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

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 as a for-profit university.

Institutional 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 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
• Recognize learning as a life long endeavor

History of Ashford University
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 re-named Ashford University.
Memberships
American Council on Education
National Association of Intercollegiate Athletics

Ownership
Ashford University is a wholly owned subsidiary of Bridgepoint Education, Inc.,
13880 Stowe Drive, Suite C, Poway, California 92064.

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 President to administer the day-to-day operations of the university campus.

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

For more information: www.ncahlc.org
General Policies

Statement on Scholarship
Scholarship at the University refers to the in-depth investigation and shared search for knowledge and truth as 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:

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

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

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.

Non-Discrimination Policy
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.

Disclaimer Statement
The official Ashford University catalog presents the policies and procedures 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. The University also reserves the right to clarify the intended interpretation of the statements printed in this publication.

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. Documentation of the disability must be provided annually by a qualified health care professional. The determination of reasonable accommodation resides with the Office of the Registrar.

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

(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 or 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
• 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

“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. It includes, but is not limited to, the student’s name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate; full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.

Directory information can be published and/or disclosed to outside organizations without a student’s prior written consent. 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 non-disclosure 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

(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

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 Registrar’s Office.

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 US Department of Education. Periodically rules, regulations, and guidelines are updated and/or clarified by the U. S. Dept. of Education. This 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.
Appeals Process
Ashford University recognizes students’ rights for an appeal process. All appeals or grievances related to Ashford University policies must be made in writing by the student. In cases whereby specific appeals processes are outlined by the University that apply to the particular circumstances of an appeal, the appropriate process must be followed. Otherwise, appeals related to academic policies should be sent to the Provost of Ashford University. Appeals related to any other policies should be sent to the Chancellor of Ashford University.

Computer Skills and Minimal Computer Hardware and Software Requirements
Students must possess the following online/computer competencies:
1. Ability to access course and program material on the Web.
2. Ability to correspond with University staff, students, and faculty using email and the Web.
3. Ability to use appropriate anti-virus utilities so that files transmitted and received are virus free.

Minimally, students are required to have a computer with the following features and system configurations:
• Platform: Windows 2000, NT, or XP; MacOS 9 or MacOS X
• Hardware: 256 MB of RAM, 1Gb of free disk space
• Software: Microsoft Word, Microsoft Excel, Adobe Acrobat Reader
• Modem: 56 K, DSL, Cable modem
• Browser: Netscape Navigator 6 or greater; Internet Explorer 5.5 or greater
• Email: Outlook, Eudora, Entourage, OS X mail, yahoo mail, hotmail
Clinton Campus
Undergraduate Programs

Ashford University, at its undergraduate campus in Clinton, Iowa, offers 23 baccalaureate degree programs. 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.

Admission Policies and Procedures

Requirements for Admission
Students who seek to attend the University must meet two of the three following requirements:
1. A grade point average (GPA) of 2.0 or above in college preparatory courses or regular high school courses; GED equivalency is also accepted.
2. A rank in the upper half of the graduating class;
3. A minimum ACT composite score of 18 or SAT composite score of 750.

General Admission Process
Admissions decisions are made on a rolling basis. Applicants may apply for fall, spring, or summer admission. Application may be made on-line by accessing www.ashford.edu. Students need not be admitted to the University in order to attend the summer session. Notification of admission is made within ten days following receipt of all necessary forms, transcripts, and test scores. If you have any questions, please write or call the Office of Admissions (563) 242-4023 or 1-800-242-4153. 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

Freshman Students
Students normally apply for admission early in the senior year of high school and should provide the Admissions Office with the following:
1. Completed application for admission
2. Transcript of high school credits. The complete and official high school transcript must be submitted after graduation
3. Official ACT or SAT scores
4. Non-refundable application fee of $20.00

Transfer Students
Students who are planning to transfer to the University from another college or university should:
1. Obtain an admissions application form and mail the completed application with the $20.00 application fee to the Director of Admissions.
2. Have an official transcript sent to the Director of Admissions from each college or university previously attended. If a transferring student has completed less than 30 acceptable semester credit hours, a high school transcript is also required.

