight Singing I and II  1 credit hour each
Development of skills in sight singing (performing notated music) and listening (notating performed music). Students practice intervallic, melodic, rhythmic, and harmonic dictation; basic keyboard harmony; and individual and part singing. While there is no course prerequisite, prior musical experience is an asset. F/S

MUS 110  Class Voice  1 credit hours
This course offers small-group instruction in the basic principles of expressive singing. Students have opportunity for both group and individual singing. The course begins with exercises and vocalises that lead to songs from a broad historical and stylistic background. Prerequisite: Permission of the instructor. F or S
MUS 111–112 Introductory Piano 1 credit hour each

Intended for students with little or no keyboard training. Instruction consists of weekly half-hour lessons, and material covered includes major and minor scales and beginning piano repertoire. Students may take both 111 and 112 for credit. (Following completion of 111/112, students may enroll in Applied Piano at the first-year level.) Prerequisite: Permission of the instructor. (Not offered every year.) F/S

MUS 125 AU Wind Ensemble 1 credit hour

The Wind Ensemble performs music in a broad range of styles. Members attend weekly rehearsals plus scheduled performances. Student leadership is strongly encouraged within the ensemble. The course may be repeated up to a maximum of 8 credit hours toward a bachelor’s degree. Prerequisite: Permission of the instructor. F/S

MUS 205 Music Theory III 3 credit hours

Continuation of MUS 105 and MUS 106. Study of 19th-century chromatic materials such as diatonic sevenths, ninth-eleventh-thirteenth chords, embellishment, and Neapolitan and augmented sixth chords. Coregistration in MUS 207 is required. Prerequisite: MUS 106. F

MUS 206 Music Theory IV 3 credit hours

Further study, writing, and analysis of the more contemporary forms of music structure including the introduction of melody, harmony, and rhythm in twentieth-century music. Coregistration in MUS 208 is required. Prerequisite: MUS 205. S

MUS 207–208 Ear Training & Sight Singing III and IV 1 credit hour each

Development of advanced skills in keyboard, sight singing, and aural dictation including modal, tonal, modulating, chromatic, contemporary, and atonal melodies. Coregistration in MUS 205–206 is required. Prerequisite: MUS 107–108. F/S

MUS 225 Musical Skills for the Classroom Teacher 2 credit hours

Early childhood and elementary pre-service teachers learn to design and implement musical experiences through developmental theories, practical skills, and teacher resources. Student will spend 8 clock hours in elementary music classrooms. No music background required. Prerequisites: EDU 200 and PSY 104 or PSY 201. F

MUS 250 Conducting I 2 credit hours

An introduction to the basic techniques of choral conducting. Topics covered include conducting, rehearsal, and audition techniques for the choral ensemble and an introduction to choral styles and repertoire. Prerequisite: Permission of the instructor. F
MUS 255  Music in the United States  
A survey of the many and varied styles of music—popular, classical, folk, sacred and secular—of the United States from its beginnings to the present day. Music of the following groups and times are examined: Native American, Revolutionary War, imported folk song styles, Civil War, African American, Tin Pan Alley, musical theater, jazz, country-western, and rock-and-roll. F or S

MUS 257  The American Musical Theater  
A study of the evolution of the American musical theater from the mid-nineteenth century (minstrel show, melodrama, pantomime, and ethnic shows) through the twentieth century (operetta, follies, musical comedy, and the “Golden Age”) to the present day (rock musical and concept musical). Videos of selected musicals will be shown that enable students to trace the development of musical theater as a theatrical, musical, and visual art form. (Not offered every year) S or Summer

MUS 350  Music in Western Civilization I  
A detailed chronologically organized study of the development of Western art music from the Medieval era to the eighteenth century. Students will be introduced to research materials, repertoire, composers, and styles representative of each genre. Attention will be given to concurrent philosophical, religious, historical, and artistic events. An emphasis will be placed upon listening and the development of listening skills. Prerequisite: Successful completion of MUS 101 or permission of the instructor. Course alternates with MUS 351. (Not offered every year) S

MUS 351  Music in Western Civilization II  
A detailed chronologically organized study of the development of Western music from the eighteenth century to the present. Students will be introduced to the research materials, repertoire, composers, and styles representative of each genre. Attention will be given to concurrent philosophical, religious, historical, and artistic events. An emphasis will be placed upon listening to music and the development of listening skills. Prerequisite: Successful completion of MUS 101 or permission of the instructor. Course alternates with MUS 350. (Not offered every year) S

MUS 355  Music in the United States  
Same course description as MUS 255. Extra requirements apply to students registering at the 300 level. F or S
Applied Music

Note: Applied instruction is available to all University students and may be studied with or without credit. No more than two credit hours of applied music lessons may be taken in one semester. A maximum of 8 credit hours of applied lessons in a particular instrument may be applied toward a bachelor’s degree. (For cost of lessons, please see Tuition and Fees in Section Four of this catalog.)

Applied music instruction at the 100 level is for students who are beginning University lessons. 200-level, 300-level, and 400-level instruction is for students who are in their second, third, or fourth years, respectively, of University instruction.

The applied courses listed are designed for those students with some background on their chosen instrument. Individualized instruction focuses on and accommodates each student’s ability, experience, and needs. In addition to individual lessons, students meet weekly with the instructor and other students in a performance seminar. Students study both technique and a broad range of repertoire required of applied music students. Instruction provides an opportunity for developing listening and performance skills and exposes students to a wide variety of recital literature. Coregistration in MUS 103 or MUS 125 is required. Prerequisites: Permission of the instructor, permission of the Department Chair if instruction is off campus, and coregistration with applied music. Meets weekly. F/S

MUS 113, 114; 213, 214; 313, 314; 413, 414 Applied Organ 1 credit hour
MUS 117, 118; 217, 218; 317, 318; 417, 418 Applied Piano 1 credit hour
MUS 121, 122; 221, 222; 321, 322; 421, 422 Applied Voice 1 credit hour
MUS 127, 128; 227, 228; 327, 328; 427, 428 Applied Strings 1 credit hour
MUS 129, 130; 229, 230; 329, 330; 429, 430 Applied Brass 1 credit hour
MUS 131, 132; 231, 232; 331, 332; 431, 432 Applied Woodwind 1 credit hour
MUS 133, 134; 233, 234; 333, 334; 433, 434 Applied Percussion 1 credit hour

Music concentrators who take a second applied lesson on an instrument other than their primary instrument do not have to pay for the second lesson.

Philosophy

PHI 100 Human Person and Values 3 credit hours

This course deals with the nature of human beings, their values, and the world they live in as theory and as exemplified by the lives of St. Francis and St. Clare. Units focus on values of life and human origin, knowledge and language, emotions and choice, and death and immortality, among others. Course satisfies General Education requirement to complete a three-credit course with significant Franciscan content. F

PHI 101 Introduction to Philosophy 3 credit hours

A general introduction to acquaint the student with the meaning and goals of philosophy and to introduce some major personalities, problems, and methods in philosophy. S
PHI 103 Informal Logic 3 credit hours
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. This course satisfies the Critical Thinking competency. F/S

PHI 104 Fundamentals of Critical Reasoning 3 credit hours
This course offers a comprehensive guide to critical reasoning. It will focus on thought and language, patterns of argumentation including fallacies and deductive and inductive reasoning, argument analysis, and modes of proof including arguments in the disciplines. This course satisfies the Critical Thinking competency. F/S

PHI 107 Philosophy of Human Conduct 3 credit hours
This course focuses on clarifying and illuminating the great social and personal issues confronting people today. Topics include standards of moral judgment, the meaning and justification of moral judgments, and questions of moral responsibility and justice. This course satisfies the Applied Ethics competency. F/S

PHI 205 Philosophy & Children 3 credit hours
This course incorporates theoretical and practical challenges concerning growing up with philosophy, the child as thinker and natural philosopher, philosophy in the early years, philosophy confronting psychological theories of development, and philosophical activities that are in line with the child’s intellectual readiness. (Not offered every year)

PHI 210 Franciscanism Yesterday & Today 3 credit hours
This course focuses on the life, spirit, and ideals of St. Francis and St. Clare. Students will evaluate the importance of the Franciscan tradition of our University and articulate how it influences their present lives. S

PHI 302 Formal Logic 3 credit hours
This course focuses on formulating and analyzing arguments critically. This survey includes methods of deduction and induction, uses of languages, categorical syllogisms, and propositional and predicate logic. (Not offered every year)

PHI 307 Philosophy of Human Conduct 3 credit hours
Same course description as PHI 107. Students enrolled at the 300 level will be required to complete an approved independent research project. This course satisfies the Applied Ethics competency. F/S
On-Campus Traditional Undergraduate Programs

PHI 310  Franciscanism Yesterday and Today  3 credit hours
Same course description as PHI 210. Students enrolled at the 300 level will be required to complete an approved independent project in addition to scheduled class assignments. S

PHI 312  Philosophy of Being  3 credit hours
Students learn the structure, dynamics, and implications of one’s relationship with being. Discussion includes representation questions about idealism, material minds, substance, change, personal identity, responsibility, causal determinism, and some proposed resolutions of these questions. (Not offered every year)

PHI 402  Business Ethics  3 credit hours
Students study Christian principles and their practical implications for contemporary business interests. Topics including economic justice, basic issues of the work place, employee responsibilities, organizational influences in private lives, professional ethics, business, and the environment are emphasized. Prerequisite: Senior standing or permission of the instructor

Physical Education and Health

PED 100  Intercollegiate Athletics  1 credit hour
Members of the University intercollegiate programs may earn one credit hour per semester, up to a maximum of 4 credit hours toward a degree. Successful completion of the season and satisfaction of intercollegiate rules and regulations is required. This course is offered Pass/Fail. F/S

PHI 100–1  Men’s Intercollegiate Basketball  1 credit hour
Offered F, S

PED 100–2  Women’s Intercollegiate Basketball  1 credit hour
Offered F, S

PED 100–5  Men’s Intercollegiate Golf  1 credit hour
Offered F, S

PED 100–6  Women’s Intercollegiate Golf  1 credit hour
Offered F

PED 100–7  Men’s Intercollegiate Soccer  1 credit hour
Offered F

PED 100–8  Women’s Intercollegiate Soccer  1 credit hour
Offered F
PED 100–9 Men’s Intercollegiate Baseball 1 credit hour
Offered S

PED 100–10 Women’s Intercollegiate Softball 1 credit hour
Offered S

PED 100–13 Women’s Intercollegiate Volleyball 1 credit hour
Offered F

*Note:* Student athletes who meet the Ashford University and NAIA eligibility requirements for the designated intercollegiate athletic team may earn one credit for participation. A maximum of 4 PED credit hours may be earned. Grades are Pass/Fail.

PED 104 Personal Health & Wellness 2 credit hours
This interactive course provides information, strategies, and guidance in developing a lifestyle that will enhance overall well being and prevent health problems. Students develop a personal health plan based on the research-based content of current health topics. F

PED 203 Exercise Physiology 1 credit hour
A study of the major physiological systems of the human body and their acute and chronic responses to exercise. Includes application of physiological concepts to physical training and conditioning. Students will develop an understanding of how the body moves and how the laws of force affect that movement. S

PED 205 Physical Education for the Elementary Teacher 2 credit hours
This course prepares elementary teachers to design and implement elementary physical education instruction into grades K–8. Emphasis is placed on the important impact physical education has on the academic success and total development of the child. Students develop strategies to incorporate physical education into the classroom curriculum. Students log 8 clock hours of observation of elementary physical education classes. Prerequisites: EDU 200 and PSY 104 or permission of the instructor. F

PED 210 Introduction to History of Recreation & Sport 3 credit hours
This course examines the history, philosophy, and principles of recreation and sport. Themes will include the relationship of recreation and sport to society, orientation of the student to the profession, and trends within the field. Students will examine specific problems in recreation and sport as related to professional improvement and growth. Prerequisite: Sophomore standing. S

PED 211 Theories & Techniques of Coaching 1 credit hour
This course addresses the principles of coaching, behavior, teaching, physical training, and management. Includes the ethical considerations and legal responsibilities at all levels. S
### On-Campus Traditional Undergraduate Programs

**PED 230  Health Education for the Elementary Teacher  2 credit hours**

This course prepares elementary teachers to design and implement health education instruction into grades K–8. Emphasis is placed on the important impact health education has on the academic success and total development of the child. Students develop strategies to incorporate health instruction into the classroom curriculum based on the National Health Education Standards. Prerequisites: EDU 200 and PSY 104 or permission of the instructor. S

**PED 240  Applied Kinesiology & Biomechanics  3 credit hours**

A study of muscle function, biomechanics, and analysis of human movement without complex calculations requiring mathematics and laws of physics. The purpose of this course is to examine the physical and physiological principles upon which it depends; students are shown practical applications of mechanics and applied quantitative analysis to improve understanding of technique, training, and injury development. F

**PED 242  Prevention & Care of Athletic Injuries  2 credit hours**

Students will acquire knowledge and develop skill in implementing immediate, temporary treatment in case of injury or sudden illness. Upon successful completion of the first-aid component, a student will receive a standard first aid and cardiopulmonary resuscitation certificate. Emphasis will be on sports first aid including fundamental taping, wrapping, and treatment modalities. S

**PED 350  Organization & Administration of Sport and Athletics  3 credit hours**

A study of administrative duties, leadership responsibilities, and issues facing sport and athletic administrators. Students will take an in-depth look at organizing and planning in sport organizations. An emphasis will be placed on understanding the various agencies that govern sport. The qualifications of staff positions will be addressed; other issues include policy development, budgeting, finance, liability, ethics, and office management. Prerequisite: Junior standing. F

**PED 352  Administration of Athletic & Recreation Facilities  3 credit hours**

A look at various methods of administration of athletic and recreational facilities. The legal issues will be addressed, and students will examine the concepts of marketing, public relations, communication, and the economics of sport. A practical look at the purchase, care, and maintenance of equipment is included. Prerequisite: Junior standing. S

### Physical Science

**PHY 101  Astronomy  4 credit hours**

An overview of astronomy including structure and motion of the planets, the solar system, the Milky Way and other galaxies, and the Universe. (Not offered every year) S
PHY 103  Weather & Climate  4 credit hours
This course explores the fundamental causes for weather and climate. Topics examined will include energy, clouds, wind, storms, climate classification, and change. Previous science and math backgrounds will be helpful but are not required. (Not offered every year) S

PHY 105  Introduction to Physical Science  4 credit hours
A survey of selected topics in physical science offered from a non-mathematical approach. This course is designed to help the student understand fields such as physics, chemistry, astronomy, and geology. Prerequisite: One year of high school algebra or permission of the instructor. (Not offered every year) F

PHY 201  College Physics I  4 credit hours
An introduction to college physics designed to develop the student’s understanding and appreciation of the physical world. The course examines, through lecture and lab, the physical characteristics of mechanics, wave motion, and heat. In addition, the course also introduces the scientific method and some of the skills necessary for the investigation of physical phenomena. These skills include the taking and analyzing of data, the identification and reduction of human error, and the merging of theory and practical experience. PHY 201 is suitable for science and nonscience majors alike and is presented without calculus topics. Prerequisite: MAT 225 or equivalent. (Not offered every year.) F

PHY 202  College Physics II  4 credit hours
An introduction to college physics designed to develop the student’s understanding and appreciation of the physical world. Through lecture and lab, the course examines the physical characteristics of light, electricity, and quantum physics. In addition, the course also introduces the scientific method and some of the skills necessary for the investigation of physical phenomena. These skills include the taking and analyzing of data, the identification and reduction of human error, and the merging of theory and practical experience. PHY 202 is suitable for science and nonscience majors alike and is presented without calculus topics. Prerequisite: MAT 225 or equivalent. (Not offered every year) S

Political Science
POL 201  American National Government  3 credit hours
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. F or S
POL 303 The American Constitution 3 credit hours
A study of the Constitution of the United States and its role in American history and government. The course covers the drafting and ratification of the Constitution, its subsequent amendment and interpretation, and its contemporary role in American politics and government. Prerequisite: Sophomore standing or permission of the instructor. (Cross listed as HIS 303. (Not offered very year)

POL 309 Special Topics in Political Science 3 credit hours
A course built around a topic in political science not covered by existing offerings. The topic is selected in advance by the instructor. May be repeated with a change of topic. Prerequisite: Junior standing or permission of the instructor. F or S

POL 310 Environmental Policies 3 credit hours
Examines political, social, and economic policies and their impact on the global environment. Also explores ways in which policy decisions can serve to protect the environment. Prerequisite: POL 201 or BUS 311. Cross listed as ENV 310. (Offered every other year.) F

POL 312 The American West 3 credit hours
The American West is a subfield of United States history that was framed by Frederick Jackson Turner’s frontier thesis in 1893, which saw encounters among land, people, and history forming the basis for a “sectional” identity. This course examines these entities and further explores the complexities of U.S. western history, incorporating the different landscapes shaped by multiple geopolitical histories; the encounters between political and cultural struggles over meaning; and/or the contests between diverse groups of people over shared places, status, and/or meanings. Historians, journalists, politicians, filmmakers, and writers have all told stories about the American West. For this reason, this course examines a variety of stories from across the curriculum that present the twentieth-century-American West. (Cross listed as HIS 312.)

POL 321 History & Politics of the Vietnam War 3 credit hours
This readings course examines selected perspectives by scholars and writers on the Vietnam War. The course focuses primarily on the political and historical context shaped by the years of U.S. involvement with Vietnam. The course attempts to come to grips with the different contexts of the wars by drawing on books that consider the actions of both the Vietnamese and American armies and consequences of the war on the people and environment of each. The course places emphasis on understanding the war from both the Vietnamese and American perspectives and on the historical and cultural context of both nations. (Cross listed as HIS 321.)
Psychology

PSY 101  Introduction to Psychology  3 credit hours
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. F/S

PSY 104  Child & Adolescent Development  3 credit hours
This course provides a basic introduction to the nature of human growth and development as it occurs from conception through adolescence. It provides students the opportunity to explore the “what,” “how,” and “when” of physical motor, cognitive, socio-emotional, moral, aesthetic, and language development. This 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. Prerequisites: Priority given to students with prior or concurrent enrollment in EDU 200. F

PSY 301  Social Psychology  3 credit hours
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 permission of the instructor. F

PSY 302  Industrial/Organizational Psychology  3 credit hours
This is an applied course that examines the influence of an organization upon the individual as well as ways an individual can influence an organization. Topics include recruiting, personnel selection, organizational climate, group problem solving, and conflict resolution. Prerequisites: PSY 101 and, if a lower-division student, completion of 24 credit hours with a 2.50 GPA or better or permission of the instructor. S

PSY 303  Abnormal Psychology  3 credit hours
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 (DSM III-R) will be discussed and various alternative systems will be introduced. Prerequisites: PSY 101 and completion of at least 24 credit hours with a 2.50 G.P.A. or better. S

PSY 304  Lifespan Development  3 credit hours
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. Prerequisites: PSY 101 and PSY 104. F
On-Campus Traditional Undergraduate Programs

PSY 305  Sports Psychology  3 credit hours
This course provides an understanding of psychological dimensions of behavior of the participant in sport. It involves analyzing and observing the effect of internal and external stimuli on participants, individuals and group/team relationships, leadership, goal setting, anxiety, performance enhancement, and mental imagery. Psychological aspects of athletic injuries and healing and strategies for dealing with physical or emotional losses in sport are addressed. Prerequisite: PSY 101 and junior standing or permission of the instructor. (Not offered every year)

PSY 309  Special Topics in Human Services  3 credit hours
A course built around a human services topic not covered by existing offerings. The topic is selected in advance by the instructor. May be repeated with a change of topic. Prerequisite: Junior standing or permission of the instructor. F or S

PSY 311  Counseling Psychology: Methods of Applied Psychology  3 credit hours
An introduction to methods of applied psychology with an emphasis upon theories and skills in counseling. Topics include effective listening skills, ethics of applied psychology, crisis intervention techniques, a survey of psychotherapy systems, drug therapy, residential treatment, a review of research on the effectiveness of counseling and psychotherapy, and the interpretation of psychological tests that are frequently used to facilitate counseling and psychotherapy. Prerequisites: PSY 101, and, if a lower-division student, completion of at least 24 hours of course credit with a 2.50 GPA or higher. F or S

PSY 315  Survey of Exceptional Students  3 credit hours
An investigation into the theories, skills, and attitudes needed to identify and instruct students with disabilities in varied school settings. Attention will be given to the variety of categories of disabilities that special educators are likely to come into contact with. Students will examine the issues of providing services to identified individuals within and outside school settings. (Cross listed as ESE 315.)

PSY 317  Cognitive Functioning in the Elderly  3 credit hours
This course explores cognitive functioning in later life including biological, socioeconomic, environmental, cognitive adaptation, and life history factors influencing cognitive function as an individual progresses along a developmental continuum. The major psychological constructs of self concept, socialization, and thinking processes are presented. Etiology, interventions, education, and support systems are discussed. Prerequisite: PSY 101 or permission of the instructor. (Offered every other year) F
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PSY 320</td>
<td>Research Methods &amp; Statistical Applications</td>
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<tr>
<td></td>
<td>Research methods in the Social Sciences will be</td>
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<td></td>
<td>introduced including naturalistic observation,</td>
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<td>surveys, case studies, and experimentation. An</td>
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<td>emphasis will be placed on fundamental statistical</td>
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<td>applications useful in analyzing data from these</td>
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<td>methods. A lecture/discussion format will present</td>
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<td>fundamental principles, typical research designs,</td>
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<td>and a critical discussion of the limitations of</td>
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<td>each method. Prerequisites: PSY 101 and, if a</td>
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<td>lower-division student, completion of at least 24</td>
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<td>hours of course credit with a 2.50 GPA or higher.</td>
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<td>PSY 321</td>
<td>Program Evaluation: Statistical Applications in</td>
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<td></td>
<td>Outcome Measurement</td>
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<td>This course is focused upon the application of</td>
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<td>research methods and basic statistical applications</td>
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<td>in the evaluation of program outcomes in</td>
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<td>psychology, health, and human service. Upon</td>
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<td>completion of the course, students will be able</td>
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<td>to develop a comprehensive formal program</td>
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<td>evaluation plan in a selected topic from</td>
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<td>psychology, health, and or human services.</td>
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<td>Students will apply theoretical constructs of</td>
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<td>needs assessments, research design methodology</td>
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<td>statistical applications, and the measurement</td>
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<td>and evaluation in the development of the</td>
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<td>program evaluation plan. (Cross listed as HCA</td>
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<td>PSY 322</td>
<td>Quantitative Assessment</td>
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<td>This course will survey instruments of</td>
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<td>psychometric assessment that are frequently used</td>
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<td>in education and human services. Fundamental</td>
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<td>theory and research pertaining to the quantitative</td>
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<td>measurement of human traits will be reviewed.</td>
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<td>Psychometric instruments will include standardized</td>
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<td>intelligence, standardized tests of educational</td>
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<td>achievement and aptitude, objective personality</td>
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<td>tests, self-report inventories frequently used</td>
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<td>by mental health professionals, and standardized</td>
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<td>measures using behavioral observations of</td>
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<td>children by teachers and parents. Strengths and</td>
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<td>limitations of these instruments will be</td>
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<td>carefully examined to enable students to use</td>
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<td>critical thinking and good judgment as</td>
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<td>consumers of these projects and services.</td>
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<td>Prerequisites: PSY 101 and junior standing.</td>
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<td>PSY 323</td>
<td>Perception, Learning, &amp; Cognition</td>
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<td>Students will study research and theory about</td>
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<td>mental processes that go between experience and</td>
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<td>the human mind. Students will gather and</td>
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<td>interpret data for several simple experiments</td>
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<td>that demonstrate classic research findings in</td>
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<td>perception, learning, and cognition. Perception</td>
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<td>entails the mental processes involved in the</td>
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<td>organization and interpretation of sensory</td>
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<td>experience. Learning entails relatively</td>
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<td>permanent changes in behavior that result</td>
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<td>from experience. Cognition explains how the</td>
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<td>mind processes information, that is, how we</td>
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<td>encode, store, and retrieve memories and how</td>
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<td>we use information to form beliefs, make</td>
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<td>decisions, and solve problems. Prerequisites: PSY</td>
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<td>101 and junior standing.</td>
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<tr>
<td>PSY 340</td>
<td>Research &amp; Presentation</td>
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<tr>
<td></td>
<td>The student designs and conducts a research</td>
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<td>project with supervision from a faculty sponsor.</td>
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<td>The student then accompanies his or her sponsor</td>
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<td>to one of several regional conferences that</td>
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<td>invite undergraduates to present their research</td>
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<td>in a poster or oral presentation format. The</td>
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<td>principal course requirement is the poster or</td>
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<td>presentation at the conference. Prerequisites: PSY</td>
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<td>101 and permission of faculty sponsor.</td>
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</tbody>
</table>
PSY 350  Physiological Psychology  3 credit hours

Students will study the anatomy and physiology of the brain, spinal cord, peripheral nervous system, and endocrine system. Study of the biological systems will promote better understanding of mind-body relationships important to hunger, thirst, sex, sleep, emotion, learning, and memory. Students will also examine medical theories, assessment, and treatments of psychological disorders including new imaging technologies and drug therapy. Prerequisites: PSY 101 and junior standing.

PSY 421  Human Services Practicum  3 credit hours

Prospective students in the allied health areas, such as Nuclear Medicine Technology and Physical Therapy, gain experience in patient care under the supervision of appropriately licensed professionals. Students complete 50 contact hours for each credit hour given and must provide evidence of learning through a written journal and keep an up-to-date time sheet. May be taken more than once to gain experience at different locations for a maximum of 4 credit hours. Prerequisites: Sophomore standing or higher and GPA ≥ 3.0.

PSY 497  Psychology Capstone  3 credit hours

This course assists seniors with a psychology minor or concentration to make the transition from undergraduate study to a job or to graduate study related to psychology. Students will prepare a portfolio of written documents to submit with applications for jobs or admission to graduate study. During the course, students will prepare a polished sample of their writing to include in this portfolio. Practitioners in human services and mental health care will be invited to discuss their career experiences with students. Students may also share information about job opportunities and programs of graduate study, prepare to take the Graduate Record Examination, participate in job shadowing, and attend regional undergraduate psychology conferences. A portion of the course will be allocated to a focus-group discussion of the Ashford University psychology programs for purposes of program assessment. Prerequisites: PSY 101, senior standing, and a cumulative GPA of 2.75.

PSY 498  Senior Thesis I  2 credit hours

Students demonstrate their mastery of research methods by writing a proposal that includes their research design and a list of references, submitting this proposal to the Vice President of Academic Affairs’ Council for Internal Review of research with Human Participants, and gathering data for the approved project. Approval of the topic must be secured in advance from the psychology faculty member serving as thesis director. The research proposal must be approved by the student’s thesis committee and the Vice President of Academic Affairs’ Council before data gathering begins. Prerequisites: Completed writing competency, MAT 332, PSY 320, 2.75 CGPA or higher, and senior standing. F/S

PSY 499  Senior Thesis II  2 credit hours

Students complete the senior thesis research as proposed in PSY 498. The completed senior thesis takes the form of a written research report in American Psychological Association publication format. The student then gives an oral defense of the thesis before his or her thesis committee. A minimum grade of “C-” is required to meet psychology major requirements. Prerequisite: PSY 498 with a minimum grade of “C-”. F/S
Religious Studies

REL 100 Introduction to Theology  3 credit hours
This course is divided into two parts. The first part explores the fundamental issues in Christian theology: tradition, story/myth, revelation and faith, and the role of Sacred Scripture in the formation of community and doctrine. The second part explores how Christians ought to respond in the moral-spiritual life because of their faith in Jesus Christ. F

REL 101 Person & Faith  3 credit hours
A study of the faith experience from a psychological perspective. Theories of a number of theologians and psychologists are considered in an attempt to bring out the relationship between personal maturation and faith development. A proper distinction is considered among faith, religion, and theology. Satisfies General Education requirement to complete a three-credit course with significant Franciscan content. F/S

REL 107 Introduction to Sacred Scripture  3 credit hours
This course introduces Hebrew and Christian Scripture and explores their historical, literary, and theological aspects. Incorporated into the course is some modern critical analysis, surfacing biblical themes and tracing the faith development of the Israelites and the followers of Christ. F or S

REL 113 Comparative Religions  3 credit hours
Introduction to five of the world’s major religious movements. The course deals substantially with the cultural, social, religious, and spiritual foundations of each religion as well as with contemporary ritual celebration. Focus of study includes Judaism, Islam, Hinduism, Early Christianity, Orthodoxy and Roman Catholicism, and Buddhism. Satisfies General Education requirement to complete a three-credit course with significant Franciscan content. F or S

REL 130 Quest for Judaic-Christian Values  3 credit hours
This course investigates values offered to the world from the writings, history, major ideas, and practices of Judaism and Christianity. Although there are no absolute answers to moral problems, there are absolute values. A value is not an answer, but it is that which can lead to an answer. Examples of absolute values are life, intelligence, dignity, freedom, courage, sociality, love, hope, justice, and peace. Satisfies General Education requirement to complete a three-credit course with significant Franciscan content. F or S

REL 203 Contemporary Human Problems  3 credit hours
The course aims at expanding awareness of the causes of current problems and conflicts that challenge individuals and society today. Students participate in research and in group discussions to develop their ability to make creative and responsible moral decisions. Consideration of solutions is based on choices that will promote greater life, fuller growth of persons, and deeper personal relationships and show concern for the future human community. Satisfies General Education requirement to complete a three-credit course with significant Franciscan content and Applied Ethics competency. F/S
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REL 250  Judeo-Christian Thought  3 credit hours
A study of the literary, historical, and religious dimensions of the Bible and its dominant themes including covenants, redemption, justice, righteousness, reconciliation, eschatology, and hope. Both Old and New Testament perspectives are considered in light of contemporary issues and personal values.

Sociology

SOC 101  Introduction to Sociology  3 credit hours
The 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. F or S

SOC 203  Social Problems  3 credit hours
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. F or S

SOC 304  Social Gerontology  3 credit hours
The course focuses on social stereotypes and prejudice against the aged, discrimination, friends and family, caregiving, living environments, demography, senior political power, legislation, elder abuse, and death and dying. Prerequisite: Junior standing or permission of the instructor. F or S

SOC 305  Crime & Society  3 credit hours
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. Prerequisite: Junior standing or permission of the instructor. F or S

SOC 308  Racial & Ethnic Groups  3 credit hours
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. Prerequisite: Junior standing or permission of the instructor. F or S

SOC 309  Special Topics in Human Services  3 credit hours
A course built around a human services topic not covered by existing offerings. The topic is selected in advance by the instructor. May be repeated with a change of topic. Prerequisite: Junior standing or permission of the instructor. F or S
SOC 310  Funding Health & Social Services  
A seminar approach provides the framework assisting students in developing basic concepts in regard to integration of health and human services and funding resources and transferring these concepts into real world (operational) professional settings. Topics include the exploration of major federal, state, and community resources; impact of categorical funding upon the provision of health and human services; and exploration of health and human services reform. Students lead discussion of selected topics. Presentations of selected topics, guided research, and class participation are strategies used to facilitate the learning process. Prerequisite: Junior standing or permission of the instructor. Cross listed as HCA 310. F or S

SOC 312  Child, Family & Society  
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. Prerequisite: junior standing or permission of the instructor. F or S

SOC 313  Medical Sociology  
Medical Sociology is an introductory course that provides learners with a basic foundation of human biology applicable to human service 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. The course is offered with an on-line distance learning option. Prerequisites: Junior Standing or permission of the instructor. PSY 101 and SOC 101.

SOC 315  Cross-Cultural Perspectives  
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. Prerequisite: Junior standing or permission of the instructor. F or S

SOC 318  Sociology of Sport  
The social institution of sport is examined as a microcosm of society. Consideration is given to the different levels of sport and sports in relation to social stratification and mobility, big business, mass media, religion, race, gender, and social discrimination. Prerequisite: Junior standing or permission of the instructor. F or S
SOC 320   Public Policy & Social Services  
3 credit hours
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. Prerequisite: Junior standing or permission of the instructor. F or S

SOC 330   Social Justice & Society  
3 credit hours
An interdisciplinary investigation of the concept of social justice. The course will incorporate major themes of social teachings such as life and dignity of the human person, call to family, community and participation, rights and responsibilities, options for the poor and vulnerable, the dignity and right of workers, solidarity, and care for the environment.

SOC 340   Managing in Health & Human Services: 
An Interdisciplinary Approach  
3 credit hours
An upper-level management course providing basic management theory for the beginning manager. Management challenges, human service environments, management theories, organizational design, program planning and implementing, supervisory relationships, managing finances, program evaluation, leadership theories, and team organization are discussed. Assessment of course objectives will be conducted through paper/pencil tests, small-group activities, class participation, and a comprehensive management project. Prerequisite: SOC 101. (Cross listed as HCA 340.) F or S

SOC 402   Contemporary Social Problems & the Workplace  
3 credit hours
This course presents an analysis of major contemporary social problems, especially in the United States. Particular attention is given to the problems of poverty, racism, sexism, drug and alcohol abuse, illiteracy, and their impacts on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the causes, consequences, and solutions to these problems.

SOC 421   Human Services Practicum  
3 credit hours
Students apply the skills and knowledge developed from their study of human services in a work environment. Course requires 150 hours of supervised, unremunerated work in an approved institution or agency. Prerequisites: Approval of a faculty supervisor, cumulative grade point average of 2.75 in courses required for the Human Services concentration, and senior standing. F/S
Speech

SPE 103  Oral Communication  3 credit hours
Students learn basic theory and practice of oral communication. Topics include language, listening, causes of communication breakdown, feedback, nonverbal communication, audience analysis, reasoning, organization and development of messages, and delivery strategies. Oral assignments may range from informative, persuasive, and ceremonial speaking to small group discussion and oral interpretation. F/S

SPE 107  Introduction to Speech & Hearing Disorders  3 credit hours
This course is designed to acquaint the student with the nature, symptoms, causes, effects, and treatment of speech and hearing problems. Students observe speech and hearing pathologists in a clinical setting. (Not offered every year) S

SPE 301  Oral Interpretation  3 credit hours
A study of the theory and performance of the art of oral interpretation as well as a unique approach to analyzing literature of all types (prose, poetry, and drama). After securing an understanding of the basic elements of theory, the student applies this knowledge to communicate effectively a writer’s thoughts, emotions, and manner of expression to an audience. Experiences range from the presentation of children’s literature to drama and include solo, duet, and group performances. Prerequisite: SPE 103 or permission of the instructor. S

SPE 315  Business & Professional Speaking  3 credit hours
An analysis of communication theory applied to the organizational setting with practical experience in several forms of oral communication found in the business and professional worlds: interviewing, group discussions, conflict resolution, informative and persuasive speaking, impromptu speaking, and special occasion speeches. Prerequisites: SPE 103 or permission of the instructor. S

Sport and Recreation Management

SRM 244  Sport & Recreation Management Practicum  1 credit hour
Prospective Sports and Recreation Management majors function under the tutelage of professionals in sports and recreation management and other related entities. Students complete 52 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: qualified sophomore or junior student with cumulative GPA of 2.7. Permission of the supervising faculty member is required.
SRM 344  Sport & Recreation Management Practicum  
1 credit hour
Prospective Sports and Recreation Management majors function under the tutelage of professionals in sports and recreation management and other related entities. Students complete 52 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: qualified sophomore or junior student with cumulative GPA of 2.7. Permission of the supervising faculty member is required.

SRM 420  Internship in Sport & Recreation Management  
3 credit hours
Students complete a minimum of 150 hours of internship activity; responsibilities will include the development of a portfolio reflective of management and administrative skills in a professional setting. In addition to the portfolio, students complete an approved project that benefits the internship site. Prerequisites: Senior standing, PED 350 or PED352, approval of the University Supervisor, 2.5 Cumulative GPA, and 2.5 GPA in Sport and Recreation Management coursework.

SRM 450  Sport & Recreation Management Seminar  
15 credit hours
Students will complete 450 hours during the internship semester. A portfolio with artifacts depicting knowledge and application of skills in: Management, Organizational Behavior, Marketing, Media Presentation, Fiscal Operation, and Facility Administration will be the primary assessment of outcome for students. Prerequisites: Senior standing and completion of all coursework.

PSY 321  Program Evaluation: Statistical Applications in Outcome Measurement  
3 credit hours
This course is focused upon the application of research methods and basic statistical applications in the evaluation of program outcomes in psychology, health, and human service. Upon completion of the course, students will be able to develop a comprehensive formal program evaluation plan in a selected topic from psychology, health, and or human services. Students will apply theoretical constructs of needs assessments, research design methodology statistical applications, and the measurement and evaluation in the development of the program evaluation plan. (Cross listed as HCA 321.)

PSY 322  Quantitative Assessment  
3 credit hours
This course will survey instruments of psychometric assessment that are frequently used in education and human services. Fundamental theory and research pertaining to the quantitative measurement of human traits will be reviewed. Psychometric instruments will include standardized intelligence, standardized tests of educational achievement and aptitude, objective personality tests, self-report inventories frequently used by mental health professionals, and standardized measures using behavioral observations of children by teachers and parents. Strengths and limitations of these instruments will be carefully examined to enable students to use critical thinking and good judgment as consumers of these projects and services. Prerequisites: PSY 101 and junior standing.
PSY 323  Perception, Learning, and Cognition  3 credit hours
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, that is, how we encode, store, and retrieve memories and how we use information to form beliefs, make decisions, and solve problems. Prerequisites: PSY 101 and junior standing.

PSY 340  Research and Presentation  1 credit hour
The student designs and conducts a research project with supervision from a faculty sponsor. The student then accompanies his or her sponsor to one of several regional conferences that invite undergraduates to present their research in a poster or oral presentation format. The principal course requirement is the poster or presentation at the conference. Prerequisites: PSY 101 and permission of faculty sponsor.

PSY 350  Physiological Psychology  3 credit hours
Students will study the anatomy and physiology of the brain, spinal cord, peripheral nervous system, and endocrine system. Study of the biological systems will promote better understanding of mind-body relationships important to hunger, thirst, sex, sleep, emotion, learning, and memory. Students will also examine medical theories, assessment, and treatments of psychological disorders including new imaging technologies and drug therapy. Prerequisites: PSY 101 and junior standing.

PSY 421  Human Services Practicum  3 credit hours
Prospective students in the allied health areas, such as Nuclear Medicine Technology and Physical Therapy, gain experience in patient care under the supervision of appropriately licensed professionals. Students complete 50 contact hours for each credit hour given and must provide evidence of learning through a written journal and keep an up-to-date time sheet. May be taken more than once to gain experience at different locations for a maximum of 4 credit hours. Prerequisites: Sophomore standing or higher and GPA ≥ 3.0.