Transfer credits from a regionally accredited or approved nationally accredited college or university will be accepted by the University under the following guidelines:
1. Transfer credits will be evaluated from each college or university independently. Generally, credit for courses (100 level or higher) earned in a regionally accredited or approved nationally accredited institution with a grade of “C-“ or better will be accepted in transfer. Grade points earned at another college are not used in the computation of the grade point average at the University.

2. Transfer credits will be evaluated by Registrar in terms of curriculum. Courses containing similar content will be accepted as equivalents to Ashford University courses. Courses not similar to those offered at Ashford University will be accepted on an elective basis within the general curriculum area in which the course was completed.

3. A maximum of 64 credit hours will be accepted in transfer from a two-year college and applied toward the 120 credit hours required for the bachelor’s degree. A maximum of 90 hours will be accepted from two-year and four-year institutions combined.

4. The Associate of Arts or the Associate of Science degree with a 2.00 cumulative grade point average will be accepted as fulfilling all the general education requirements at Ashford University with the following exceptions:
   - All students seeking a B.A. or B.S. degree should have credit for intermediate algebra or an acceptable substitute.
   - Students seeking a B.A. degree in Liberal Arts should have credit for at least one course in philosophy.
   - The algebra and philosophy courses may be completed at Ashford University if necessary.

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

6. A maximum of 64 credits from an Associate of Applied Science or a similar degree will be accepted in transfer and applied toward the Bachelor of Applied Science degree.

After matriculating at the University, a student must obtain advance permission of the Vice President of Academic Affairs to enroll at any other college or university with the intent of transferring course credits to Ashford University for application toward degree requirements.

Former Students

Students who previously attended the University may apply for re-admission by completing the regular application for admission. If the student has continued his/her education at another school since leaving the University, official transcript(s) from any other college attended must be sent to the Admissions Office before the applicant is readmitted.

Part-Time Students

Individuals who plan to register for less than 12 semester hours each term should apply for admission as part-time students. The normal admissions procedures and academic regulations of the University apply to part-time students.

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 visit http://vabenefits.vba.gov/vonapp/main.asp

Early Admission Program

The University has established an early admission program to allow high school juniors and seniors to further enhance their educational experience. Through this program, qualified students may enroll in lower division University courses during the academic year while they are still in high school. They must provide the Admissions Office with the following:

1. Completed admissions application;
2. Non-refundable application fee of $20.00;
3. Transcript of high school credits;
4. Recommendation from high school principal or guidance advisor. Payment of the application fee for the early admission program waives the normal admissions application fee should students desire to enroll at the University upon graduation from high school.

Additional Admission Requirements for International Applicants and Applicants Relying on Academic Credentials Earned Outside the United States for Admission to Campus-Based Undergraduate Programs.

In addition to the requirements for admission outlined in the admission policy for undergraduate programs on-campus, official documentation indicating that the student meets the following admission requirements is required for admission:

1. Submit 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 an Associates degree from the United States with 60 or more transferable credits.
   b. 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 within the last five (5) years:
   • Educational Credentials Evaluators, Inc. (ECE)
   • World Education Services (WES)

Evaluations that are over five years old can be accepted if the evaluation agency sends an official “re-issued” report directly to the University. Student copies are not accepted. Students who attended American universities abroad are exempt from this requirement.

2. Submit official transcripts indicating completion of high school equivalency. Note: If the student completed his/her education in a country where obtaining original documentation is a hardship; he or she can appeal to the registrar for an exception to the requirement for official documentation.

3. Prove the ability to study in English by one of the following:
   a. Submit official scores for the Test of English as a Foreign Language (TOEFL) examination taken within the past five (5) years. A minimum score of 213 computer based, 550 paper based, or 79 internet based is required. Test of English as a Foreign Language (TOEFL)
   b. Submit official transcripts designating that a minimum of 30 transferable credits have been taken at regionally or approved nationally accredited colleges/universities in the United States.
   c. Submit official documentation of having achieved a high school diploma or GED in the United States.
   d. Submit official documentation from a high school, college, or university at which a degree was completed indicating that the median language of instruction was English.

International Transfer Students

An applicant seeking transfer credit completed outside the United States must submit a favorable evaluation of the applicant’s academic records from an approved credentials evaluation service and fulfill all other admission requirements. Official documentation (copies are accepted) of the applicant’s international education and the official evaluation report must be submitted with the admission file. Original documentation must be submitted prior to the student starting class.