PSY 497  Psychology Capstone  3 credit hours
This course assists seniors with a psychology minor or concentration to make the transition from undergraduate study to a job or to graduate study related to psychology. Students will prepare a portfolio of written documents to submit with applications for jobs or admission to graduate study. During the course, students will prepare a polished sample of their writing to include in this portfolio. Practitioners in human services and mental health care will be invited to discuss their career experiences with students. Students may also share information about job opportunities and programs of graduate study, prepare to take the Graduate Record Examination, participate in job shadowing, and attend regional undergraduate psychology conferences. A portion of the course will be allocated to a focus-group discussion of the Ashford University psychology programs for purposes of program assessment. Prerequisites: PSY 101, senior standing, and a cumulative GPA of 2.75.
PSY 498 Senior Thesis I 2 credit hours

Students demonstrate their mastery of research methods by writing a proposal that includes their research design and a list of references, submitting this proposal to the Vice President of Academic Affair’s Council for Internal Review of research with Human Participants, and gathering data for the approved project. Approval of the topic must be secured in advance from the psychology faculty member serving as thesis director. The research proposal must be approved by the student’s thesis committee and the Vice President of Academic Affair’s Council before data gathering begins. Prerequisites: Completed writing competency, MAT 332, PSY 320, 2.75 CGPA or higher, and senior standing. F/S

PSY 499 Senior Thesis II 2 credit hours

Students complete the senior thesis research as proposed in PSY 498. The completed senior thesis takes the form of a written research report in American Psychological Association publication format. The student then gives an oral defense of the thesis before his or her thesis committee. A minimum grade of “C-” is required to meet psychology major requirements. Prerequisite: PSY 498 with a minimum grade of “C-”. F/S

Religious Studies

REL 100 Introduction to Theology 3 credit hours

This course is divided into two parts. The first part explores the fundamental issues in Christian theology: tradition, story/myth, revelation and faith, and the role of Sacred Scripture in the formation of community and doctrine. The second part explores how Christians ought to respond in the moral-spiritual life because of their faith in Jesus Christ. F

REL 101 Person and Faith 3 credit hours

A study of the faith experience from a psychological perspective. Theories of a number of theologians and psychologists are considered in an attempt to bring out the relationship between personal maturation and faith development. A proper distinction is considered among faith, religion, and theology. Satisfies General Education requirement to complete a three-credit course with significant Franciscan content. F/S

REL 107 Introduction to Sacred Scripture 3 credit hours

This course introduces Hebrew and Christian Scripture and explores their historical, literary, and theological aspects. Incorporated into the course is some modern critical analysis, surfacing biblical themes and tracing the faith development of the Israelites and the followers of Christ. F or S

REL 113 Comparative Religions 3 credit hours

Introduction to five of the world’s major religious movements. The course deals substantially with the cultural, social, religious, and spiritual foundations of each religion as well as with contemporary ritual celebration. Focus of study includes Judaism, Islam, Hinduism, Early Christianity, Orthodoxy and Roman Catholicism, and Buddhism. Satisfies General Education requirement to complete a three-credit course with significant Franciscan content. F or S
REL 130  Quest for Judaic-Christian Values  3 credit hours
This course investigates values offered to the world from the writings, history, major ideas, and practices of Judaism and Christianity. Although there are no absolute answers to moral problems, there are absolute values. A value is not an answer, but it is that which can lead to an answer. Examples of absolute values are life, intelligence, dignity, freedom, courage, sociality, love, hope, justice, and peace. Satisfies General Education requirement to complete a three-credit course with significant Franciscan content. F or S

REL 203  Contemporary Human Problems  3 credit hours
The course aims at expanding awareness of the causes of current problems and conflicts that challenge individuals and society today. Students participate in research and in group discussions to develop their ability to make creative and responsible moral decisions. Consideration of solutions is based on choices that will promote greater life, fuller growth of persons, and deeper personal relationships and show concern for the future human community. Satisfies General Education requirement to complete a three-credit course with significant Franciscan content and Applied Ethics competency. F/S

REL 250  Judeo-Christian Thought  3 credit hours
A study of the literary, historical, and religious dimensions of the Bible and its dominant themes including covenants, redemption, justice, righteousness, reconciliation, eschatology, and hope. Both Old and New Testament perspectives are considered in light of contemporary issues and personal values.

Sociology

SOC 101  Introduction to Sociology  3 credit hours
The 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. F or S

SOC 203  Social Problems  3 credit hours
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. F or S

SOC 304  Social Gerontology  3 credit hours
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. Prerequisite: Junior standing or permission of the instructor. F or S
### SOC 305  Crime and Society  
3 credit hours

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. Prerequisite: Junior standing or permission of the instructor. F or S

### SOC 308  Racial and Ethnic Groups  
3 credit hours

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. Prerequisite: Junior standing or permission of the instructor. F or S

### SOC 309  Special Topics in Human Services  
3 credit hours

A course built around a human services topic not covered by existing offerings. The topic is selected in advance by the instructor. May be repeated with a change of topic. Prerequisite: Junior standing or permission of the instructor. F or S

### SOC 310  Funding Health and Social Services  
3 credit hours

A seminar approach provides the framework assisting students in developing basic concepts in regard to integration of health and human services and funding resources and transferring these concepts into real world (operational) professional settings. Topics include the exploration of major federal, state, and community resources; impact of categorical funding upon the provision of health and human services; and exploration of health and human services reform. Students lead discussion of selected topics. Presentations of selected topics, guided research, and class participation are strategies used to facilitate the learning process. Prerequisite: Junior standing or permission of the instructor. Cross listed as HCA 310. F or S

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3 credit hours

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. Prerequisite: junior standing or permission of the instructor. F or S

### SOC 313  Medical Sociology  
3 credit hours

Medical Sociology is an introductory course that provides learners with a basic foundation of human biology applicable to human service 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. The course is offered with an on-line distance learning option. Prerequisites: Junior Standing or permission of the instructor. PSY 101 and SOC 101.
SOC 315  Cross-Cultural Perspectives  3 credit hours
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. Prerequisite: Junior standing or permission of the instructor. F or S

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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. Prerequisite: Junior standing or permission of the instructor. F or S

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An interdisciplinary investigation of the concept of social justice. The course will incorporate major themes of social teachings such as life and dignity of the human person, call to family, community and participation, rights and responsibilities, options for the poor and vulnerable, the dignity and right of workers, solidarity, and care for the environment.

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An upper-level management course providing basic management theory for the beginning manager. Management challenges, human service environments, management theories, organizational design, program planning and implementing, supervisory relationships, managing finances, program evaluation, leadership theories, and team organization are discussed. Assessment of course objectives will be conducted through paper/pencil tests, small-group activities, class participation, and a comprehensive management project. Prerequisite: SOC 101. (Cross listed as HCA 340.) F or S

SOC 402  Contemporary Social Problems and the Workplace  3 credit hours
This course presents an analysis of major contemporary social problems, especially in the United States. Particular attention is given to the problems of poverty, racism, sexism, drug and alcohol abuse, illiteracy, and their impacts on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the causes, consequences, and solutions to these problems.
SOC 421 Human Services Practicum 3 credit hours

Students apply the skills and knowledge developed from their study of human services in a work environment. Course requires 150 hours of supervised, unremunerated work in an approved institution or agency. Prerequisites: Approval of a faculty supervisor, cumulative grade point average of 2.75 in courses required for the Human Services concentration, and senior standing. F/S

**Speech**

SPE 103 Oral Communication 3 credit hours

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

SPE 107 Introduction to Speech and Hearing Disorders 3 credit hours

This course is designed to acquaint the student with the nature, symptoms, causes, effects, and treatment of speech and hearing problems. Students observe speech and hearing pathologists in a clinical setting. (Not offered every year) S

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A study of the theory and performance of the art of oral interpretation as well as a unique approach to analyzing literature of all types (prose, poetry, and drama). After securing an understanding of the basic elements of theory, the student applies this knowledge to communicate effectively a writer’s thoughts, emotions, and manner of expression to an audience. Experiences range from the presentation of children’s literature to drama and include solo, duet, and group performances. Prerequisite: SPE 103 or permission of the instructor. S

SPE 315 Business and Professional Speaking 3 credit hours

An analysis of communication theory applied to the organizational setting with practical experience in several forms of oral communication found in the business and professional worlds: interviewing, group discussions, conflict resolution, informative and persuasive speaking, impromptu speaking, and special occasion speeches. Prerequisites: SPE 103 or permission of the instructor. S
Sport and Recreation Management

SRM 244    Sport and Recreation Management Practicum 1 credit hour

Prospective Sports and Recreation Management majors function under the tutelage of professionals in sports and recreation management and other related entities. Students complete 52 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: qualified sophomore or junior student with cumulative GPA of 2.7. Permission of the supervising faculty member is required.

SRM 344    Sport and Recreation Management Practicum 1 credit hour

Prospective Sports and Recreation Management majors function under the tutelage of professionals in sports and recreation management and other related entities. Students complete 52 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: qualified sophomore or junior student with cumulative GPA of 2.7. Permission of the supervising faculty member is required.

SRM 420    Internship in Sport and Recreation Management 3 credit hours

Students complete a minimum of 150 hours of internship activity; responsibilities will include the development of a portfolio reflective of management and administrative skills in a professional setting. In addition to the portfolio, students complete an approved project that benefits the internship site. Prerequisites: Senior standing, PED 350 or PED352, approval of the University Supervisor, 2.5 Cumulative GPA, and 2.5 GPA in Sport and Recreation Management coursework.

SRM 450    Sport and Recreation Management Seminar 15 credit hours

Students will complete 450 hours during the internship semester. A portfolio with artifacts depicting knowledge and application of skills in: Management, Organizational Behavior, Marketing, Media Presentation, Fiscal Operation, and Facility Administration will be the primary assessment of outcome for students. Prerequisites: Senior standing and completion of all coursework
Section Eight:
College of External Studies
Undergraduate Programs
College of External Studies
The College of External Studies serves adult learners seeking associate and baccalaureate degrees from Ashford University.

Grounded in the principles of adult learning and established to address the unique needs of mature learners, the College of External Studies recognizes the aspirations and qualities of self-directedness and serious motivation that broadly characterize working adults who seek college degrees. Programs offered through the College of External Studies, therefore, provide diverse and alternative ways for such individuals to earn and accumulate semester hours to be used in completing associate and baccalaureate degrees.

Besides offering online and on-campus courses that are accelerated and conveniently scheduled, the College of External Studies administers assessment activities to determine college-level credit that adult learners may have already achieved. Alternative sources of credit may include credit for experiential learning, military training, sponsored professional training, advanced placement, and national testing programs.

Programs offered through the College of External Studies

**Associate of Arts**
- Business (AAB)

**Bachelor of Arts**
- Organizational Management with or without a Concentration (BAOM)
- Psychology (BAPSY)
- Social and Criminal Justice (BASCJ)
- Social Science with Concentration in Education (BASS)
Program Overviews

Note: Please refer to the Program Detail section for program details, program specific policies, and course offerings.

Associate of Arts in Business (AAB)

The Associate’s of Arts in Business (AAB) program is designed to prepare students for entry-level work in business organizations and to give students a head start on a Bachelor of Arts in Organizational Management degree currently being offered at Ashford University. All semester hours in the AAB program are transferable to the Ashford University Bachelor of Arts Degree in Organizational Management. The AAB 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 AAB program is a 61-credit-hour program that includes completion of current Ashford University General Education requirements. On-campus residency is not required for graduation, but at least 21 semester hours included in the degree must be Ashford University credits.

Bachelor of Arts in Organizational Management (BAOM)

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. The Bachelor of Arts in Organizational Management degree is offered in an accelerated, five-week format for delivery on campus and online to adult learners over age 21. No on-campus residency will be required for graduation, but at least 30 semester hours included in the degree must be Ashford University credits.

BAOM with a Concentration Option:

The Organizational Management program provides an option for students to transfer-in a concentration comprised or upper- or lower-level courses, in another discipline in combination with the Organizational Management major. 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 Bachelor of Arts in Organizational Management program. A concentration can be in any academic field that has direct applicability to an organizational environment where management skills are broadly required. The concentration may be comprised of Ashford University coursework and/or transfer credits.

Bachelor of Arts in Psychology (BAPSY)

The Bachelor of Arts in Psychology major guides students as they study human behavior and mental processes. Students are prepared to serve as educators, scientific researchers, health professionals, and consultants for businesses and other large organizations.

Bachelor of Arts in Social and Criminal Justice (BASCJ)

The Social and Criminal Justice program investigates both the social and legal sides of working in the criminal justice field. Students will examine topics in forensics, psychology, crime prevention, law, the U.S. Constitution, terrorism and the correctional system students.
Bachelor of Arts in Social Science with Concentration in Education (BASS)

This degree is the result of a partnership with Rio Salado College in Phoenix, Arizona. The program meets the needs of students who are seeking a Bachelor’s degree that is a requirement for certification as a teacher in Elementary, Secondary, or Special Education. Students may be able to include some Rio Salado Level I teacher certification courses into their Ashford University baccalaureate degree plan of study.

Upon receiving an Ashford University baccalaureate degree and following successful completion of all Level I coursework, the student is eligible to submit an application for formal acceptance into Rio Salado College’s Arizona Department of Education (ADE) approved Post-Baccalaureate Teacher Certification Program. Following program acceptance, students can enroll in Level II education methods courses that are required for Arizona teacher certification.

Academic Policies and Procedures

Note: The following policies and procedures apply to all programs offered through the College of External Studies. Please refer to the Program Details section for program-specific policies and procedures.

Program Enrollment

Initial enrollment in courses offered by the College of External Studies, both online and on campus, is arranged through a University Enrollment Advisor. New online students should contact an Enrollment 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. Major changes in a student’s schedule may necessitate completion of a new Disclosure Agreement.

Technology Requirements

It is our intent to assist students and to prepare them for their coursework at Ashford University. Therefore, technology competencies and requirements have been established. These requirements are in effect for all Ashford University applicants and students taking courses.

Competencies:

Students must meet the following competencies:

- Ability to access course and program material on the Internet; and
- Ability to correspond with University staff, students, and faculty using email and the Internet.

System Requirements:

The following minimum system configuration and software are required:

- Platforms: Mac OS X 10.2 or higher or Windows 2000, NT, XP or higher;
- Hardware: 256 Mb RAM, CD-ROM, and 1 Gb free disk space;
- Productivity Software: Microsoft Word, PowerPoint, Excel, and Adobe Acrobat;
• Web Browser: Firefox, Netscape 6 or higher, Internet Explorer 5.5 or higher, Safari, or Opera;
• Networking: 56k dialup modem, DSL, or Cable modem;
• Email: Outlook, Outlook Express, Mac Mail, Eudora, Entourage, or Yahoo/Hotmail/Google mail.

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

Academic Advisement
Ashford University’s College of External Studies has supportive faculty and staff members who work with each student to help support the student’s success at the University. Advising is managed by a staff academic advisor and based on academic policies set by faculty and operational procedures that uphold consistency and service to students.

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

Degree-Seeking Student Classifications

Class Level:
- Freshman: 0–23 semester hours earned
- Sophomore: 24–47 semester hours earned
- Junior: 48–71 semester hours earned
- Senior: 72+ semester hours earned

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 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.

Once the admission file is completed and the student receives full admission to the University, student schedules are adjusted by the student’s Academic Advisor, in consultation with the student, to accommodate courses applied in transfer. It is the student’s responsibility to review his or her schedule regularly through the student portal and to notify the Academic Advisor to initiate any schedule changes.

Duplication and Regression: It is the student’s responsibility to make sure that transfer credits, non-traditional learning, and/or Ashford University coursework does not duplicate previous credit earned. A student may not earn credit by examination, non-traditional learning or transfer credits in an area in which he or she has already completed an equivalent course/exam. Generally, a student may not earn credit by examination, non-traditional...
learning or transfer credits in an area in which he or she has completed course of similar level, or one that is more advanced in content level. Ashford University degree-seeking students, should check with their Academic Advisor to determine if credits taken outside of Ashford University will fit into their academic plan and not duplicate previous credit awarded.

**Schedule & Program Changes and Course Cancellation**

Ashford University reserves the right to make adjustments to student schedules including, but not limited to, course dates, sequence, and modality, as deemed necessary by University administration. Registration in a particular course section or with a specific instructor is not guaranteed.

Ashford University may cancel or postpone courses or programs, as deemed necessary by the University. In such situations, the University will work with students in an effort to provide them with the opportunity to reschedule or to transfer to a comparable University course or program, if available. Any payments made for canceled courses will be refunded or applicable to another University course or program.

The University will make a reasonable attempt to notify affected students through various communication methods.

**Auditing of Courses**

The College of External Studies does not allow course auditing due to the accelerated nature of course offerings and the unique nature of the online classroom environment.

**Course Drop**

To drop from a course(s) a student must contact his or her Academic Advisor Students who officially drop from a course or courses during the add/drop period, which is before the conclusion of the first 10% of the total number of instructional weeks of attendance, will have that course removed from their academic transcripts.

**Drop Deadlines:**

- 16-week course = Week 2
- 8-week course = Week 1
- 6-week course = Week 1
- 5-week course = Week 1
- 3-week course = Day 1–3

Students who officially drop or withdraw from a course after 10% and prior to the last 75% of the total instructional weeks of attendance will receive a “W” in the course.
Official Program Withdrawal

Students in the College of External Studies wishing to officially withdraw from Ashford University must notify their Academic Advisors. Students choosing to notify their Academic Advisors verbally of their intent to withdraw will be asked to fill out a written request to withdraw.

The student must resolve any financial obligations to Ashford University before receiving an official transcript from the Registrar.

General Transfer Credit Provisions and Limitations

Ashford has developed its College of External Studies to serve adult learners through innovative online programs and to allow accessibility through high transfer of credit, in keeping with the University’s mission: affordable, accessible, innovative quality education.

Students are responsible for reviewing their scheduled courses with their Academic Advisor and informing him/her of any courses that they believe 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. However, transfer credit and/or non-traditional credit is not retroactive. Credits submitted and evaluated will not be accepted if they are duplicative of coursework already earned at Ashford University, through transfer of credit, or non-traditional credit. Students are fully responsible for any charges for duplicative coursework taken at Ashford University.

Ashford University will provide 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 towards the student’s specific degree program.

Once official transfer credit evaluation is completed, students are responsible for reviewing their degree audits and notifying their Academic Advisors of any perceived discrepancies between credits completed and credits applied in transfer.

Duplication and Regression: It is the student’s responsibility to make sure that transfer credits, non-traditional learning, and/or Ashford University coursework does not duplicate previous credit earned. A student may not earn credit by examination, non-traditional learning or transfer credits in an area in which he or she has completed an equivalent course/exam. Generally, a student may not earn credit by examination, non-traditional learning or transfer credits in an area in which he or she has already completed course of similar level, or one that is more advanced in content level. Ashford University degree-seeking students, should check with their Academic Advisor to determine if credits taken outside of Ashford University will fit into their academic plan and not duplicate previous credit awarded.

Applicants and/or students who have questions concerning their transfer credit evaluation and/or official degree audit 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 Center at www.ashford.edu and may be 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 have been completed as part of a degree program and must carry academic credit.
- Credits must have been earned with grade of “C-” or better (100 level or higher) from regionally accredited and selected nationally accredited colleges or universities. Transfer credits will generally be evaluated from each college or university independently. Students transferring credits from international institutions will be accepted based on a detailed evaluation from an approved evaluation service.
- A maximum of 9 semester hours with a “D” grade are transferable as long as the student’s cumulative overall GPA is 2.0 or above. “D” semester hours cannot be applied toward the major or toward General Education competencies.
- Transfer credit may not be granted when it duplicates college credit previously earned. Credit will not be given for the same learning twice.
- Unless special conditions exist, upper-division courses will not be considered equivalent or duplicative of lower-division courses.
- The College of External Studies places no general age limit on transfer credit from regionally accredited and selected nationally accredited institutions, with possible exceptions in subject areas where there has been significant change. Requirements are noted in specific in 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 semester hours for graduation. For example: A 3-quarter-credit course may be accepted as meeting General Education core or competency requirements but equate to 2.0 semester hours. Therefore, one additional credit of coursework will be needed to meet graduation requirements. A minimum of 5 quarter credits in natural science is required to meet the Physical World requirement.
- Limitations on the number and type of transfer credits accepted are set by each Ashford University degree program.
- Introductory courses, such as PSY 202 and EXP 101, and Capstone Courses in each major, must be taken at Ashford University.

Nationally accredited institutions granted accreditation by the following accrediting agencies will be considered in transfer:

- Association of Advanced Rabbinical and Talmudic Schools, Accreditation Commission (AARTS)
- Association of Biblical Higher Education (ABHE, formerly known as AABC)
- Accrediting Commission for Career Schools/Colleges of Technology (ACCSCT, formerly known as NATTS or CCA-ACICS)
- Accrediting Council for Independent Colleges and Schools (ACICS, formerly known as AICS or CCAACICS)
Non-traditional Learning

The College of External Studies recognizes the uniqueness of each student’s experience and realizes that learning takes place in a variety of environments. The Non-traditional Learning Program provides a means of awarding credit to students who bring college-level learning experiences acquired outside the University classroom.

Specifically, non-traditional credit (NTC) will be defined as follows:

- Credit from a National Testing Program;
- Credit carrying ACE-or PONSI-recommended credits;
- Credit earned through the Ashford Prior Learning Assessment Center (PLA)
  a. Faculty Evaluation of sponsored professional training
  b. Faculty Evaluation of demonstrated experiential learning

General Guidelines: The following guidelines govern credit earned through all forms of The Non-traditional Learning Program at Ashford University:

- Non-traditional credit may not be counted toward the residency requirement in a degree program.
- Non-traditional credit may not be granted when it duplicates college credit previously earned. Credit will not be given for the same learning twice.
- Non-traditional credit is posted to the transcript as credit earned (i.e., without a grade), and does not affect a student’s grade point average.
- Prior non-traditional learning credit awarded at another regionally or approved nationally accredited institution may be transferred to the College of External Studies with the approval of the Registrar and the Dean of the College of External Studies. In order to be applied towards an Ashford University degree, prior transcript records must include subject area and/or content information. Students may also be required to submit original non-traditional learning records. Such transfer credit counts toward the prior learning credit maximum applicable in a degree program.

The Ashford University Prior Learning Assessment Program allows students pursuing a baccalaureate degree the opportunity to earn credit for college-level learning that occurs outside a traditional classroom setting. The program is managed by the Office of the Dean of the College for External Studies and complies fully with Council for Adult and Experiential Learning (CAEL) standards for excellence.
**Note:** Prior Learning Assessment applies ONLY to students pursuing baccalaureate degrees. It does not apply to students pursuing an Associate of Arts in Business degree, a Master’s degree, or non-degree seeking students.

Students may earn credit through the Prior Learning Assessment Program in two ways:

- Faculty evaluation of sponsored professional training (includes post-secondary credits earned at institutions that are not accredited by a regional or Ashford approved national accrediting body); or
- Faculty evaluation of experiential learning (via EXP 200).

Students may participate in these programs depending on their experience, background, or need.

**Sponsored Professional Training Evaluated by Ashford University:** Ashford University faculty members will evaluate the submission of sponsored professional training for evidence of college-level learning applicable to the student’s Ashford University degree program. Applicable fees for evaluation of sponsored professional training are outlined in the current Ashford University Catalog. Payment for evaluation is charged per semester hour submitted for evaluation, and does not guarantee that credit will be awarded.

The process for evaluating individual student’s training is as follows:

1. Student indicates to his/her Academic Advisor an interest in pursuing credit in this manner.
2. Academic Advisor enrolls the student in the Ashford University Online Assessment Center Sponsored Professional Training.
3. Student reviews the policies and procedures posted in the Online Prior Learning Assessment Center.
4. Student gathers documentation of the following:
   - Successful completion of the training
   - Content information
   - Length of the training in clock hours.
5. Using the guidelines found in the Online Assessment Center, student writes a one-page Credit Rationale paper of each learning experience, linking it to comparable college-level outcomes.
6. Student submits Credit Rationale paper and corresponding documentation for faculty review.
7. Ashford University faculty with academic credentials in the subject area of the course will review the materials and make credit recommendation to the Director of Prior Learning Assessment.

**Experiential Learning Essay Policies and Procedures:** EXP 200 Fundamentals of Adult Learning (3 semester credits) is a prerequisite course for students seeking credit through preparation of life-learning essays. To be eligible to enroll in EXP 200, students must be fully admitted to a degree program at Ashford University and have successfully completed PSY202. Per-credit tuition is charged at the regular rate outlined in the current tuition and fee schedule. Additional charges apply per evaluation submitted for PLA assessment after completion of EXP 200 as outlined in the tuition and fee schedule in the current Ashford University Catalog. Payment for evaluation is charged per evaluation submitted and does not guarantee that credit will be awarded.
EXP 200 Fundamentals of Adult Learning (3 semester 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 will be submitted to the Prior Learning Assessment Center at the completion of the course for a potential of three additional semester hours.

External 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 applied ethics, computing, critical thinking, mathematics, and written and oral communication. These learning skills are valuable in and of themselves and, doubly so, when used as means to realize the “intellectual growth” and “shared search for truth” of the mission statement. They are also skills much in demand by employers.

A liberal arts education is rooted in the idea of preparing a person for life as a citizen in a free society and, so, demands breadth. In structuring this part of the General Education program, the faculty formulated five general outcomes goals in the areas of aesthetic awareness, literature, physical world, social awareness, and values and beliefs. These goals were then defined in greater detail by multiple objectives 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, most obviously in the area of values and beliefs. More generally, the distribution of coursework across five subject areas requires students to take courses in many disciplines. By experiencing a diversity of subject matter and ways of knowing, students will emerge with a broadly based education that equips them, in conjunction with studies in their major and elective coursework, not only to pursue successful careers but also to lead meaningful lives.
General Education Requirements

The General Education program incorporates a framework that balances specified competencies and five subject areas to prepare the student for a productive and satisfying life.

In addition to satisfying the competencies, a total of 25 semester hours of General Education courses in five subject areas is required for the Associate of Arts and Bachelor of Arts degrees.

General Education requirements for all College of External Studies associate- and bachelor-level programs are outlined in this section. However, specific General Education courses may be required for some programs and majors. Every Ashford University General Education course is not available in every modality and/or degree program. Please refer to the program requirements section of this catalog for information on specific degree program requirements.

<table>
<thead>
<tr>
<th>General Education Total</th>
<th>46 semester hours</th>
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<tr>
<td>Competencies</td>
<td>21 semester hours</td>
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<tr>
<td>Communications</td>
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<td>Computer</td>
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<tr>
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<tr>
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<td>9 semester hours</td>
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<tr>
<td>Values and Beliefs</td>
<td>6 semester hours</td>
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</tbody>
</table>

*PLEASE NOTE: ALTHOUGH ACADEMIC ADVISORS ASSIST STUDENTS IN COURSE SELECTION, IT IS THE RESPONSIBILITY OF EACH STUDENT TO SEE THAT HE OR SHE FULFILLS THE ABOVE REQUIREMENTS.*

Competencies

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.

- Competency courses may not simultaneously be used to satisfy subject area requirements.
Demonstration of the competencies listed below are required for the A.A. and B.A. degrees. Courses offered by the College of External Studies to satisfy these competency requirements are listed in each area.

**Applied Ethics Competency:** Applied Ethics competency involves two major components: (1) understanding principles of normative and non-normative ethical theories and (2) applying these principles in decision-making activities including case studies and contemporary social issues. Moral character is explored in all its dimensions: virtues and vices, commitments and attitudes, personal relationships, and community involvement, in addition to right and wrong conduct.

One applied ethics course, totaling 3 semester hours, is required. Ashford University offers the following courses to satisfy this requirement:

- PHI 107 Philosophy of Human Conduct;
- REL 203 Contemporary Human Problems;
- BUS 250 Corporate and Social Responsibility (AAB only);
- SOC 331 Social Justice & Ethics; or
- PHI 445 Personal & Organizational Ethics

Most courses that deal with ethics or morality, usually with a PHI or REL prefix, may be applied in transfer to satisfy this competency.

**Communication Competency:** To earn a degree at the University, a student must demonstrate writing and speaking competency. In writing, a student demonstrates the ability to write appropriately for different occasions, audiences, and purposes and to use the conventions of standard written English with skill and assurance. A student also demonstrates the ability to do research and to produce research papers, using a standard style of documentation. In speech, a student demonstrates the ability to speak confidently to achieve various purposes (to inform, to persuade, to present formal speeches) and to adapt his or her message to different audiences and occasions.

Three communication courses, totaling 9 semester hours, are required. Ashford University offers the following courses to satisfy this requirement:

- ENG 121 English Composition I;
- ENG 122 English Composition II; and
- COM 200 Interpersonal Communication

Students have the option of using a passing score on a CLEP examination to fulfill the English Composition I and II requirements.

**Computer Competency:** Computer competency is defined as the level of computer literacy necessary to understand the purpose of a computer, how computers assist individuals and organizations to work more efficiently, and how computers influence society. Students will study computer concepts, terminology, and the role of system software. Students will utilize computer applications software to produce various documents, to construct spreadsheets, and to create visual presentations.

One computer course, 3 semester hours, is required. Ashford University offers the following course to satisfy this requirement:

- INF 103 Computer Literacy
Most introductory computer courses or courses stressing the application of computers to a specific industry may be applied in transfer to satisfy the computer competency requirement. Most applicable courses will have a BPC, CIS, INF, or COMP prefix.

**Critical Thinking Competency:** Critical Thinking competency is defined as a set of skills and strategies for making reasonable decisions about what we do and believe. These skills and strategies include understanding the use of thought and language, recognizing the most common logical fallacies, and the using the essential skills of deductive and inductive argument analysis and evaluation. Students must demonstrate practical applications of critical thinking in academic disciplines.

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

- PHI 103 Informal Logic

Most 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.

**Mathematics Competency:** Mathematics competency permits students to efficiently process data and to learn new material in fields inside and outside of mathematics. Students will develop a knowledge base that allows logical reasoning and valid problem-solving techniques. The five basic components to mathematics competency are communicating through mathematics, mathematic reasoning, modeling data, using technology, and making connections to other disciplines.

One math course, three semester hours, is required. Ashford University offers the following course to satisfy this requirement:

- MAT 126 Survey of Mathematical Methods

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

**General Education Subject Areas and Courses**

A course may be applied only once to meet a General Education requirement. Whether a course may be applied simultaneously to a General Education requirement and to a major requirement depends on the requirements specified for each major. Courses offered in the College of External Studies to satisfy the General Education subject area requirements are listed below:

**Aesthetic Awareness:** The student will develop an understanding of how the creative arts represent and reflect both individual expression and the social and natural environment in which the artist functions.

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

- ENG 225 Introduction to Film; or
- CGD 218 Visual Literacy in Business.

Typically, a course in the one of the following subject areas may be applied in transfer to satisfy the aesthetic awareness requirement: Art, film, photography, dance (non-PE activity), and music.
Literature: The student will interact with others through the study of various types and genres of literature.

One literature course, 3 semester hours, is required. Ashford University offers the following course to satisfy this requirement:

- ENG 126 Introduction to Literature

Typically, survey courses in American and British literature and courses dealing with works of major writers, applied in transfer, will satisfy the literature requirement.

Physical World: The student will understand the human species as a dynamic component of the physical world.

One physical world course, 4 semester hours, is required. Ashford University offers the following course to satisfy this requirement:

- SCI 207 Dependence of Man on the Environment

Typically, introductory courses, with lab, in the following areas may be applied in transfer to meet the physical world requirement: natural sciences including chemistry, biology, astronomy, and physics.

Social Awareness: The student will demonstrate an understanding of self and the interrelatedness of peoples, processes, and institutions and will analyze these relationships. Three Social Awareness courses, 9 semester hours, are required in the following perspectives areas.

One historical perspectives course is required. Ashford University offers the following courses to satisfy this requirement:

- HIS 103 World Civilizations I;
- HIS 104 World Civilizations II;
- HIS 204 American History Since 1865; and
- POL 303 The American Constitution

Typically, a course in World or Western Civilization, or an American history course, may be applied in transfer to satisfy the Historical Perspective requirement.

Multicultural Perspectives: One multicultural perspectives course, 3 semester hours, is required. Ashford University offers the following courses to satisfy this requirement:

- ANT 101 Introduction to Cultural Anthropology;
- HIS 103 World Civilizations I;
- HIS 104 World Civilizations II;
- SOC 315 Cross-Cultural Perspectives; or
- REL 113 Comparative Religions

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 Multicultural Perspectives requirement.

Social Perspectives: One social perspectives course, 3 semester hours, is required. Ashford University offers the following courses to satisfy this requirement:

- PSY 202 Adult Development and Life Assessment; or
- ECO 100 Survey of Contemporary Economic Issues (AAB only)
Values and Beliefs: The student will examine the values of peoples, processes, and institutions to gain a better understanding of self, others, and the world.

Two values and beliefs courses, 6 semester hours, are required. Ashford offers the following courses to satisfy this requirement:

- REL 113 Comparative Religions;
- REL 250 Judeo-Christian Thought;
- PHI 445 Personal and Organizational Ethics;
- SOC 305 Crime & Society;
- LIB 323 Revolution & Terrorism in the Modern World;
- SOC 315 Cross-Cultural Perspectives;
- LIB 320 Global Socioeconomic Perspectives;
- PSY 301 Social Psychology;
- MGT 402 Contemporary Social Problems & the Workplace; or
- PHI 445 Personal & Organizational Ethics

Typically, a combination of coursework in philosophy, religion, and/or sociology-based coursework with a values and beliefs component may be applied in transfer to fulfill the values and beliefs requirement.

Associate of Arts in Business (AAB) Program Details

The Associate’s of Arts in Business (AAB) program is designed to prepare students for entry-level work in business organizations and to give students a head start on a Bachelor of Arts in Organizational Management degree currently being offered at Ashford University. All semester hours in the AAB program are transferable to the Ashford University Bachelor of Arts Degree in Organizational Management. The AAB 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 AAB program is a 61-credit-hour program that includes completion of current Ashford University General Education requirements. No on-campus residency will be required for graduation, but at least 21 semester hours included in the degree must be Ashford University credits.

Academic Calendar

The academic calendar for the AAB program is continuous. Typically, students take two or more courses at a time and move on to the next block of courses in the program sequence. Courses are eight weeks long with a one-week break between course blocks. Opportunities to enroll in the College of External Studies and begin a course sequence in the AAB degree program are available every nine (9) weeks.
Admission Requirements for the Associate of Arts in Business Degree

- Have a high-school diploma or GED equivalency, recognized by the Department of Education of the state in which it was earned, completed secondary school through home schooling as defined by State law, or if no high school degree was earned, applicants may be admitted with a minimum of 60 transferable credits from an appropriately accredited post-secondary institution as defined by Ashford University transfer credit policies.

- or if no high school degree was earned, applicants may be admitted with a minimum of 60 transferable credits from an appropriately accredited post-secondary institution as defined by Ashford University transfer credit policies.

- Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this catalog.

- Applicants under the age of 18 must have all legal documents signed by a parent or a legal guardian, including the signature page for the online application.

- Have the ability to study in English indicated by one of the following:
  a. Achieved a recognized high school diploma in which the primary language of instruction was English or a GED that was earned in English.
  b. A minimum of 30 transferable semester credits have been earned from regionally or approved nationally accredited colleges/universities in the United States in which the primary language of instruction was English.
  c. Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 173 computer based, 500 paper based, or 61 Internet based is required. Copies of official scores must be submitted prior to provisional and enrollment, and official scores must be submitted for full admission.

Provisional Admission Status Requirements

Students are provisionally admitted to an undergraduate degree program when they submit a completed application indicating that they meet admission requirements outlined for that program, along with the appropriate application fee. Students who then enroll in courses are considered regular students in their degree program. However, students who do not meet all requirements for full admission by the end of the first semester are disqualified and are withdrawn from the program.
Full Admission Status Requirements

The following provisions must be met prior to the end of the first semester at Ashford University. To start the second semester, students must complete all the requirements outlined below and pay all required tuition, fees, and applicable taxes due to Ashford University. Students who do not meet all requirements are disqualified and withdrawn from the program at the end of the first semester.

- Submission of transcripts from all postsecondary education previously attempted or a signed Authorization to Close Form for any official transcripts the student is unable to provide. Students receiving VA benefits will jeopardize their ability to receive Veteran’s benefits by signing the authorization to close form, until such time that all transcripts are submitted. Postsecondary education includes all of the following:
  
a. College or university transcripts and transcripts from any other regionally or approved nationally accredited postsecondary educational institution attended. (The Ashford University Registrars Office staff will manage the request of all transcripts for students who have signed a Transcript Request Form).
  
b. Military credits evaluated for equivalency to college credits. Military transcripts must be requested directly from the appropriate organization by the student.
  
c. Official documentation of any postsecondary credit previously earned through examination or credit earned through non-collegiate instruction the students intends to have evaluated for applicability to Ashford University program requirements (must be requested by the student).
  
d. Official TOEFL scores, if required for admission.

Additional Admission Requirements for International Applicants and Applicants Relying on Academic Credentials Earned Outside the United States for Admission to the College of External Studies:

Provisional Admission Status Requirements

In addition to the requirements for provisional admission outlined in the admission policy for undergraduate programs in the College of External Studies, copies of documentation indicating that the student meets the following admission requirements are required for provisional admission:

1. Submit copies of an official evaluation from an approved evaluation service indicating that the student has met one of the following requirements:
   a. A minimum of 60 transferable credits from an appropriately accredited post-secondary institution as defined by Ashford University transfer credit policies
   b. A record of having achieved the equivalency of a United States high school diploma.
2. All academic records from countries other than the United States must have been evaluated by one of the following evaluation services:
   a. Educational Credentials Evaluators, Inc. (ECE); or
   b. World Education Services (WES).
Full Admission Status Requirement
In addition to the requirements for full admission outlined in the admission policy for undergraduate programs in the College of External Studies, international students 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 end of the first semester at Ashford University. To start the second semester, international students must complete this requirement or they will be disqualified and withdrawn from the program at the end of the first semester.

Residency Requirements in the AAB
Students enrolling into the AAB degree program must successfully complete a minimum of twenty-one (21) semester hours of Ashford University courses and all other program requirements for degree completion.

Transfer Credit and Non-traditional Credit Provisions and Limitations
- A maximum of 40 semester hours of combined non-traditional learning and transfer credits may be accepted and applied toward the 61 semester hours required for the AAB degree.
- Students in the Associate of Arts in Business program may apply no more than 30 semester hours of non-traditional credit toward degree completion.
- Students may not use non-traditional semester hours or transfer credits to waive the EXP 101 or the capstone course.
- Prior learning assessment is not applicable to the AAB program.

Progression Requirement in the AAB
Course Sequencing and Registration in the AAB
AAB Students entering the University are required to successfully complete EXP 101 Introduction to University Studies in their first eight-week (8-week) block. Unsuccessful completion of EXP 101 will result in the rescheduling of the course and revision of future course sequence. EXP 101 satisfies an AAB core program requirement and cannot be replaced or waived by transfer credit. AAB students will be registered, per the program of enrollment indicated on their admissions application, for the full AAB program course sequence.

Students may request changes to course registration in writing to their Enrollment Advisor or Academic Advisor and should include any appropriate supporting documentation. It is the student’s responsibility to inform his or her Enrollment Advisor and Academic Advisors in writing of potential equivalent transfer courses and to provide appropriate supporting documentation prior to each course start date.

Associate of Arts in Business students are concurrently registered for two (2) courses every eight-week (8-week) block with a week break between each block. This enables the AAB student to complete up to 24 semester hours each academic year. Additionally, the academic calendar for the AAB includes a week break for the Thanksgiving holiday and a two-week (2-week) break for the winter holiday.

Students who wish to enroll for fewer than two courses during an 8-week period must petition for permission to enroll as a half-time student. The petition must include justification for the half-time enrollment status and a revised degree completion plan approved by the student’s Academic Advisor and Student Financial Representative.
AAB Course Sequence/Degree Requirements

Required Courses: (61 Credits)

- EXP 101 Introduction to University Studies
- COM 200 Interpersonal Communication
  (Satisfies General Education Communication III Competency requirement)
- INF 103 Computer Literacy
  (Satisfies General Education Computer Competency requirement)
- ENG 121 Composition I
  (Satisfies General Education Communication I Competency requirement)
- CGD 218 Visual Literacy in Business
  (Satisfies General Education Aesthetic Awareness area and is also a Core course)
- ENG 122 Composition II
  (Satisfies General Education Communication II Competency requirement)
- BUS 201 Principles of Management (Core)
- PHI 103 Informal Logic
  (Satisfies General Education Critical Thinking Competency requirement)
- HIS 103 World Civilizations I
  (Satisfies General Education Historical Perspectives requirement)
- BUS 235 Introduction to Marketing (Core)
- HIS 104 World Civilizations II
  (Satisfies General Education Multicultural Perspectives requirement)
- SCI 107 Dependence of Man on the Environment
  (Satisfies General Education Physical World requirement)
- MAT 126 Survey of Mathematical Methods
  (Satisfies General Education Mathematics Competency requirement)
- REL 113 Comparative Religions
  (Satisfies a General Education Values and Beliefs requirement)
- ECO 100 Survey of Contemporary Economic Issues
  (Satisfies General Education Social Perspectives requirement and is also a Core course)
- ENG 125 Introduction to Literature
  (Satisfies General Education Literature requirement)
- ACC 201 Principles of Financial Accounting (Core)
- PHI 200 Mind & Machine
  (Satisfies a General Education Values and Beliefs requirement)
- ACC 202 Principles of Managerial Accounting (Core)
- BUS 250 Corporate and Social Responsibility
  (Satisfies General Education Applied Ethics Competency requirement and is also a Core course)

Credit Maximum Policy

A maximum of 36 semester hours may be attempted per academic year. Students may appeal in writing to the Provost for an increase to a maximum of 48 semester hours attempted per academic year.
Concurrent Course Enrollment Policy

- Concurrent course registration of three (3) or more courses may occur when the student is fully admitted and has completed his or her first eight-week (8–week) block with two (2) successfully completed courses.
- GPA must be 2.0 or higher and must be maintained at 2.0 or higher to continue with concurrent course registration.
- Payment of concurrent courses is not deferred and must be paid for in advance of the course start date.
- Concurrent course registration cannot violate progression or prerequisite requirements.
- At no time may a student attend more than four Ashford University courses concurrently in the Associate of Arts in Business degree program.
- Concurrent enrollment in other Ashford University programs or course formats is not allowed for students enrolled in the AAB program.
- Non-degree seeking enrollment is not allowed in the AAB program.