All academic records from countries other than the United States must be evaluated by one of the following evaluation services:
   • Educational Credentials Evaluators, Inc. (ECE)
   • World Education Services (WES)

Evaluation should be issued within the last 5 years, directly to the University. Evaluations that are over five years old can be accepted if the evaluation agency sends an official “re-issued” report directly to the University. Student copies are not accepted. Students who attended American universities abroad are exempt from this requirement.
TOEFL
Test of English as a Foreign Language must be completed prior to enrollment for all applicants from non-native English speaking countries: TOEFL evaluations must be taken within the last 5 years.

Prior to enrollment, all applicants from non-native English speaking countries must:
- Submit official scores for the TOEFL examination. A minimum score of 213 (or 550 on the old scale) is required. OR
- Submit transcripts designating that a minimum of 30 transferable credits have been taken at regionally or approved nationally accredited colleges/universities. OR
- Submit official documentation of having achieved a high school diploma or GED in the U.S.
- Submit documentation from a college or university indicating that the median language of instruction was in English.

Athletics and Admission
The University fields athletic teams, called The Saints, in 9 intercollegiate sports: men’s baseball, basketball, golf, 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:
1. Have a score of at least 18 on the ACT or 860 on the SAT;
2. Achieve an overall high school grade point of 2.00 on a 4.00 scale;
3. Graduate in the top half of the senior class in high school.

To participate in intercollegiate sports, a student must be enrolled in a minimum of 12 institutional credit hours per semester, attain the prescribed grade point average, and have accumulated a specified number of credit hours over time. Details regarding athletic eligibility may be found in the Student Handbook and the Athletic Handbook.
## Financial Information

### Tuition and Fees 2006-2007

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>$6,960.00</td>
</tr>
<tr>
<td>Year</td>
<td>$13,920.00</td>
</tr>
<tr>
<td>Per credit hour in excess of 18 hours</td>
<td>$405.00</td>
</tr>
<tr>
<td>Part-time student (per credit, 11 credits or less per semester)</td>
<td>$407.00</td>
</tr>
<tr>
<td>Audit (per credit)</td>
<td>$203.00</td>
</tr>
<tr>
<td>High school student (per credit)</td>
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<tr>
<td>Senior citizens (age 60 or over) credit (per semester hour)</td>
<td>$25.00</td>
</tr>
<tr>
<td>Applied music (one lesson per week) Year</td>
<td>$360.00</td>
</tr>
<tr>
<td>Semester</td>
<td>$180.00</td>
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<tr>
<td>Room &amp; Board &amp; Fees:</td>
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<tr>
<td>Room, double occupancy, semester</td>
<td>$1,250.00</td>
</tr>
<tr>
<td>Room, double occupancy, year</td>
<td>$2,500.00</td>
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<tr>
<td>Room, single occupancy, semester</td>
<td>$1,838.00</td>
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<tr>
<td>Room, single occupancy, year</td>
<td>$3,675.00</td>
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<tr>
<td>Board, includes 19 meals per week, semester</td>
<td>$1,550.00</td>
</tr>
<tr>
<td>Board, includes 19 meals per week, year</td>
<td>$3,100.00</td>
</tr>
<tr>
<td>Room deposit</td>
<td>$100.00</td>
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<tr>
<td>Other fees:</td>
<td></td>
</tr>
<tr>
<td>Application fee (non-refundable)</td>
<td>$20.00</td>
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<tr>
<td>Tuition deposit (refundable until May 1; applied toward tuition)</td>
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<td>Activity fee (per semester, non-refundable)</td>
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<td>Part-time activity fee (per credit hour)</td>
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<tr>
<td>Technology fee (per semester)</td>
<td>$350.00</td>
</tr>
<tr>
<td>Books (per semester)</td>
<td>$400.00*</td>
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<tr>
<td>Transcript fees</td>
<td>Varied</td>
</tr>
<tr>
<td>New student testing fee (fall semester, non-refundable)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Graduation fee, associate degree</td>
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<tr>
<td>Graduation fee, bachelor degree</td>
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<tr>
<td>CLEP testing fee (per test)</td>
<td>Cost of test plus $15.00</td>
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<tr>
<td>Department exam fee (plus a transcript fee of $15 per credit hour)</td>
<td>$40.00</td>
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<tr>
<td>Independent student fee (additional per credit hour)</td>
<td>$150.00</td>
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<tr>
<td>Senior thesis project fee (additional per credit hour)</td>
<td>$55.00</td>
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<tr>
<td>Prior Learning Assessment fees</td>
<td>Varied</td>
</tr>
<tr>
<td>Assessment testing fee</td>
<td>$50.00</td>
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</tbody>
</table>
*Estimated cost only; actual amount will vary.
Laboratory fees: Certain courses have laboratory fees that are determined by the instructor the start of each semester. Tuition rates and fees may change at any time without prior notice.