Associate of Arts in Business Online Course Attendance Policy

Students enrolled in the AAB program are expected to attend each class session. Students in the AAB are allowed up to two absences per 8 week course so long as the absences are not on consecutive weeks. Students who fail to meet the attendance requirement will be given an absence for that week(s). Students 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. Missed discussion forums will result in loss of associated points and cannot be made up after the week ends. Students who fail to meet the attendance requirements for two consecutive weeks or for three nonconsecutive weeks of a course will be withdrawn from the course retroactive to their last date of recorded attendance. Required courses must then be repeated.

Note: New students who do not meet attendance requirements for the first week of their first course will be withdrawn from the course and must work with their Enrollment Advisor to re-schedule their enrollment in the program.

Leave of Absence Policy

Although Ashford University encourages continuous enrollment from the time of matriculation through graduation for all students, from time to time, circumstances may warrant a short break in enrollment. Students who need to request a break in enrollment that is longer than twenty-nine (29) days may request a leave of absence (LOA).

1. Students are limited to no more than two (2) Leave of Absences within a 12-month period.
2. An LOA cannot exceed a total of 65 days.
3. The start date of the LOA is based on the last date of documented attendance.
4. For a second LOA to be approved the student must return on or before the scheduled re-entry date and must complete the next scheduled course; back-to-back LOAs will not be approved.
5. Students who are requesting an LOA must complete a Leave of Absence Request Form. A financial aid student considering a Leave of Absence should contact the Financial Aid Office to discuss the impact on financial aid eligibility. At the point a student withdraws or falls below at least half-time enrollment status, student loan grace/repayment periods begin.
6. Leave of Absence Requests must be **signed and submitted on or before** the last day of class attendance. Requests submitted after the last day of attendance require an explanation. Requests submitted 15 days after last date of attendance will not be approved.

7. Students who do not return from an approved LOA will be withdrawn from the University as of their last date of documented attendance.

**Satisfactory Academic Progress Policy/Semester Based Undergraduate Program - Associate of Arts in Business**

We are dedicated to the academic success of our students. In this vein, the following policy update outlines the academic requirements for Ashford University external studies programs and describes how they will be measured to ensure that students are making satisfactory academic progress toward successful degree completion.

**Undergraduate Term-Based Program Measures:**

- Week=7 calendar days
- Course/Block=8 weeks of instructional time
- Semester=16 weeks of instructional time, excluding break weeks
- Academic Year=32 weeks of instructional time, excluding break weeks
- Full-Time Enrollment=12 semester hours or more per semester

Associate of Arts in Business students must meet the following minimum criteria to make satisfactory academic progress:

- Cumulative GPA in Ashford University Coursework for all undergraduate students=2.0. Cumulative GPA includes all undergraduate level coursework attempted at Ashford University, excluding grades of Pass, I’s, or W’s. Only the latter grade is counted when a course is repeated. No grades are recorded or counted toward GPA for transfer credits or prior learning credits.

- Successful Completion Rate=67% or 2/3 of all attempted credits. Attempted undergraduate credits include applicable transfer credits, prior learning credits, and all course attempts recorded on the academic transcript; repeated courses are not excluded. Grades that count negatively against successful completion rates include I’s, W’s, and F’s.

- Successful completion of all program requirements within 150% of the normal length of the program (measured in semester hours ).

- Grade points earned at another college are not used in the computation of the grade point average at Ashford University.

**Satisfactory Academic Progress Review and Evaluation:** Reviews will take place at the end of each semester (including summer) in semester-based programs. Undergraduate students will be evaluated against the GPA and 67% requirement for satisfactory academic progress at the conclusion of every 12 attempted semester hours at Ashford University. Students who have not attempted 12 semester hours at the conclusion of their first semester of enrollment will be evaluated at the conclusion of their second semester.
**Satisfactory Academic Progress, Probation and Dismissal:** Students who do not meet the minimum requirements for making satisfactory academic progress at the time of evaluation are placed on academic probation for the following semester. Probationary periods provide an opportunity for students to improve academic performance and to meet overall requirements for degree completion. Students on probation should meet with their Academic Advisors to discuss course scheduling and to plan for remediation. Please contact the Ashford University Registrar with any questions concerning the requirements outlined in this policy.

Students will be given up to 12 semester hours of attempted coursework to meet the requirements for satisfactory academic progress. All coursework attempted after the semester during which the student did not meet satisfactory academic progress will be counted as a part of the first-term probationary period. Students who are otherwise eligible to receive Title IV financial aid will be eligible to receive Title IV financial aid while on first-term academic probation.

Students on probation who do not meet the requirements for satisfactory academic progress at the conclusion of 12 attempted semester hours may be dismissed from the University. However, students who have shown marked improvement during this probationary period but have not met the requirements for satisfactory academic progress may appeal to the Registrar to take up to 12 additional semester hours of coursework for second-term probation.

- The appeal must be made prior to the student’s enrollment in any classes that begin after the initial probationary period.

- The written appeal must include a reasonable explanation for the student’s academic performance to date, which may include mitigating circumstances such as student injury/illness, death of a student’s family member, or other reasons resulting in undue hardship to the student and a plan for completion of the coursework required for removal from probation during the following semester.

- Appeals will be evaluated by a committee made up of the University Registrar or Campus Registrar and an academic administrator who has oversight in the student’s program of study. The Registrar will render a decision and communicate that decision in writing to the student.

Students who are otherwise eligible to receive Title IV financial aid will be eligible to receive Title IV financial aid while on second-term academic probation.

Students who do not meet the requirements for satisfactory academic progress at the conclusion of 24 semester hours in probationary status will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid.

If, at any point during the program, it becomes clear 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 (measured in semester hours), he or she will be dismissed from the University.
Graduation Requirements for the AAB

1. Completion of all program/course requirements
2. Completion of a minimum of 61 semester hours that are 100 level or higher. Additional Prerequisite courses may be required
3. Minimum cumulative grade point of 2.00
4. At least 21 semester hours earned toward the Associate’s degree must be completed at Ashford University
5. The degree will be noted on the transcript as an Associate’s of Arts in Business
6. Submission of petition to graduate and applicable fees.

Course Offerings for the Associate of Arts in Business

EXP 101 Introduction to University Studies 3 semester hours

This course is designed to help new college students beginning their university studies to achieve academic success. Students will explore learning theories, communication strategies, and personal management skills. Learners will develop strategies for achieving success in school and work. Students will also be introduced to the University’s learning resources and instructional platforms used in the AAB program.

COM 200 Interpersonal Communication 3 semester hours

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.

INF 103 Computer Literacy 3 semester hours

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.

ENG 121 Composition I 3 semester hours

The course is designed to enable students to develop competence in analyzing, organizing, and developing ideas; to locate and use library resources for supporting ideas; and, to adapt one’s writing to various audiences. Instruction and practice in writing and critical reading is a focus in this course.
CGD 218  Visual Literacy in Business  3 semester hours
This course examines the evolution and trends in digital media utilized in the business environment. Course content and activities will 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.

ENG 122  Composition II  3 semester hours
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.

BUS 201  Principles of Management  3 semester hours
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.

PHI 103  Informal Logic  3 semester hours
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.

HIS 103  World Civilizations I  3 semester hours
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.

BUS 235  Introduction to Marketing  3 semester hours
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.

HIS 104  World Civilizations II  3 semester hours
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.
SCI 207 Dependence of Man on the Environment 4 semester hours

In this course learners deepen their understanding of the importance of natural resources to mankind. Students explore the physical, biological and ecological principles, how human alterations affect the environment, reflect on the controversies surrounding various approaches to addressing environmental problems and the steps some communities have taken to address these challenges.

MAT 126 Survey of Mathematical Methods 3 semester hours

The course is designed to explore a wide range of mathematical models as applied to the problems of a modern society. Topics are selected from a variety of disciplines using mathematical methods in the critical thinking and decision-making process. Mathematical methods covered include, but are not limited to, business math, introductory algebra, beginning geometry, and business statistics.

REL 113 Comparative Religions 3 semester hours

Comparative Religions is an introduction to five of the world’s major religious movements. This course deals substantially with the cultural, social, religious, and spiritual foundations of each religion as well as contemporary ritual celebration. The focus of study is Judaism, Islam, Hinduism, Early Christianity, Orthodoxy and Roman Catholicism, and Buddhism.

ECO 100 Survey of Contemporary Economic Issues 3 semester hours

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.

ENG 125 Introduction to Literature 3 semester hours

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.

ACC 201 Principles of Financial Accounting 3 semester hours

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.

PHI 200 Mind & Machine 3 semester hours

This course explores fundamental issues of the mind, thought, and reality. Exploration of trends and future developments in artificial intelligence and the possible effects these developments will have on human life are investigated. The following questions are analyzed: What is the material nature of the human mind/brain? How does the human mind construct and understand reality? What is the relationship of the human mind to the world it perceives and the world it creates? What are the differences/similarities between human and artificial intelligence?
ACC 202 Principles of Managerial Accounting 3 semester hours
This course is an introduction to managerial and cost accounting concepts for the non-accounting business major. Emphasis is placed on managerial planning and control, cost behaviors, budgeting, and performance analysis.

BUS 250 Corporate & Social Responsibility 3 semester hours
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.

Bachelor’s Degree Program Details

Academic Calendar
The academic calendar in the College of External Studies’ bachelor’s degree programs is continuous, rather than defined by semesters. Typically, students take one course at a time and move on to the next course in the program sequence without a break. Opportunities to enroll in the College of External Studies and begin a course sequence in a degree program are available every week. The Bachelor of Arts in Organizational Management degree is offered in an accelerated, five-week format for delivery on campus and online to adult learners over age 21. No on-campus residency is required for graduation, but at least 21 semester hours included in the degree must be Ashford University credits.

College of External Studies Bachelor’s Degree Program Admission Requirements
Students seeking admission to degree seeking status in a bachelor’s program in the College of External Studies must meet the following requirements:

- Be 22 years of age or older
- Have a high-school diploma or GED equivalency, recognized by the Department of Education of the state in which it was earned, completed secondary school through home schooling as defined by State law, or if no high school degree was earned, applicants may be admitted with a minimum of 60 transferable credits from an appropriately accredited post-secondary institution as defined by Ashford University transfer credit policies
- Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this Catalog
- Have the ability to study in English indicated by one of the following:
  a. Achieved a recognized high school diploma in which the primary language of instruction was English or a GED that was taken in English
b. A minimum of 30 transferable credits earned from regionally or approved nationally accredited colleges/universities in the United States in which the primary language of instruction was English.

c. Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 173 computer based, 500 paper based, or 61 Internet based is required. Copies of official scores must be submitted prior to provisional and enrollment, and official scores must be submitted for full admission.

- Transfer students must provide official documentation of an undergraduate cumulative grade point average (GPA) of 2.0 in all combined undergraduate coursework attempted at a regionally or approved nationally accreditation since high school, or he/she is admitted on first-term academic probation. Any student who signs an Authorization to Close form, thereby waiving potential transfer credits from previously attended schools, is admitted on first-term probation as well. At the conclusion of the first academic probation period or the first 12 attempted credits, any student who does not meet the requirements for satisfactory academic progress (SAP) may be dismissed from the University.

**Appeal from 1st Term SAP Probation:** A student who faces first term SAP dismissal may appeal to the University Registrar to attempt up to twelve additional hours of course work for a second-term academic probation under the following conditions:

1. Student has achieved a successful completion rate of at least 67% and has at least a 1.5 Ashford University cumulative grade point average (CGPA) during the first probationary period or
2. Student has achieved a successful completion rate of at least 50% and has at least a 2.0 Ashford University CGPA, but has not met all requirements for satisfactory academic progress.

Please refer to the Satisfactory Academic Progress (SAP) Requirements for Bachelor’s Degree Programs in the College of External Studies section of this Catalog to review all related satisfactory academic progress guidelines.

**Provisional Admission Status Requirements**

Students are provisionally admitted to an undergraduate degree program when they submit a completed application indicating that they meet admission requirements outlined above, along with the appropriate application fee. Students who then enroll in courses are considered regular students in their degree program. However, students who do not meet all requirements for full admission by the conclusion of the fourth (4th) attempted Ashford University course are disqualified and withdrawn from the program.
Full Admission Status Requirements

The following provisions must be met prior to the conclusion of four (4) attempted Ashford University courses. To begin the fifth (5th) Ashford University course, students must complete all the requirements outlined below and pay all required tuition, fees, and applicable taxes due to Ashford University. Students who do not meet all requirements are disqualified and withdrawn from the program at the conclusion of the fourth (4th) attempted Ashford University course. *Additional requirements for students seeking admission based on credentials earned outside of the United States are outlined separately.

- Submission of transcripts from all regionally or approved nationally accredited postsecondary education previously attempted or a signed Authorization to Close Form indicating relinquishment of those potential transfer credits for any official transcripts the student is unable to provide. Students receiving VA benefits will jeopardize their ability to receive Veteran’s benefits by relinquishing transfer credits. Postsecondary education includes all of the following:
  a. College or university transcripts and transcripts from any other postsecondary educational institution attended. (The Ashford University Registrars Office staff will manage the request of all transcripts for students who have signed a Transcript Request Form).
  b. Military credits evaluated for equivalency to college credits. Military transcripts must be requested directly from the appropriate organization by the student.

- Official documentation of any postsecondary credit previously earned through examination or credit earned through non-collegiate instruction that the students intends to have evaluated for applicability to Ashford University program requirements (must be requested by the student).

- Official TOEFL scores, if required for admission.
Additional Admission Requirements for International Applicants and Applicants Relying on Academic Credentials Earned Outside the United States for Admission to the College of External Studies

**Provisional Admission Status Requirements**

In addition to the requirements for provisional admission outlined in the admission policy for undergraduate programs in the College of External Studies, copies of documentation indicating that the student meets the following admission requirements are required for provisional admission:

1. Submit copies of an official evaluation from an approved evaluation service indicating that the student has met one or more of the following requirements:
   a. The equivalent of 60 or more transferable credits; or
   b. A record of having achieved the equivalency of a United States high school diploma.

2. *All academic records from countries other than the United States must be evaluated by one of the following evaluation services:
   a. Educational Credentials Evaluators, Inc. (ECE); or
   b. World Education Services (WES).

*Note: Students who have already had their international credentials evaluated prior to making application to Ashford University may petition the University Registrar for acceptance of evaluations from other credible agencies.

**Full Admission Status Requirements**

In addition to the requirements for full admission outlined in the admission policy for undergraduate programs in the College of External Studies, international students 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 four (4) attempted Ashford University courses. To begin the fifth (5th) Ashford University course, international students must complete the requirements or they will be disqualified and withdrawn from the program at the conclusion of the fourth (4th) attempted course.
Bachelor’s Program Academic Policies

Transfer Credit and Non-traditional Credit Provisions and Limitations

- A maximum of 99 semester hours of combined non-traditional learning and transfer credits may be accepted and applied toward the 120 semester hours required for a bachelor’s degree.

- Within the 99-credit maximum, a maximum of 99 hours of transfer credit may come from appropriately accredited institutions.

- Within the 99 credit maximum, a maximum of 75 credits of non-traditional credit may be applied toward degree completion. These 75 credits can be any combination of acceptable types of nontraditional credit.

- A maximum of 9 non-traditional credits may apply toward the major program as long as the content of the non-traditional credits is comparable to the content of the replaced course. Students may only use PLA credits to form the concentration in the BAOM, if approved by the Dean of the College of External Studies.

- Students may not use non-traditional credits to meet the capstone course requirements.

- Maximum allowance of 6 semester hours may be accepted for Physical Education activity courses (unless student is a PE major).

- Maximum allowance of 6 semester hours 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 in a regionally accredited Associate of Arts degree where the student earned a 2.0 cumulative GPA or higher are accepted as fulfilling all the General Education and competency requirements of a bachelor’s program in the College of External Studies. This does not constitute a waiver of any course required to earn a particular major.

- Regionally accredited Associate of Science degree recipients and applicants with nationally accredited AA or AS degrees with a 2.0 cumulative GPA or higher will be evaluated on a case-by-case basis to determine if the degree is accepted as fulfilling all the General Education and competency requirements of the College of External Studies.

- AAS degrees will not be accepted as fulfilling the General Education or competency requirements. Credits earned in an Associate of Applied Science degree or a certificate program will be evaluated on an individual basis for application toward the B.A. 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.

Residency Requirements in Bachelor’s Programs

No on-campus residency is required for graduation, but at least 21 semester hours included in the degree must be Ashford University credits. Credits earned through Prior Learning Assessment are not included in the 21-credit-hour calculation).
Progression Requirements in the Bachelors Programs

English Proficiency

All students enrolled in Bachelor’s degree programs must satisfy English Proficiency through one of the following options:

1. A passing score on the Ashford University English Proficiency exam (credit not awarded) prior to the conclusion of the third attempted course. All Bachelors Programs students are granted two attempts to complete the English Proficiency exam.

2. A grade of “C-” or better in the designated Ashford University English course (ENG 121) within the first 12 semester hours attempted at Ashford University.

3. A passing score on designated National Testing Program exams completed within two years from date of application.

4. A grade of “C-” or better in a comparable course from a regionally accredited or approved nationally accredited institution completed within the past two (2) years from 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 require ENG 121 and ENG 122 to satisfy proficiency will have the semester hours applied toward any Communication or Electives credit deficiencies.

Bachelor’s Program Course Sequencing

0-23 Credit Students

Students must have earned a minimum of twenty-four (24) semester hours in order to begin the major course sequence.

Bachelor’s Program students entering the University with fewer than twenty-four (24) semester hours 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 applies toward elective credit requirements and cannot be replaced or waived by credit in transfer.

Students with fewer than twenty-four (24) semester hours will be initially registered for the General Education course sequence. Typically, students entering their Ashford University program with less than 24 semester hours complete their general education course sequence at Ashford University and then progress into their appropriate Bachelors Programs major course sequence. Students who do not wish to take any or all of the general education course sequence through Ashford University must contact their Academic Advisor to request a schedule change.

Students may request changes to course registration in writing to their Enrollment Advisor or Academic Advisor and should include any appropriate supporting documentation. It is the student’s responsibility to inform his or her Enrollment Advisor and Academic Advisors in writing of potential equivalent transfer courses and to provide appropriate supporting documentation prior to each course start date.
General Education Course Sequence:

EXP 105 Personal Dimensions of Education (3)
PSY 202 Adult Development & Life Assessment (3)
ENG 121 English Composition I (3)
INF103 Computer Competency (3)
ENG 122 English Composition II (3)
ANT 101 Introduction to Cultural Anthropology (3)
REL 113 Comparative Religions (3)
ENG 125 Introduction to Literature (3)
PHI 107 Philosophy of Human Conduct (3)
ENG 225 Introduction to Film (3)
PHI 103 Informal Logic (3)
COM 200 Interpersonal Communications (3)
SCI 207 Dependence of Man on the Environment (4)
HIS 204 American History Since 1865 (3)
MAT 126 Survey of Mathematical Methods (3)
REL 250 Judeo-Christian Thought (3)

24+ Transfer Credit Students

Bachelor’s Program students entering the University with twenty-four (24) or more semester hours are required to successfully complete PSY 202 Adult Development and Life Assessment as their first course. Unsuccessful completion of PSY 202 will result in the rescheduling of the course and revision of the future course sequence. PSY 202 satisfies the Social Awareness/Social Perspectives General Education requirement and cannot be replaced or waived by transfer credit.

Students with twenty-four (24) or more semester hours will be initially registered, per the program of enrollment indicated on their admissions application, for their Bachelor’s Program’s major course sequence. Students who have 24 or more semester hours and have not previously completed the coursework applicable to the Ashford University general education requirements may request to be enrolled in the general education course sequence or in specific general education courses.

Students may request changes to course registration in writing to their Enrollment Advisor or Academic Advisor and should include any appropriate supporting documentation. It is the student’s responsibility to inform his or her Enrollment Advisor and Academic Advisors in writing of potential equivalent transfer courses and to provide appropriate supporting documentation prior to each course start date.

Bachelor’s Program students entering the University with twenty-four (24) or more semester hours may enroll in EXP 105 Personal Dimensions of Education as their first course, which may result in the reduction of three (3) transfer credits in the Elective category, and are required to attend PSY 202 as their second course. Unsuccessful completion of either course, EXP 105 or PSY 202, will result in rescheduling of the course and revision of the future course sequence. In addition to EXP 105, students with twenty-four (24) or more semester hours will be registered, per the program of enrollment indicated on their admissions application, for the Bachelor’s Program major course sequence.