When to Pay
Statements of each semester’s expenses are mailed in August and December. Fees are payable in advance for each 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 credits will not be forwarded to another institution or potential employer until all accounts with the University are paid in full.

Terms of Payment
Student accounts for each semester’s costs are due and payable at the beginning of each term. However students 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 done well in advance of the beginning of each semester.

Bankruptcy
Any student who files bankruptcy and has a debt to the University discharged as part of the bankruptcy must pay their tuition balance in full upon future registration.

Level Pay Plan
The level payment 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.

Refunds
The following regulations govern refunds to students in case of withdrawal or dismissal from the University.

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. The President may authorize tuition, room and board refunds on a pro-rata basis or such other adjustments as considered necessary in the circumstances. The decision of the President is final.

Dismissal
Students dismissed from the University for inattention to their studies or infringement of University rules are not authorized refunds other than Room and Board as provided under the withdrawal policy.

Laboratory Fee Refund Policy
No refund will be given after the last day to add a class. A full refund will be given prior to this time.
Financial Aid Refund/Repayment Policy
The U.S. Department of Education requires every institution participating in Title IV Federal Financial Aid Program to have a fair and equitable refund policy. Under this policy, the institution is required to refund unearned tuition, room and board 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, room and board, 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.

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. Perkins Loans
4. Federal Plus Loans
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant
7. Other Title IV programs

*NOTE: 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 voluntary refund policy. Any non-federal aid and/or personal payments will be prorated and refunded using the same percentages in the voluntary refund policy. No refund will be made if the student’s withdrawal date occurs after 60% of the enrollment period has passed.

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 to him or her during that period of enrollment.

Students dismissed by the University for inattentiveness to their studies or infringements of University rules are allowed no refunds of any kind, other than those provided by the voluntary 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.

Student Refund Policy
• 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, and other administrative fees applies.
• If a student withdraws after the start date of class, but prior to the conclusion of 20% of the class, the student will be eligible for an 80% refund of the course tuition.
• If a student withdraws after the conclusion of 19% but prior to the conclusion of 40% the student will be eligible for a 60% refund of the total cost of the course.
• If a student withdraws after the conclusion of 39% of the class, but prior to the conclusion of 60%, the student will be eligible for a 40% refund of the total cost of the course.
• If a student withdraws after the conclusion of 59% of the class, but prior to the conclusion of 75% of the class, the student will not be eligible for any refund of tuition and or fees.
• Students are not permitted to withdraw from a class after the conclusion of 75% or more of course.
• Refunds are made within 30 days after the date the University determines that the student has withdrawn.
Financial Aid

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, loans and part-time work on campus. 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 AU 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

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 in order to qualify for the maximum amount of aid.

Free Application for Federal Student Aid (FAFSA)

This form is available in high school guidance offices or from the Financial Aid Office. The completed form should be sent to the appropriate processing center so that the student’s 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 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 allow maximum consideration for all aid from the University.

Verification for Title IV 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. The Director of Financial Aid will notify the students of the required documentation needed to complete verification. Students whose award(s) or eligibility for Title IV aid is changed because of verification will receive written notification of any adjustments within two weeks after the verification is completed.

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.

A Record of Assistance to Students

As a result of financial aid, an education at an independent University such as Ashford University is within the means of all students and families. In the most recent academic year, Ashford University provided financial aid to more than 94% of all students enrolled. A wide variety of aid is available.

Satisfactory Academic Policy (SAP) Requirements

We are dedicated to the academic success of our students. In this vein, the following policy update outlines the academic requirements for Ashford University campus based programs and how they will be measured to ensure that students are making satisfactory academic progress towards 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 Advisor 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 credits or more per semester/term

**Undergraduate students must meet the following minimum criteria to make satisfactory academic progress:**
- Cumulative GPA in Ashford University Coursework for all undergraduate students = 2.0
  In addition, the following majors require higher GPA standards as follows:
  - Bachelor of Arts in Business Education = 2.50
  - Bachelor of Science in Clinical Cytotechnology = 2.50
  - Bachelor of Arts in Elementary Education = 2.50
  - Bachelor of Arts in Liberal Arts with Secondary Education Endorsement = 2.50
  - Bachelor of Arts in Social Science with Secondary Education Endorsement = 2.50
  - Bachelor of Science in Nuclear Medicine Technology = 2.50
  - Bachelor of Science in Clinical Laboratory Science = 2.50
  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 towards 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.

**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 credits 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 credits 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 12 attempted credits 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 credits of course work 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 term.
  - Appeals will be evaluated by a committee made up of the University Registrar or Campus Registrar and an Academic Administrator that has oversight in the student’s program of study. The Registrar will render a decision and communi-
cate 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 credits 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.

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

State Aid Programs

**Iowa Tuition Grants (ITG)** – are 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)** – 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 5 percent 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** – are 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 Programs

**Federal Pell Grants** – are federally funded grants for undergraduate students who have not earned a bachelor’s degree. These grants are based on financial need and enrollment status at the University. Pell Grants range from $400-$4,050 per year.

**Federal Supplemental Educational Opportunity Grants (FSEOG)** – are 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 Perkins Loans** – are funded by the federal government and awarded to students who demonstrate financial need. Students must be enrolled half-time or more. A student may borrow up to $4,000 annually. The University processes the necessary paperwork. No interest is charged while the student is enrolled. Repayment begins nine months after the student graduates or leaves school. The student may be allowed up to ten years to pay back the loan. During repayment, five percent interest is charged on the unpaid balance.

**Federal Stafford Loan** – Students who demonstrate financial need are eligible to borrow directly from a participating bank, credit union or savings and loan association. To be eligible for a loan, a student must be enrolled at least on a half-time basis and demonstrate financial need. 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. A 3.5 percent origination/guarantee fee may be deducted from the student’s loan, dependent on the lender, to help reduce the federal cost of this interest subsidy. The annual limit a student may borrow as a freshman is $2,625, sophomores $3,500, while juniors and seniors may borrow up to $5,500 each year. The total amount a student may borrow for undergraduate study is $23,000. Repayments begin approximately six months after the student graduates or last date of attendance, and up to 10 years may be allowed to repay the loan. Applications are available from participating lenders or the Financial Aid Office. Federal Plus Loan (PLUS) – are long term, low interest rate loans made
available to eligible parents to help pay expenses at an approved post-secondary educational institution. An eligible parent 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 and has an annual variable interest rate that will not exceed 10 percent.

Federal College Work Study Program (FCWS) – is 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.

Other Available Financial Aid
In addition to aid programs listed on the preceding pages, a number of scholarships, grants, and loans are made by private organizations. Students should check with their high school, area civic groups, businesses and churches to determine availability.

Veterans and Their Dependents’ Benefits
Veterans who served on continuous active duty for a period of at least 181 days have ten years from time of active discharge to utilize their educational benefits. Other loans, employment, and aid are also available. Dependents of veterans, who are deceased or permanently disabled as a result of Armed Forces service, may also be eligible for educational benefits and/or fee waivers. Local Veterans Affairs Offices can provide information and application forms. For additional information, contact the Financial Aid Office.

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 can be reached at: (563)-242-4023, toll free: (800) 242-4153, fax number: 563-242-8684. Office hours are 8:00 a.m. to 4:30 p.m. Monday through Friday.
Student Services

Division of Student Services
The Division of Student Services develops, implements, and continually evaluates a comprehensive vision of the University’s living and learning programs and services offered to the Ashford University student seeking to enhance and enrich the overall educational experience of the student. In so doing, the Division’s offices offer a wide range of support programs that are actively integrated throughout the University. Services offered include Residence Life, Career and Alumni Services, Student Activities, new student orientation, commuter student services, Parking/Campus Safety, and off-campus health service referrals. Located on the second floor of the Collegiate Center, these offices work to assist students in obtaining their educational goals here at Ashford University.