Credit Maximum Policy

A maximum of 36 semester hours may be attempted per academic year. Students may appeal in writing to the Provost for an increase to a maximum of 48 semester hours attempted per academic year.
Concurrent Enrollment Policy

- Concurrent course registration may occur when the student is fully admitted and has completed his or her first two courses.
- GPA must be 2.0 or higher and must be maintained at 2.0 or higher to continue with concurrent course registration.
- Payment for concurrent courses is not deferred and must be paid for in advance of the course start date.
- Concurrent course registration cannot violate progression or prerequisite requirements.
- At no time may a student attend more than two Ashford University courses concurrently in online or evening accelerated modalities.

Degree-Seeking Student Classifications

Class Level:
- Freshman: 0–23 semester hours earned
- Sophomore: 24–47 semester hours earned
- Junior: 48–71 semester hours earned
- Senior: 72 or more semester hours earned

Enrollment Status:
- Students who remain continuously enrolled in a Bachelor’s program offered through the College of External Studies are considered full-time students.

Attendance Policy

On-line Accelerated Bachelor’s Program Attendance Policy

Students taking online classes are expected to attend each week. Students are required to log in to each online course by Tuesday during the week in which the course officially begins and to complete the initial introductory postings required in the course. Students must log in at least one additional day during the first week of the course. Students must log in on two separate days each subsequent week of the course to meet attendance requirements.

Students who fail to meet these attendance requirements in one week of the course will be given an absence for that week. Students 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. Students who fail to meet the attendance requirements for a second week in the course will be withdrawn from the course retroactive to the last date of recorded attendance. Required courses must then be repeated.

Note: New students who do not meet attendance requirements for the first week of their first course will be withdrawn from the course and must work with their Enrollment Advisor to re-schedule their enrollment in the program.
On-Campus Accelerated Bachelor’s Program Attendance Policy

Students taking classes in an accelerated format are expected to attend each week. Students are required to log in to each online course by Tuesday during the week in which the course officially begins and to complete the initial introductory postings required in the course. Students must log in at least one additional day during the first week of the course. Students must log in on two separate days each subsequent week of the course to meet attendance requirements.

Students who fail to meet these attendance requirements in one week of the course will be given an absence for that week. Students 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. Students who fail to meet the attendance requirements for a second week in the course will be withdrawn from the course retroactive to the last date of recorded attendance. Required courses must then be repeated.

Students who must miss more than one week of attendance due to extreme extenuating circumstances beyond their control may appeal for an exception to the attendance policy. The request must be supported by the instructor and the student must submit the rationale for the exception to their academic advisor for approval by an academic administrator with oversight for the student’s program of enrollment prior to the second absence.

Note: New students who do not meet attendance requirements for the first week of their first course will be withdrawn from the course and must work with their Enrollment Advisor to re-schedule their enrollment in the program.

ClassLine Accelerated Bachelor’s Attendance Policy

Students taking classes in an accelerated format are expected to attend each week. Students are required to attend the first week of each course. Students are required to be present in the class session for attendance and are allowed one absence per course. Students who fail to meet the attendance requirement in a week of the course will be given an absence for that week. Classline students need to physically attend class on-campus/on-site week one and week five, and during weeks 2, 3, and 4, students must log into each online class on two separate days during each week to meet attendance requirements. Students are required to contact the instructor in advance and make arrangements to complete the required assignments. Acceptance of late work is at the discretion of the faculty member and the student may not receive full credit. Students who fail to meet the attendance requirements for a second week in the course will be withdrawn from the course retroactive to the last date of recorded attendance. Required courses must then be repeated.

Students who miss more than one week of attendance due to extreme extenuating circumstances beyond their control may appeal for an exception to the attendance policy. The request must be supported by the instructor and the student must submit the rationale for the exception to their academic advisor for approval by an academic administrator with oversight for the student’s program of enrollment prior to the second absence.

Note: New students who do not meet attendance requirements for the first week of their first course will be withdrawn from the course and must work with their Enrollment Advisor to re-schedule their enrollment in the program.
Bachelor’s Program Satisfactory Academic Progress (SAP) Requirements

We are dedicated to the academic success of our students. In this vein, the following policy outlines the academic requirements for Ashford University external studies undergraduate programs and how they will be measured to ensure that students are making satisfactory academic progress toward successful degree completion.

Bachelor’s Degree Non-Term-Based Program Measures

Week = 7 calendar days

Academic Year Definition = 40 weeks of instructional time; 24 earned semester hours

Financial Aid Payment Period = Minimum 12 earned semester hours; 20 weeks of instructional time

Satisfactory Academic Progress Increment = 12 attempted semester hours

Bachelor’s program 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 = 2.0. Cumulative GPA includes all undergraduate level coursework attempted at Ashford University, excluding grades of Pass, I’s, or W’s. Only the latter grade is counted when a course is repeated. No grades are recorded or counted toward GPA for transfer credits or prior learning credits.

- Successful Completion Rate = 67% or 2/3 of all attempted semester hours. Attempted undergraduate semester hours include applicable transfer credits, prior learning credits, and all course attempts recorded on the academic transcript; repeated courses are not excluded. Grades that count negatively against successful completion rates include I’s, W’s, and F’s.

- Successful completion of all program requirements within 150% of the normal length of the program as measured in semester hours.

- Grade points earned at another college are not used in the computation of the grade point average at Ashford University.

Satisfactory Academic Progress Review and Evaluation

Satisfactory academic progress is reviewed in twelve (12) semester hour increments. Students will be evaluated against both qualitative and quantitative standards at the conclusion of every twelve (12) attempted semester hours.

Probation, Appeal, and Dismissal

Students who do not meet the minimum requirements for making satisfactory academic progress at the time of evaluation are placed on academic probation for the following twelve (12) semester hour increment. Probationary periods provide an opportunity for students to improve academic performance and to meet overall requirements for degree completion. Students on probation should meet with their Academic Advisors to discuss course scheduling and to plan for remediation. Please contact the Ashford University Registrar with
any questions concerning the requirements outlined in this policy. This policy will be applied to all coursework attempted at Ashford University, regardless of date attempted.

Students will be given up to 12 semester hours of attempted coursework to meet the requirements for satisfactory academic progress. All coursework attempted after the term during which the student did not meet satisfactory academic progress will be counted as a part of the first-term probationary period. Students who are otherwise eligible to receive Title IV financial aid will be eligible to receive Title IV financial aid while on their first academic probation.

At the conclusion of the first academic probation period, students who do not meet the requirements for satisfactory academic progress may be dismissed from the University. However, students who have shown marked improvement during the first probationary period but have not met the requirements for satisfactory academic progress may appeal to the Registrar to take up to twelve (12) additional semester hours of coursework for their second academic probation.

- The appeal must be made prior to the student’s enrollment in any classes that begin after the initial probationary period.
- The written appeal must include a reasonable explanation for the student’s academic performance to date, which may include mitigating circumstances such as student injury/illness, death of a student’s family member, or other reasons resulting in undue hardship to the student and a plan for completion of the coursework required for removal from probation during the following term.
- Appeals will be evaluated by a committee made up of the University Registrar or Campus Registrar and an Academic administrator who has oversight in the student’s program of study. The Registrar will render a decision and communicate that decision in writing to the student.

Students who are otherwise eligible to receive Title IV financial aid will be eligible to receive Title IV financial aid while on a second academic probation.

Students on second academic probation who do not meet the requirements for satisfactory academic progress at the conclusion of twenty-four (24) attempted semester hours in probationary status will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid.

If, at any point during the program, it becomes clear that a 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 semester hours, that student will be dismissed from the University.
Leave of Absence Policy

Although Ashford University encourages continuous enrollment from the time of matriculation through graduation for all students, from time to time, circumstances may warrant a short break in enrollment. Students who need to request a break in enrollment that is longer than twenty-nine (29) days may request a leave of absence (LOA).

1. Students are limited to no more than two (2) LOAs within a 12-month period
   a. An LOA cannot exceed a total of 60 days.
   b. The start date of the LOA is based on the last date of documented attendance.
   c. For a second LOA to be approved, the student must return on or before the scheduled re-entry date and complete the next scheduled course; back-to-back LOAs will not be approved.
   d. Students experiencing extreme temporary hardship that limits their ability to return to school within 60 days may contact the Financial Aid Office to discuss potential options.

2. Students who are requesting a leave of absence must complete a Leave of Absence Request Form. Failure to return to school on or before scheduled/approved re-entry date may result in current student loan(s) being cancelled and/or prior loan(s) entering the Grace/Repayment period effective with the last date of attendance.

3. Leave of Absence Requests must be SIGNED AND SUBMITTED ON OR BEFORE the last day of class attendance. Requests submitted after the last day of attendance require an explanation. Requests submitted 15 days after last date of attendance will not be approved.

4. Students who do not return from an approved leave of absence will be withdrawn from the University as of their last date of documented attendance.

Graduation Requirements

- Completion of the General Education requirements, including competencies.
- Completion of a minimum of 120 semester hours that are 100 level or higher including a minimum of 30 semester hours in upper-division courses numbered 300 or above. At least 18 of these hours should be credit in the major.
- Completion of all major course requirements.
- Minimum cumulative grade point of 2.00 in all major, minor, and concentration coursework taken at the University.
- Completion of 21 semester hours of credit from the University. At least 21 semester hours earned toward a bachelor’s degree must be completed at the University.
- Completed petition to graduate and payment of related fees.
Bachelor of Arts Degree Program

Course Information

Bachelor of Arts in Organizational Management (BAOM)

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.

Elements of the Degree Program:

- Total number of credits required: 120 credits
- General Education Requirements: *46 credits
- Major Course Requirements: *33 credits
- Electives: 47 credits
- Minimum Upper Division: 30 credits
- Residency requirement: 21 credits

*In this program 3 credits from the major also satisfy general education requirements

BAOM Course Sequence:

*PSY 202 Adult Development & Life Assessment (3)
MGT 330 Management for Organizations (3)
MGT 380 Leadership for Organizations (3)
MGT 415 Group Behavior in Organizations (3)
SOC 402 Contemporary Social Problems & the Workplace (3)
COM 425 Communication in Organizations (3)
MGT 435 Organizational Change (3)
MGT 445 Human Resource Management (3)
MGT 450 Strategic Planning (3)
PHI 445 Personal & Organizational Ethics (3)
MGT 460 Leadership Priorities & Practice (3)

*In this program 3 credits from the major also satisfy general education requirements
Bachelor of Arts in Organizational Management Course Offerings

PSY 202  Adult Development & Life Assessment  3 semester hours
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.

MGT 330  Management for Organizations  3 semester hours
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.

MGT 380  Leadership for Organizations  3 semester hours
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.

MGT 415  Group Behavior in Organizations  3 semester hours
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.

SOC 402  Contemporary Social Problems & the Workplace  3 semester hours
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.

COM 425  Communication in Organizations  3 semester hours
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 435</td>
<td>Organizational Change</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>MGT 445</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course applies theory and research to human resource management (HRM) policies and practices, including attaining organizational goals, legal concerns, labor relations, strategic analysis, the HRM role in shaping organization and employee behavior, applying technology and systems to HRM, and HRM problems/issues.</td>
<td></td>
</tr>
<tr>
<td>MGT 450</td>
<td>Strategic Planning</td>
<td>3</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>PHI 445</td>
<td>Personal &amp; Organizational Ethics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>MGT 460</td>
<td>Leadership Priorities &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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 of these academic areas in their synthesis and application.</td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Arts in Organizational Management with Concentration

This option in the Organizational Management degree program allows a transfer credit concentration of 12 semester credits, comprised of upper- or lower-division courses, in another academic discipline to be combined with 18 upper-division semester credits in the Organizational Management major, including the capstone course (MGT 460). This personal program of study is allows students to meet the 33 semester credits required for the major in the Organizational Management degree program, and include concentration transfer coursework. The concentration can be in any academic field that has direct applicability to an organizational environment where management skills are broadly required. In the capstone course, the student is required to explore and evaluate the relationships between the chosen field and the field of organizational management. (Example; for a high-transfer credit student 12 transfer semester credits earned in Fire Science courses might be combined with 18 Organizational Management semester credits to complete the concentration option in the Organizational Management degree program. This combination would require an individual working in the Fire Science field to apply management fundamentals to the workplace environment and to define, in the capstone course, practical learning gained from the integration of these two fields of study).

Bachelor of Arts in Organizational Management with a Concentration Guidelines:

- 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 Bachelor of Arts in Organizational Management program.
- Students must petition for a 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 complete part of a concentration through Ashford University coursework, after admission.
- Concentrations generally will not be approved in fields of study that lead to licensure or certification.
- Transfer credits will only be applied towards the coursework required for the Organizational Management major if the student has maximized all other transfer credit possibilities within the Bachelor’s degree. Otherwise, concentration coursework will be applied towards elective credit.
- Specific major courses may be designated for substitution with concentration coursework.
- A student can earn more than one transfer credit concentration as long as each concentration has at least six semester credits that do not apply to another concentration or major.
- Students earning concentrations with substitutions against major coursework are not exempt from the minimum requirement for earning thirty (30) upper-division semester credits.

Bachelor of Arts in Psychology (BAPSY)

The Bachelor of Arts in Psychology program is a study of human behavior and mental processes designed to prepare students for graduate study and a career as a psychologist. The program explores psychology both as an area of scientific investigation and as a health or human services profession, allowing the learning to be applied effectively in careers that involve an understanding of human behavior and leadership development, including business, government, health care, and law.
Elements of Degree Program:

Total number of credits required: 120 credits
General Education Requirements: *46 credits
Major Course Requirements: *36 credits
Electives: 47 credits
Minimum Upper Division: 30 credits
Residency requirement: 21 credits

* In this program 6 credits from the major also satisfy general education requirements

BAPSY Course Sequence:

*PSY 202 Adult Development & Life Assessment (3)
PSY 104 Child & Adolescent Development (3)
PSY 101 Introduction to Psychology (3)
PSY 301 Social Psychology (3)
PSY 320 Research Methods & Statistics (3)
PSY 360 Survey of Mental Health (3)
PSY 361 Health Psychology (3)
PSY 350 Physiological Psychology (3)
PSY 303 Abnormal Psychology (3)
PSY 399 Selected Readings (3)
PSY 302 Industrial/Organizational Psychology (3)
PSY 496 Applied Project (3)

* In this program 3 credits from the major also satisfy general education requirements
Bachelor of Arts in Psychology Course Offerings

PSY 202   Adult Development & Life Assessment  3 semester hours
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.

PSY 104   Child & Adolescent Development  3 semester hours
This course provides a basic introduction to the nature of human growth and development as it occurs from conception through adolescence. It provides students the opportunity to explore the “what,” “how,” and “when” of physical motor, cognitive, socio-emotional, moral, aesthetic, and language development. This 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 recognize the impact of individual, cultural, and linguistic differences on development.

PSY 101   Introduction to Psychology  3 semester hours
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 301   Social Psychology  3 semester hours
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.

PSY 320   Research Methods & Statistics  3 semester hours
Research Methods and Statistics, presents the basic methods for conducting research and data analysis used in psychology and the social sciences. The methods include experimental and non-experimental approaches. Students apply critical thinking skills and basic math skills in the interpretation of descriptive and inferential statistics and in the analyzing of published research studies.

PSY 360   Survey of Mental Health  3 semester hours
This course examines various mental health services including assessment, counseling, psychotherapy, drug therapy, residential treatment, prevention, and community support. This survey course introduces major perspectives in the delivery of counseling and psychotherapy. Students evaluate the effectiveness of these various treatments based upon results of current outcome research.
PSY 361  Health Psychology  3 semester hours
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 350  Physiological Psychology  3 semester hours
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.

PSY 303  Abnormal Psychology  3 semester hours
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.

PSY 399  Selected Readings  3 semester hours
Each student collaborates with the professor to select three readings in an interest area of the students’ choosing. Selected readings must be relevant to the Applied Project (PSY 496) course. This course is designed to provide an opportunity to use the critical thinking skills developed through the discussion of selected readings in psychology.

PSY 302  Industrial/Organizational Psychology  3 semester hours
This course examines the influence of an organization upon the individual, as well as ways an individual can influence an organization. Topics include recruiting, personnel selection, organizational climate, group problem solving, and conflict resolution

PSY 496  Applied Project  3 semester hours
Applied Project is a required course for all psychology majors. The Psychology Applied Project has two components: 1) a seminar component developed around interactive discussion based upon course required reading and student selected research, and 2) an applied research component. Within the applied research component there is a formal applied research project and an applied Career-Community interview. All students complete the Career-Community Interview. In the formal applied research project students are able to select one application from two. The applications are: 1) Senior Applied Research, and 2) Natural Field Observational Research. A written reflective paper and a peer evaluation complete the course.
Bachelor of Arts in Social and Criminal Justice (BASCJ)

The Social and Criminal Justice program investigates both the social and legal sides of working in the criminal justice field. Students will examine topics in forensics, psychology, crime prevention, law, the U.S. Constitution, terrorism and the correctional system.

Elements of the Degree Program:

Courses taught by graduate-degreed faculty with real world experience in the fields they teach.

- Total number of credits required: 120 credits
- General Education Requirements: *46 credits
- Major Course Requirements: *36 credits
- Electives: 53 credits
- Minimum Upper Division: 30 credits
- Residency requirement: 21 credits

*In this program 15 credits from the major also satisfy general education requirements.

BASCJ Course Sequence:

- *PSY 202 Adult Development & Life Assessment (3)
- CRJ 201 Introduction to Criminal Justice (3)
- *SOC 305 Crime & Society (3)
- *SOC 331 Social Justice & Ethics (3)
- CRJ 308 Psychology of Criminal Behavior (3)
- *POL 303 The American Constitution (3)
- CRJ 305 Crime Prevention (3)
- CRJ 301 Juvenile Justice (3)
- *LIB 323 Revolution & Terrorism in the Modern World (3)
- CRJ 311 Forensics (3)
- CRJ 303 Corrections (3)
- CRJ 422 Criminal Justice Capstone (3)

*In this program 15 credits from the major also satisfy general education requirements.
Bachelor of Arts in Social and Criminal Justice Course Offerings

PSY 202   Adult Development & Life Assessment              3 semester hours
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.

CRJ 201   Introduction to Criminal Justice                3 semester hours
This course involves an analysis of the criminal justice system focusing on the police, courts, and corrections.

SOC 305   Crime & Society                                 3 semester hours
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.

SOC 331   Social Justice & Ethics                        3 semester hours
This course examines the foundations of social justice theory and their application to criminal justice theories and practice. Issues such as poverty, social policy, diversity, welfare, and alternative social programs provide students with a working understanding of the interrelation and coposetic relationship between social and criminal justice issues. Students will also understand ethical applications for both social justice initiatives as well as the ethics of criminal justice policies and initiatives.

CRJ 308   Psychology of Criminal Behavior                3 semester hours
Introduction to the Psychology of Criminal Behavior is an integrated course applying the research and methodology of psychology and sociology to the understanding of criminal conduct. Theories of psychology are explored including: biological, developmental, cognitive, social learning and psychoanalytic. The sociological concepts of social process and structure, social control and social conflict are introduced.

POL 303   The American Constitution                      3 semester hours
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.
CRJ 305  Crime Prevention  3 semester hours

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 301  Juvenile Justice  3 semester hours

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, this 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.

LIB 323  Revolution & Terrorism in the Modern World  3 semester hours

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.

CRJ 311  Forensics  3 semester hours

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 303  Corrections  3 semester hours

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 422  Criminal Justice Capstone  3 semester hours

Students will review all learning objectives achieved throughout previous course work 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 which guide criminal justice practice in the United States.
Bachelor of Arts in Social Science with a Concentration in Education

This degree is the result of a partnership with Rio Salado College in Phoenix, Arizona. The program meets the needs of students who are seeking a Bachelor’s degree that is a requirement for certification as a teacher in Elementary, Secondary, or Special Education. Students may be able to include some Rio Salado Level I teacher certification courses into their Ashford University baccalaureate degree plan of study.

Upon receiving an Ashford University baccalaureate degree and following successful completion of all Level I course work, the student is eligible to submit an application for formal acceptance into Rio Salado College’s Arizona Department of Education (ADE) approved Post-Baccalaureate Teacher Certification Program. Following program acceptance, students can enroll in Level II education methods courses that are required for Arizona teacher certification.

Ashford University/Rio Salado College Educational Partnership

Ashford University has established an educational partnership with Rio Salado College (RSC) in Tempe, AZ. Upon successful completion of all requirements for the Ashford University Bachelor of Arts in Social Science with a Concentration in Education and upon successful completion of all of the level 1 coursework requirements of Rio Salado College, this collaborative agreement enables graduates to apply for admission into the Arizona Department of Education (ADE) approved Post-Baccalaureate Teacher Certification Program at Rio Salado.