Identification/Access Cards
Each Ashford University student who pays the activity fee receives an I.D./Access card. The cards are obtained at the Student Services Office during the first week of each semester. This card is used for admission to University social, cultural and athletic activities.

Suspension of activity privileges may be imposed if an identification/access card is used by anyone other than the person to whom it was issued. A student who withdraws from the University should return his/her I.D./Access card to the Registrar’s Office. There is a fee for replacement of an I.D./Access card.

Flavian Achievement Center
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, located in room A119, seeks to further her work.

The center is committed to helping 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 a variety of content areas.

In addition to academic assistance, the Flavian Achievement Center has computers that may be used for academic research and word processing, as well as a number of software programs relevant to the content areas. Make-up and assessment testing are also done in the Flavian Center.

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 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**
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 non-print 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.

**Fitness Center**
The Golinvaux Fitness Center, located in the Durgin Educational Center, is available to all Ashford University students, faculty, staff, and their families. Equipment in the fitness center includes free weights, nautilus equipment, plyometric boxes, aerodyne bicycles, an elliptical machine, and a new treadmill. The fitness center is open on a daily basis, and hours are posted throughout the campus as well as in the facility.

### Academic Calendar 2006-2007

**Fall Semester** | **August 28 – December 14**
---|---
Faculty Workshop | Monday-Friday, August 21 – 25
Student Registration | August 24-25 (Thursday afternoon/evening/Friday morning)
Matriculation | Sunday, August 27
Classes begin | Monday, August 28
Labor Day Holiday | Monday, September 4
Thanksgiving Break | Thursday/Friday November 23,24
Final Exams | Monday-Thursday December 11-14
December Graduation | Sunday December 17
This semester has 70 class days + semester exams

**Winterum** | **January 2 – January 19**

**Spring Semester** | **January 18 – May 3**
---|---
Faculty Workshop | Tuesday-Friday, January 16-19
Student Registration | January 18-19 (Thursday afternoon/evening/Friday morning)
Classes begin | Monday, January 22
President’s Day Holiday | Monday, February 19
Spring Break | Monday - Friday March 19-23
Final Exams | Monday-Thursday May 7-10
Graduation | Saturday May 12
Faculty Workshop | Monday-Friday, May 14-18
This semester has 69 class days + semester exams

**Summer School** | **May 14 – June 1** 3 week session
---|---
**June 4 – July 13** 6 week session
Academic Policies and Procedures

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. An Academic Advisor is appointed for each degree-seeking student. The 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 Academic Advisor by application to the Director of Records.

Registration
Registration for classes each semester is conducted on dates announced by the Registrar’s Office. Currently enrolled students should contact their Academic Advisor for assistance during each registration period. The Admissions Office assists new students with their assignments to an Academic Advisor and during the initial registration. Registration for classes and changes to the schedule should be made 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.

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 professor of the course to be added.

Changes in Registration
Each student should carefully plan an educational program of study with the assistance of an Academic Advisor. If a change in registration is desired, permission of the Academic Advisor and the professor(s) involved must be obtained. If a full-time student is dropping to part-time status, the student must also have the permission of the Dean of Students and (if a resident student) the Residence Life Director. 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 that the form is returned to the Registrar’s Office becomes the official date of change.

Withdrawal Policy
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.

Official Withdrawal
A student in the College of External Studies and/or Graduate Studies programs wishing to officially withdraw from Ashford University must notify their Academic Advisor. Students choosing to notify their Academic Advisor orally of their intent to withdraw will be asked to fill out a written request to withdraw.

An on-campus student wishing to officially withdraw from Ashford University must complete the withdrawal process with the Campus Registrar. Students choosing to notify the Registrar’s Office orally of their intent to withdraw will be asked to fill out a written request to withdraw.
Any student in good standing who wishes to discontinue study will be withdrawn. The student must resolve any financial obligations to Ashford University before receiving an official transcript from the Registrar.