Upon completion of both programs, otherwise qualified students are able to apply for a state of Arizona teaching certificate in elementary or secondary education.

Successful completion and graduation from the Bachelor of Arts in Social Science with a Concentration in Education program at Ashford University does not guarantee admission to the Teacher Certification Post-Baccalaureate program at Rio Salado College. Successful completion and graduation from the Bachelor of Arts in Social Science with a Concentration in Education program does not lead to any state teacher certification or licensure. Students who intend to apply to the Post-Baccalaureate Teacher Certification Program must meet all requirements of Rio Salado College in order to be admitted and enrolled in that program. Ashford University applicants, students, and graduates are responsible for reviewing, understanding, and meeting all Post-Baccalaureate Teacher Certification Program admission and completion requirements through Rio Salado College.

Arizona teacher certification is accepted in the majority of states. However, please be aware that license requirements of state boards and licensing agencies vary from state to state and change over time. Consequently, successful completion of all degree requirements at Rio Salado College does not guarantee that any state board or licensing agency will accept a graduate’s application for licensure. The completion of all degree requirements also does not guarantee a teaching license. Graduates of the Rio Salado Post-Baccalaureate Teacher Certification Program must apply and fulfill all the state requirements that are necessary to secure a teaching license. Students are responsible to check with their particular state’s Department of Education to determine if the Bachelor of Arts in Social Science with a Concentration in Education program in conjunction with the Rio Salado College Post-Baccalaureate Teacher Certification Program are applicable towards certification and licensure in the state in which they intend to teach. We highly encourage students to research state requirements prior to enrolling at Ashford University.

This link to the U.S. Department of Education’s web site is a resource for students to research State certification and licensing requirements. http://www.recruitingteachers.org/channels/clearinghouse/deptedu.asp

Education Concentration Fee

In addition to all other tuition and fees applicable to students in the Ashford University Bachelor of Arts in Social Science with a Concentration in Education program, there is an additional Education Concentration Fee.
of $140.00 charged when students enroll in their first education concentration course. This fee covers additional costs associated with administrative functions and program management inherent in the facilitation of education concentrations.

Education Program Seminar – Education Concentration Partnership Course
Students who enroll in the Bachelor of Arts in Social Science with a Concentration in Education will be registered into EDU285AA Education Program Seminar, concurrently with their first education concentration course at Ashford University. This is a one semester credit course offered through Rio Salado College. Students may complete this course within one (1) to fourteen (14) weeks from initial enrollment.

EDU285AA is a requirement of the Rio Salado College Post-Baccalaureate Teacher Certification Program. Students who successfully complete EDU285AA will also be eligible to transfer the course into their Bachelor of Arts in Social Science with a Concentration in Education program as one (1) elective credit. Rio Salado College will provide Ashford University with the student’s grade for the course in order to apply the transfer credit towards the Bachelor of Arts in Social Science with a Concentration in Education degree, if applicable.

EDU285AA is offered as part of the partnership program with Rio Salado College, therefore, there is no additional tuition charged for initial enrollment in this course. Registration is facilitated by Ashford University. As an element of this partnership, Ashford University will provide Rio Salado College with the Social Security Number, name and contact information for each student enrolled in this course in order to facilitate registration and create an educational record at Rio Salado College. Students who do not successfully complete this course within fourteen (14) weeks of initial enrollment are required to re-enroll, pay tuition, and pass the course through direct registration at Rio Salado College.

Education Concentration Courses
Students are permitted to begin Education Concentration coursework once they have successfully earned 89 or more credits in the Bachelor of Arts in Social Science with a Concentration in Education program. Students who successfully complete the Ashford University Bachelor of Arts in Social Science with a Concentration in Education at Ashford University with a grade of “B” or higher, and successfully complete EDU285AA, will have fulfilled the following Level 1 course requirements towards the Rio Salado College Post-Baccalaureate Teacher Certification Program, dependent upon the student’s certification track (*Elementary Education, ~Secondary Education, or ^Special Education):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 285AA</td>
<td>^ * ~ Education Program Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDU 220</td>
<td>* ~ Serving English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 270</td>
<td>* ~ Learning and the Brain</td>
<td>3</td>
</tr>
<tr>
<td>EDU 272</td>
<td>^ * ~ Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 271</td>
<td>^ * Phonics Reading/Decoding (Elective course available for students planning to pursue Elementary or Special Education)</td>
<td>3</td>
</tr>
</tbody>
</table>

* Elementary Education
~ Secondary Education
^ Special Education

Students planning to pursue teacher certification in Secondary Education are encouraged to review the subject knowledge areas available for certification in their state and for secondary teacher certification in the State of Arizona prior to beginning the program. Ashford University does not currently offer subject area knowledge tracks, however, students may choose to complete coursework in a particular subject area towards elective credit in the Bachelor of Arts in Social Science with a Concentration in Education degree, while enrolled at Ashford.
Elements of the Degree Program

Total number of credits required: 120 credits
General Education Requirements: *46 credits
Major Course Requirements: *39 credits
Electives: 47 credits
Minimum Upper Division: 30 credits
Residency requirement: 21 credits

*In this program 12 credits from the major also satisfy general education requirements.

BASS Course Sequence:

*PSY 202 Adult Development & Life Assessment (3)
*LIB 320 Global Socioeconomic Perspectives (3)
*HIS 303 The American Constitution (3)
HIS 324 History of American Education (3)
SOC 101 Introduction to Sociology (3)
*SOC 315 Cross-Cultural Perspectives (3)
PSY 104 Child & Adolescent Development (3)
EDU 360 Philosophy of Education (3)
PSY 372 Educational Psychology (3)
PSY 370 Learning & the Brain (3)
EDU 321 Introduction to Serving English Language Learners (3)
EDU 371 Phonics-Based Reading & Decoding (3)
EDU 490 Interdisciplinary Capstone (3)

*In this program 12 credits from the major also satisfy general education requirements.
Bachelor of Arts in Social Science with a Concentration in Education Course Offerings

PSY 202  Adult Development & Life Assessment  3 semester hours
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.

LIB 320  Global Socioeconomic Perspectives  3 semester hours
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.

HIS 303  The American Constitution  3 semester hours
This course is a study of the Constitution of the United States and its role in American history and government. The course covers the drafting and ratification of the constitution, its subsequent amendment and interpretation, and its contemporary role in American politics and government.

HIS 324  History of American Education  3 semester hours
History of Education in the United States provides an overview of sentinel events, theories, and important historical figures that have shaped the United States education system.

SOC 101  Introduction to Sociology  3 semester hours
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 315  Cross-Cultural Perspectives  3 semester hours
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.
PSY 104  Child and Adolescent Development  3 semester hours
This course provides a basic introduction to the nature of human growth and development as it occurs from the 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.

EDU 360  Philosophy of Education  3 semester hours
This course provides a sufficiently broad yet detailed exposure to the realities of teaching. The text introduces the vantage parts of teaching in four main categories. Part I, the world of teachers and students. Part II, examines the structure, climate and culture of schools today. Part III, reviews the historical, philosophical, legal and financial foundations that shape our educational system. Part IV, provides opportunities to debate, explore and discuss educational issues and trends facing educators in the 21st century. The primary goals of this course are to support students by providing a comprehensive understanding of the world of teaching, by developing critical skills related to the teaching profession, and by developing a teaching philosophy.

PSY 372  Educational Psychology  3 semester hours
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 285 AA must be taken at Rio Salado concurrent with PSY 372.

PSY 370  Learning & the Brain  3 semester hours
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.

EDU 321  Introduction to Serving English Language Learners  3 semester hours
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 371  Phonics-Based Reading & Decoding  3 semester hours
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.
EDU 490  Interdisciplinary Capstone  3 semester hours
This is the capstone course for social science majors with a concentration in education. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, knowledge and strategy evaluation, and the impact of these elements on their future.

Note: All courses that apply towards the Post-Baccalaureate Teaching Certification Program at Rio Salado must have a minimum grade of 3.0 in order to transfer and students must have an over-all GPA of 2.5 in order to gain admittance into the program.

Level I courses taken at Rio Salado College will be accepted in transfer towards degree completion at AU.

Additional Online Course Offerings:

General Education Core Courses

ANT 101  Introduction to Cultural Anthropology  3 semester hours
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.

ENG 225  Introduction to Film  3 semester hours
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.

EXP 105  Personal Dimensions of Education  3 semester hours
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
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<tbody>
<tr>
<td>HIS 204</td>
<td>American History Since 1865</td>
<td>3</td>
</tr>
<tr>
<td>PHI 107</td>
<td>Philosophy of Human Conduct</td>
<td>3</td>
</tr>
<tr>
<td>REL 250</td>
<td>Judeo-Christian Thought</td>
<td>3</td>
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**HIS 204: American History Since 1865**

HIS 204 surveys American history from Reconstruction to the present. Emphasis is placed on the growing pluralism of American society, the effects of industrialization, the evolution of American political institutions, and the increasing importance of the United States in world affairs.

**PHI 107: Philosophy of Human Conduct**

This course focuses on clarifying and illuminating the great social and personal issues confronting people today. Topics include standards of moral judgment, the meaning and justification of moral judgments, and questions of moral responsibility and justice. This course satisfies the Applied Ethics competency.

**REL 250: Judeo-Christian Thought**

This course provides an overview of the literary, historical, and religious dimensions of the Old and New Testaments and their dominant themes, including redemption, justice, righteousness, reconciliation, and hope. An examination of Judeo-Christian thought in relation to contemporary life issues and individual purpose identified in related readings.
Section Nine: Graduate Programs
Programs are offered through the College of Education and the College of Business and Professional Studies as follows:

**College of Education**
- Master of Arts in Teaching and Learning with Technology (MATLT)

**College of Business and Professional Studies:**
- Master of Business Administration (MBA)
- Master of Arts in Organizational Management (MAOM)

### Program Overviews

**Note:** Please refer to the Program Requirements sections for program details and course offerings for each graduate program.

**The Master of Arts in Teaching and Learning with Technology (MATLT)** program is a graduate degree program designed to develop teachers’ and corporate trainers’ skills and effectiveness in using technology tools in curriculum building, leadership skills, and instruction. This program does NOT lead to teacher licensure.

**The Master of Business Administration (MBA)** program is a graduate degree program designed to expand academic knowledge and to develop professional competence in managing and influencing organizational effectiveness.

**The Master of Arts in Organizational Management (MAOM)** program is a graduate degree program designed to develop professional competence in a world of rapid and global change. The MAOM degree develops advanced skills in dealing with the complex problems organizations and individual’s 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. The MAOM program offers a two track degree option: The MAOM with no concentration is designed for students who want an advanced program emphasizing the human side of leadership. The MAOM with Global-Urban Leadership is designed to prepare the leader for international and multicultural management.

**SMART Track: Ashford University Bachelor’s Program to Master’s 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 towards their Bachelor’s degree and accelerate completion of a Master’s degree with Ashford University (Please refer to Graduate Programs and Requirements section for Smart Track details)
Academic Policies and Procedures

Academic Calendar
The academic calendar for Ashford University graduate programs is continuous, rather than defined by semester dates. Typically, students take one course at a time and move on to the next course in the program sequence without a break. Most courses are six weeks long. Opportunities to enroll in graduate studies and to begin a course sequence in a degree program are available frequently throughout the calendar year.

Program Enrollment
Initial enrollment in Ashford University graduate programs is arranged through a University Enrollment Advisor. New online students should contact an Enrollment 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. Major changes in a student’s schedule may necessitate completion of a new Disclosure Agreement.

Technology Requirement
Students must possess the following online competencies:

- Ability to access course and program material on the Web;
- Ability to correspond with University staff, students, and faculty using email and the Web; and
- Ability to use appropriate antivirus utilities so that files transmitted and received are virus free.

Minimally, students must have a computer with the following features and system configurations:

- Platforms: Mac OS X 10.2 or greater or Windows 2000, NT, or XP or greater;
- Hardware: 256 Mb RAM, CD-ROM, and 1 Gb free disk space;
- Productivity Software: Microsoft Word, PowerPoint, Excel, and Adobe Acrobat;
- Web Browser: Firefox, Netscape 6 or greater, Internet Explorer 5.5 or greater, Safari, or Opera;
- Networking: 56k dialup modem, DSL, or Cable modem; and
- Email: Outlook, Outlook Express, Mac Mail, Eudora, Entourage, or Yahoo/Hotmail/Google mail.
Graduate Studies: General Admission Requirements

Students seeking admission to any master’s degree program are required to meet the following requirements:

- Have a bachelor’s degree 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 admitted on first-term academic probation;
- Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this catalog;
- Have the ability to study in English indicated by one of the following:
  a. Achieved a recognized high school diploma in which the primary language of instruction was English or a GED was taken in English
  b. A minimum of 30 transferable credit hours have been earned from regionally or approved nationally accredited colleges/universities in the United States in which the primary language of instruction was English.
  c. Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 213 computer based, 550 paper based, or 79 Internet based is required. Copies of official scores must be submitted prior to provisional and enrollment, and official scores must be submitted prior to full admission.

Provisional Admission Status Requirements

Students are provisionally admitted to a master’s degree program when they submit a completed application indicating that they meet admission requirements outlined above and that they meet any admissions requirements applicable to their specific degree program. Students must also pay the appropriate application fee. Students who then enroll in courses are considered regular students in their degree program. However, students who do not meet all requirements for full admission are disqualified and withdrawn from the program at the conclusion of the third (3rd) attempted Ashford University course.

Full Admission Status Requirements

The following provisions must be met prior to the conclusion of three (3) Ashford University courses. To begin the fourth (4th) Ashford University course, students must complete all the requirements outlined below; meet all admissions requirements applicable to their specific degree program; and pay all required tuition, fees, and applicable taxes due to Ashford University. Students who do not complete all requirements are disqualified and withdrawn from the program at the conclusion of the third (3rd) attempted Ashford University course.

- Submission of a transcript from the regionally accredited or approved nationally accredited institution that awarded the baccalaureate degree indicating a minimum GPA of 2.0 and official transcripts from any and all institutions where graduate credit was earned. (The Ashford University Registrar Office staff will manage the request of all transcripts for students who have signed a Transcript Request Form).
• Students who do not meet the minimum GPA requirement of 2.75 GPA through (a) or (b) below but do have a minimum of a 2.0 GPA are fully admitted on first-term probation and are required to achieve a cumulative GPA of 3.0 and successfully complete 67% of semester credits attempted in the first three (3) graduate level courses attempted at Ashford University.

a. Students having completed only a bachelor’s degree or less than 12 credit hours of graduate-level coursework will have their GPA calculated for the bachelor’s degree only to meet the 2.75 GPA requirements.

b. Students who have completed 12 credit hours or more of graduate-level coursework will have their GPA calculated for graduate coursework to meet the 2.0 requirements.

At the conclusion of the first academic probation period or the first 9 attempted credits, any student who does not meet the requirements for satisfactory academic progress may be dismissed from the University. However, a student who has achieved a successful completion rate of at least 67% and has at least a 2.5 GPA during the first probationary period or has achieved a successful completion rate of at least 33% and has at least a 3.0 GPA, but has not met all requirements for satisfactory academic progress, may appeal to the Registrar to take up to nine (9) additional credit hours of coursework for a second academic probation.

* See the Satisfactory Academic progress (SAP) Requirements for Master's Degree programs section of this Catalog to review all related satisfactory academic progress guidelines.

• Official TOEFL scores, if required for admission.

**Master of Business Administration Program-Specific Requirements:** Students who submit official transcripts indicating that they have successfully completed undergraduate coursework in the following three subject areas with a grade of “C” or higher will be exempt from the requirement to take BUS 59 Introduction to Quantitative Principles.

• Economics
• Accounting
• Finance

**Additional Admission Requirements for International Applicants and Applicants Relying on Academic Credentials Earned Outside the United States for Admission to a Graduate Program**

**Provisional Admission Status Requirements:** In addition to the requirements for provisional admission outlined in the admission policy for graduate programs, copies of documentation indicating that the student meets the following admission requirements are required for provisional admission:

1. Submit copies of an official evaluation from an approved evaluation service indicating that the student has met the following requirements:
   a. The equivalent of a regionally or approved nationally accredited bachelor’s degree from the United States.
   b. The requirement for official evaluation of the bachelor’s degree may be waived when a master’s degree has been earned at an appropriately accredited university in the United States.
2. All academic records from countries other than the United States must have been evaluated by one of the following evaluation services:
   a. Educational Credentials Evaluators, Inc. (ECE) **OR**
   b. World Education Services (WES)
Full Admission Status Requirements: In addition to the requirements for full admission outlined in the admission policy for graduate programs, international students must submit an official evaluation sent directly from an approved evaluation service indicating that the student meets full admission requirement (student copies are not accepted) prior to the conclusion of three (3) Ashford University courses. To begin the fourth (4th) Ashford University course, international students must complete the requirement or they will be disqualified and withdrawn from the program at the conclusion of the third (3rd) attempted Ashford University course.

Transfer Credit Policy

Students who have earned graduate level course credits prior to matriculation at Ashford University may be eligible to transfer up to nine (9) hours of credit towards an Ashford University graduate level degree. 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.

Graduate level college credits completed are acceptable for transfer under the following conditions:

- Credits should have been earned no more than ten (10) years before the date of admission and/or matriculation to the degree program to which the credit is to be applied.
- Transfer courses cannot have been used to satisfy the requirements for a prior degree.
- The course must have been equivalent in content and level to the Ashford University course against which it is to be applied.
  a. The course must have been a graduate-level course, taken for equivalent graduate-level credit at a regionally accredited college or university or Ashford University approved nationally accredited college.
  b. Credits earned outside the United States, must be evaluated for equivalency to both content and degree level of the Ashford University course.
  c. Ashford University does not accept for graduate credit any credits earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools unless offered in an approved program or under an arrangement approved by Ashford University.
- 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.
- Transfer of credit requests are not granted until students have been accepted into a Master's level program.
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 advisor. Upon completion of initial registration, students have access to their individual course schedules and the dates of each course for which they are registered via the student portal.

Student schedules are adjusted by the student’s 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.

Schedule & Program Changes and Course Cancellation

Ashford University reserves the right to make adjustments to student schedules including, but not limited to course dates, sequence, and modality as deemed necessary by University administration. Registration in a particular course section or with a specific instructor is not guaranteed.

Ashford University may cancel or postpone courses or programs as deemed necessary by the University. In such situations, the University will work with students in an effort to provide them with the opportunity to reschedule or to transfer to a comparable University course or program, if available. Any payments made for canceled courses will be refunded or applicable to another University course or program.

The University will make a reasonable attempt to notify affected students through various communication methods.

Degree-Seeking Student Classifications

Class Level:
Students enrolled in graduate programs are classified as graduate level students.

Enrollment Status:
Students who remain continuously enrolled in a graduate level program are considered full-time students.
Graduate Program Online Course Attendance Policy

Students taking classes in an accelerated format are expected to attend each week. Students are required to log in to each online course by Tuesday during the week in which the course officially begins and to complete the initial introductory postings required in the course. Students must log in at least one additional day during the first week of the course. Students must log in on two separate days each subsequent week of the course to meet attendance requirements.

Students who fail to meet these attendance requirements in one week of the course will be given an absence for that week. Students in graduate programs are allowed one absence per course. Students 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. Students who fail to meet the attendance requirements for a second week in the course will be withdrawn from the course retroactive to the last date of recorded attendance. Required courses must then be repeated.

Note: New students who do not meet attendance requirements for the first week of their first course will be withdrawn from the course and must work with their Enrollment Advisor to re-schedule their enrollment in the program.

Graduate Program On-Campus Accelerated Course Attendance Policy

Students taking classes in an accelerated format are expected to attend each week. Students are required to log in to each online course by Tuesday during the week in which the course officially begins and to complete the initial introductory postings required in the course. Students must log in at least one additional day during the first week of the course. Students must log in on two separate days each subsequent week of the course to meet attendance requirements.

Students who fail to meet these attendance requirements in one week of the course will be given an absence for that week. Students 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. Students who fail to meet the attendance requirements for a second week in the course will be withdrawn from the course retroactive to the last date of recorded attendance. Required courses must then be repeated.

Students who must miss more than one week of attendance due to extreme extenuating circumstances beyond their control may appeal for an exception to the attendance policy. The request must be supported by the instructor and the student must submit the rationale for the exception to their academic advisor for approval by an academic administrator with oversight for the student’s program of enrollment prior to the second absence.

Note: New students who do not meet attendance requirements for the first week of their first course will be withdrawn from the course and must work with their Enrollment Advisor to re-schedule their enrollment in the program.
Leave of Absence Policy

Although Ashford University encourages continuous enrollment from the time of matriculation through graduation for all students, from time to time circumstances may warrant a short break in enrollment. Students who need to request a break in enrollment that is longer than twenty-nine (29) days may request a leave of absence (LOA).

- Students are limited to no more than two (2) LOAs within a 12-month period.
  a. An LOA cannot exceed a total of 60 days.
  b. The start date of the LOA is based on the last date of documented attendance.
  c. For a second LOA to be approved, the student must return on or before the scheduled re-entry date and complete the next scheduled course. Back-to-back LOAs will not be approved.
  d. Students experiencing extreme temporary hardship that limits their ability to return to school within 60 days may contact the Financial Aid Office to discuss potential options.
- Students who are requesting an LOA must inform their Academic Advisors and complete a Leave of Absence Request Form. Failure to return to school on or before the scheduled/approved re-entry date may result in current student loan(s) being cancelled and/or prior loan(s) entering the Grace/Repayment period effective with the last date of attendance.
- Leave of Absence Requests must be SIGNED AND SUBMITTED ON OR BEFORE the last day of class attendance. Requests submitted after the last day of attendance require an explanation. Requests submitted 15 days after last date of attendance will not be approved.
- Students who do not return from an approved LOA will be withdrawn from the University as of his/her last date of documented attendance.

Course Drop

To drop from a course(s) a student must contact his or her academic advisor.

Official Program Withdrawal

Students in the College of External Studies and/or Graduate Studies programs wishing to officially withdraw from Ashford University must notify their Academic Advisors. Students choosing to notify their Academic Advisors verbally of their intent to withdraw will be asked to fill out a written request to withdraw.

The student must resolve any financial obligations to Ashford University before receiving an official transcript from the Registrar.

Repeating Courses

A student may repeat a given graduate course once. A maximum of two different courses may be repeated. Both courses remain on the transcript. 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 Affairs or the University Provost.
Graduate Programs Credit Maximum Policy

A maximum of 24 credits may be attempted per academic year. Students may appeal in writing to the Provost for an increase to a maximum of 36 credits attempted per academic year.

Concurrent Course (Double Up) Registration Policy

- Concurrent course registration may occur when the student is fully admitted and has completed his or her first two courses.
- GPA must be 3.0 or higher and must be maintained at 3.0 or higher to continue with concurrent course registration.
- Payment of concurrent courses is not deferred and must be paid for in advance of the course start date.
- Concurrent course registration cannot violate progression or prerequisite requirements.
- At no time may a student attend more than two Ashford University courses concurrently in online, evening accelerated modalities.

Auditing of Courses

Ashford University does not allow graduate level course auditing due to the accelerated nature of course offerings and the unique nature of the online classroom environment.

Satisfactory Academic Progress (SAP) Policy

We are dedicated to the academic success of our students. In this vein, the following policy outlines the academic requirements for Ashford University graduate programs and how they will be measured to ensure that students are making satisfactory academic progress toward successful degree completion. This policy will be applied to all graduate-level coursework attempted at Ashford University, regardless of date attempted.

Graduate Non-Term-Based Program Measures:

Week = 7 calendar days
Academic Year Definition = 36 weeks of instructional time; 18 earned credit hours
Financial Aid Payment Period = Minimum 9 earned credit hours; 18 weeks of instructional time
Satisfactory Academic Progress Increment = 9 attempted credit hours
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 = 3.0.
- Cumulative GPA includes all graduate-level coursework attempted at Ashford University excluding grades of Pass, I’s, or W’s. Only the latter grade is counted when a course is repeated. No grades are recorded or counted toward GPA for transfer credits or prior learning credits.
- Successful Completion Rate = 67% or 2/3 of all attempted credits. Attempted graduate-level credits include applicable transfer credits, prior learning credits, and all course attempts recorded on the academic transcript; repeated courses are not excluded. Grades that count negatively against successful completion rates include I’s, W’s, and F’s.
- Successful completion of all program requirements within 150% of the normal length of the program as measured in credit hours.

**Satisfactory Academic Progress Review and Evaluation**

Satisfactory academic progress is reviewed in nine (9) credit hour increments. Students will be evaluated against both qualitative and quantitative standards at the conclusion of every nine (9) attempted credit hours.

**Probation, Appeal, and Dismissal**

Probationary periods provide an opportunity for students to improve academic performance and meet overall requirements for degree completion. Students on probation should meet with their Academic Advisors to discuss course scheduling and to plan for remediation. Please contact the Ashford University Registrar with any questions concerning the requirements outlined in this policy.

- Students who do not meet the minimum requirements for making satisfactory academic progress at the time of evaluation are placed on academic probation for the following nine (9) credit hour increment.
- Students will be given up to 9 credit hours of attempted coursework to meet the requirements for satisfactory academic progress. All coursework attempted after the term during which the student did not meet satisfactory academic progress will be counted as a part of the first-term probationary period. Students who are otherwise eligible to receive Title IV financial aid will be eligible to receive Title IV financial aid while on their first academic probation.
- At the conclusion of the first academic probation period, students who do not meet the requirements for satisfactory academic progress may be dismissed from the University. However, students who have shown marked improvement during the first probationary period, but have not met the requirements for satisfactory academic progress may appeal to the Registrar to attempt up to nine (9) additional credit hours of coursework for their second academic probation.
  a. The appeal must be made prior to the student’s enrollment in any classes that begin after the initial probationary period.
  b. The written appeal must include a reasonable explanation for the student’s academic performance to date, which may include mitigating circumstances such as student injury/illness, death of a student’s family member, or other reasons resulting in undue hardship to the student and a plan for completion of the coursework required for removal from probation during the following term.
  c. Appeals will be evaluated by a committee made up of the University Registrar or Campus Registrar and an academic administrator who has oversight in the student’s program of study. The Registrar will render a decision and communicate that decision in writing to the student.
- Students who are otherwise eligible to receive Title IV financial aid will be eligible to receive Title IV financial aid while on a second academic probation.
• Students on second academic probation who do not meet the requirements for satisfactory academic progress at the conclusion of eighteen (18) attempted credit hours in probationary status will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid.

• If at any point during the program it becomes clear that a 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 credit hours, that student will be dismissed from the University.

SMART Track Program Requirements

Students enrolled in an Ashford University Bachelor’s degree program may be eligible to enroll in up to six (6) credits of graduate level coursework towards 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 upper-division (200-400) level tuition applies to any AU Master’s level coursework attempted as part of the Bachelor’s program. Students are limited to six (6) attempted credits at the bachelor’s level tuition rate (AU Military Tuition 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 Masters course is permitted at the undergraduate level (W grades included).

• Master’s level coursework attempted as part of a Bachelor’s program is applied towards the Bachelor’s level cumulative grade point average (CGPA).

• Unless otherwise stipulated by program, the graduate level coursework will apply towards elective credit requirements.

• 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 or I. Plus, minus, and D grades are not awarded in graduate level coursework.

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 course other than those designated below must be approved by the appropriate Dean, VPAA or Provost.
Graduate Programs

Master of Arts in Organizational Management

   BUS 610  Organizational Behavior

   OMM 612  Managing in Social Change

Master of Arts in Teaching and Learning with Technology

   EDU 610  Introduction to Teaching and Learning with Technology

   EDU 613  Technology Issues in Instruction

Master of Business Administration

   BUS 610 Organizational Behavior

   BUS 620 Managerial Marketing

   *BUS599 Introduction to quantitative principles

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 towards a Bachelor’s degree at Ashford University. Students may be pre-qualified and enrolled in Smart Track courses when 105 credits are earned in anticipation of 108 credits completed prior to beginning Smart Track coursework.

• Must have a 3.0 or higher cumulative GPA to begin a Master’s level course.

• Must meet any pre-requisite 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 Request to Enroll in the Ashford University Bachelor’s to Masters Degree Smart Track Form.
Master of Arts in Teaching and Learning with Technology (MATLT) Program Requirements

Degree Focus
The Master of Arts Degree in Teaching and Learning with Technology promotes the knowledge, skills, and behaviors necessary for educational practitioners to incorporate technology, tools, and instructional systems in a variety of learning environments. An MATLT degree prepares teachers and corporate trainers for rewarding careers as professional educators with the technological skills necessary to meet the ever-changing needs of students and trainees.

Course Sequence
- EDU 610  Introduction to Teaching & Learning with Technology
- EDU 613  Technology Issues in Instruction
- EDU 616  Methods & Materials for Teaching & Learning With Technology
- EDU 690  Electronic Summative Portfolio
- EDU 618  Assessment of Learning Outcomes with Technology
- EDU 620  Meeting Individual Student Needs with Technology
- EDU 622  Development of Interactive Learning Modules
- EDU 625  Managing the Instructional Environment
- EDU 626  Research Design & Methodology
- EDU 697  MATLT Capstone: A Project Approach

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 credit hours
- A minimum cumulative GPA of 3.0
- The degree will be noted on the transcript as a Masters of Arts in Teaching and Learning with Technology
- Submission of petition to graduate and applicable fees
Courses of Instruction

EDU 610  Introduction to Teaching & Learning with Technology  3 credit hours
In this course the student evaluates the impact technology has had on academia and corporate training. Pedagogical preparations for the use of the new learning technologies, an understanding of technology in the context of educational psychology, historical implications, philosophical foundations, and learning theories are investigated.

EDU 613  Technology Issues in Instruction  3 credit hours
The focus of this course is on issues related to the use of technology in learning including access, computer literacy, content restrictions, plagiarism, and the effective use of games and simulations. Examples of technology-based instruction for quality and relevance to classroom and training environment are explored. Course emphasis includes participation in discussions, evaluation of courseware, online journal articles and other web sites, and individual reviews of relevant literature.

EDU 616  Methods & Materials for Teaching & Learning With Technology  3 credit hours
The focus of this course is the application of technology to enhance instruction. Evaluation of courseware, software applications, and technologies are used to investigate instructional technology. Course assignments require the use of productivity tools, presentation tools, digital imaging, Internet websites, and online learning platform technologies. Teaching style with technology based instruction is explored.

EDU 690  Electronic Summative Portfolio  3 credit hours
Using LiveText software, the student begins the process of creating an electronic, professional, portfolio that documents personal and professional growth. Artifacts that parallel INTASC standards are required for classroom teachers. Corporate trainers are focused on skill-based instruction and outcomes.

EDU 618  Assessment of Learning Outcomes with Technology  3 credit hours
Learner-centered principles are used in this course to present a multidimensional approach to assessing learner outcomes. Technology is utilized to integrate fundamental statistics, learning system designs, and learner characteristics into the assessment of outcomes.

EDU 620  Meeting Individual Student Needs with Technology  3 credit hours
This course fosters awareness of individual learner characteristics which 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.
EDU 622  Development of Interactive Learning Modules  3 credit hours
The focus in this course is the development of resources to be used for instruction. Using the information gathered from previous courses, the student creates a project that engages learners in interactive activities. The activities in this course will utilize technology as a tool to enhance pedagogical practices. The performance outcomes of these activities must promote both creative and complex thinking skills.

EDU 625  Managing the Instructional Environment  3 credit hours
In this course the student identifies and explores the internal and external factors that serve to challenge teachers and trainers in instructional environments. Logistical and behavioral components of creating an engaging learning environment are explored. Individual and group dynamics and the infusion of technology are evaluated.

EDU 626  Research Design & Methodology  3 credit hours
In this course the student accesses sources of educational information, evaluates research evidence, studies various types of educational resources, and applies research to the instructional setting. The focus of this course is research on issues in educational technology and the use of technology tools for making data-driven decisions using both quantitative and qualitative methods.

EDU 697  MATLT Capstone: A Project Approach  3 credit hours
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. Students will complete the professional portfolio.

Master of Business Administration
Program Requirements

Degree Focus
Master of Business Administration (MBA) graduates are prepared for careers in which a broad background and general knowledge in the field of business are requirements as well as advanced graduate work in critical areas. Graduates may choose to enter or advance in one of the areas of business or industry for which their degree has prepared them, to start their own businesses, or to pursue careers with local, state, or federal government.
Program-Specific Requirements

Students who submit official transcripts indicating that they have successfully completed undergraduate coursework in the following three subject areas with a grade of “C” or higher, will be exempt from the requirement to take BUS 599 Introduction to Quantitative Principles.

- Economics
- Accounting
- Finance

Course Sequence

MBA without Concentration

- BUS/600 Management Communications with Technology Tools
- BUS/610 Organizational Behavior
- BUS/620 Managerial Marketing
- BUS/599 Introduction to Quantitative Principles
- BUS/670 Legal Environment
- BUS/640 Managerial Economics
- BUS/630 Managerial Accounting
- BUS/650 Managerial Finance
- BUS/644 Operations Management
- BUS/616 International Business
- BUS/642 Business Research Methods & Tools
- BUS/690 Business Strategy

MBA with Organizational Leadership Concentration

- BUS/600 Management Communications with Technology Tools
- BUS/610 Organizational Behavior
- BUS/620 Managerial Marketing
- BUS/599 Introduction to Quantitative Principles
- BUS/670 Legal Environment
- BUS/640 Managerial Economics
- BUS/630 Managerial Accounting
- BUS/650 Managerial Finance
- BUS/644 Operations Management
- BUS/660 Contemporary Issues in Organizational Leadership
- BUS/661 Leading Organizational Change
- BUS/691 Strategies in Organizational Leadership
MBA with Human Resources Concentration

- BUS/600 Management Communications with Technology Tools
- BUS/610 Organizational Behavior
- BUS/620 Managerial Marketing
- BUS/599 Introduction to Quantitative Principles
- BUS/670 Legal Environment
- BUS/640 Managerial Economics
- BUS/630 Managerial Accounting
- BUS/650 Managerial Finance
- BUS/644 Operations Management
- BUS/680 Training & Development
- BUS/681 Compensation & Benefits
- BUS/692 Strategies in Human Resource Management

Graduation Requirements
To be eligible for the Master of Business Administration degree, a student must successfully complete the following:

- The approved program consisting of 33 credit hours
- A minimum cumulative GPA of 3.0
- The degree will be noted on the transcript as a Masters in Business Administration
- Submission of petition to graduate and applicable fees

Courses of Instruction

BUS 600 Management Communications with Technology Tools 3 credit hours

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.

*Note:* BUS 600 is the first course taken in the MBA program once program prerequisites are met.

BUS 610 Organizational Behavior 3 credit hours

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 620 Managerial Marketing**  
3 credit hours

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 599 Introduction to Quantitative Principles**  
3 credit hours

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 macro-economics systems.

*Note:* This course can be waived if the student has an undergraduate degree in business.

**BUS 670 Legal Environment**  
3 credit hours

This course involves the study of the 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 640 Managerial Economics**  
3 credit hours

This course is designed to provide a solid foundation of economic understanding for use in managerial decision-making. The course offers an intuitive non-calculus based treatment of economic theory and analysis. A variety of examples is used to illustrate the application of managerial economics to diverse practical situations. The role that economic analysis plays in that process is emphasized throughout this course.

**BUS 630 Managerial Accounting**  
3 credit hours

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.
BUS 650  Managerial Finance  3 credit hours
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.

BUS 644  Operations Management  3 credit hours
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.

MBA without Concentration

BUS 616  International Business  3 credit hours
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 642  Business Research Methods & Tools  3 credit hours
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.

BUS 690  Business Strategy  3 credit hours
This capstone course explores the formulation, implementation and evaluation/control of organizational strategic management. In the context of a globally competitive market, students will explore methods of directing an entire organization through applied case analysis. Topics include: analysis of competitive position, value creation, 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 MBA curriculum. Additionally, the capstone project requires the generation and presentation of an industry analysis.
MBA with Organizational Leadership Concentration

BUS 660  Contemporary Issues in Organizational Leadership  3 credit hours
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 credit hours
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. This course provides insight into types of changes impacting organizations and possible strategies to effectively address those changes.

BUS 691  Strategies in Organizational Leadership  3 credit hours
This course builds on the leadership, business, and management concepts contained in the MBA program. 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. This course expands the leaders 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.

MBA with Human Resources Concentration

BUS 680  Training & Development  3 credit hours
This course provides an in-depth knowledge of training and performance development essential as a line manager or human resource specialist. Beginning with fundamental principles of performance, the course focus is on identifying critical factors in workplace performance and how to analyze the causes of performance problems. Additionally, this course distinguishes between training and development and addresses their complimentary functions in the modern organization.

BUS 681  Compensation & Benefits  3 credit hours
This course provides an in-depth knowledge into compensation theories, policies, systems and practices with particular emphasis directed towards designing effective compensation programs.

BUS 692  Strategies in Human Resource Management  3 credit hours
This course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently impacting organizations. This 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.
Master of Arts in Organizational Management Program Requirements

Degree Focus

The Master of Arts in Organizational Management is designed to develop professional competence in a world of rapid and global change. The MAOM 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. The MAOM offers a two-track degree option: The MAOM with no concentration is designed for students who want an advanced program emphasizing the human side of leadership. The MAOM with Global-Urban Leadership is designed to prepare the leader for international and multicultural management.

Elements of the Degree Program:

33 total semester credits

Note: Up to 9 semester credits from a regionally or approved nationally accredited college/university may be accepted in transfer.

Course Sequence

MAOM without Concentration
- BUS 600 Management Communications with Technology Tools
- BUS 610 Organizational Behavior
- OMM 612 Managing in Social Change
- OMM 614 Innovation and Entrepreneurship
- OMM 625 Learning Organizations & Effectiveness
- OMM 640 Business Ethics & Social Responsibility
- OMM 615 Strategies: Marketing/Advertising/Public Relations
- OMM 618 Human Resources Management
- OMM 622 Financial Decision-making
- BUS 670 Legal Environment
- OMM 692 Organizational Management Strategy

MAOM with Global Urban Leadership Concentration
- BUS 600 Management Communications with Technology Tools
- BUS 610 Organizational Behavior
- OMM 612 Managing in Social Change
- OMM 614 Innovation and Entrepreneurship
- OMM 625 Learning Organizations & Effectiveness
- OMM 640 Business Ethics & Social Responsibility
- BUS 601 Challenges & Systems in Urban Leadership
- BUS 602 Experiential Analysis of Global Urban Leadership
- BUS 603 Engaging in Global Leadership
- BUS 616 International Business
- OMM 692 Organizational Management Strategy
Courses of Instruction

BUS 600  Management Communications with Technology Tools  3 credit hours
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 610  Organizational Behavior  3 credit hours
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.

OMM 612  Managing in Social Change  3 credit hours
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 614  Innovation and Entrepreneurship  3 credit hours
This course explores innovation as it relates to organizational leadership and purposeful entrepreneurship. It analyzes the perspective and values of an entrepreneurial mind and the developmental cycle of an entrepreneurial organization or organizational unit, including the stages of resource development, launching, managing growth and evaluating progress. Approaches to problem-solving are developed with applications made to organizational responsibilities and personal growth.

OMM 625  Learning Organizations & Effectiveness  3 credit hours
This course presents the principles and elements of the learning organization and uses key principles as a framework for defining the organization’s management practices and measuring its effectiveness.

OMM 640  Business Ethics & Social Responsibility  3 credit hours
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.
MAOM without Concentration

OMM 615 Strategies: Marketing/Advertising/Public Relations 3 credit hours
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 credit hours
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 credit hours
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.

BUS 670 Legal Environment 3 credit hours
This course involves the study of the 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.

MAOM with Global Urban Leadership Concentration

BUS 601 Challenges & Systems in Urban Leadership 3 credit hours
This course presents the human, cultural and developmental challenges of urban leadership within a global framework. It considers systems and approaches for initiating effective, positive change, and identifies leadership attributes and methodologies that are effective in facing the complexity of urban realities.

BUS 602 Experiential Analysis of Global Urban Leadership 3 credit hours
A course that includes field-based analysis of complex issues leaders face in a major city, using an educational travel experience and globalization as perspectives to investigate specific urban issues and problems faced in transformational change, and to evaluate systems and thinking that can be implemented to achieve desired economic, sociological, political, educational and ethical outcomes.
BUS 603   Engaging in Global Leadership  3 credit hours
This course evaluates opportunities and patterns for engagement in global leadership. Topics include analysis of world views, communication in environments of cultural differences, competitiveness, innovation, managing people across cultures, technological tools, and personal values for global leadership effectiveness.

BUS 616   International Business  3 credit hours
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.

Capstone

OMM 692   Organizational Management Strategy  3 credit hours
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 MAOM curriculum.
Section Ten: University Personnel
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