**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, or
- In instances whereby 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.

An academically-related activity includes, but is not limited to, logging into an online class, physically attending an on-campus class, taking an exam or quiz, computer-assisted instruction, a tutorial, academic advisement or counseling, turning in a class assignment, paper or project, or attending a study group that is assigned by the institution.

A student who takes an approved leave of absence is not considered to have withdrawn unless the student does not return from the leave. In that case, the student’s last date of attendance is the date the institution determines the student began the leave of absence as outlined in the last date of attendance policy.

**Course Drop/Withdrawal Policy**

To officially drop from a class or classes without withdrawing from permanently from the program, a student must complete a Course Drop/Withdrawal form and return it to the Registrar. To officially withdraw from the program, a student must fill out an official Withdrawal Form and return it to the Registrar. The date this form is received by the Registrar will be the official drop/withdrawal date of the courses for grading purposes.

Official course drop/withdrawal policy (A week is defined as 7 calendar days. The first week begins on the start date of the course):

a. Students who officially drop or withdraw 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 his/her academic transcript.

Add/drop Deadlines:

i. 16 week course = week 2
ii. 8 week course = week 1
iii. 6 week course = week 1
iv. 5 week course = week 1
v. 3 week course =

b. 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:

i. 16 week course = week 12
ii. 8 week course = week 6
iii. 5 week course = week 4
iv. 6 week course = week 5
v. 3 week course =

c. 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 or an incomplete as outlined in this Catalog.
d. A student who attends the first 10% of a class and subsequently does not meet the attendance requirements for a class and does not follow the requirements for officially dropping/withdrawing from classes will be considered unofficially or administratively dropped/withdrawn and will receive a grade of “F”.

Note: Cash paying students who live in Wisconsin are guaranteed a full tuition refund within 10 business days if the student notifies the University of their choice to cancel within 3 days of the start of their 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, there may be circumstances that warrant a short break in enrollment. Students who need to request a break in enrollment may request an official leave of absence (LOA).

1. An 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.
2. The start date of the leave of absence is based on the last date of class attendance.
3. The scheduled return date must be no later than the start of the next semester, which cannot exceed the 180 days.
4. 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.
5. 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 class attendance require an explanation. Requests submitted 15 days after last date of attendance will not be approved.
6. Students who do not return from an approved leave of absence will be withdrawn from the University as of his/her last date of documented attendance.

**Repeat Policy**

In order to raise the cumulative grade point average, a course may be repeated at the University if the initial grade in the course is C– or lower. The second grade earned in the course is used in computing the cumulative grade point average. It is the student’s responsibility to notify the Registrar’s Office when enrolling in a course that is a repeat of an earlier course.

**Auditing Courses**

Students may register to audit lecture classes on a space available basis. Auditors 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. The grade of “AU” appears on the official transcript signifying the course was audited.

**Sequence of Courses**

In most cases, students are not permitted to take a prerequisite course for credit after they have completed a more advanced prerequisite-based course with a grade of “C-” or higher.
Classification of Students
A degree-seeking student is one who has been accepted by the University as a degree candidate and is currently enrolled. A student enrolled for twelve or more credit hours is classified as a full-time student, and a student enrolled for fewer than twelve hours is classified as a part-time student. Students are further classified according to the following number of credit hours earned:

- Freshman: 0–29 credits earned
- Sophomore: 30–59 credits earned
- Junior: 60–89 credits earned
- Senior: 90 or more credits earned
- Unclassified: Non-degree-seeking student

An unclassified student is one who is not pursuing a degree but is enrolled for credit or audit. An unclassified student who wants to change to degree-seeking status must notify the Registrar’s Office of this intent and satisfy all admission requirements.

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 no later than the semester after they have earned forty-five semester hours (or in the second semester of the sophomore year). The form must be signed by the appropriate departmental chairperson or program director. 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. A change of major is accomplished by completing the Declaration of Major form in the new major.

Class Attendance
Regular and prompt class attendance is expected of all students. Specific class attendance policies are at the discretion of each professor and should be clearly stated in the class syllabus. It is the student’s responsibility to contact each instructor regarding make-up work or other matters regarding class attendance.

On-Ground Accelerated Program
Students taking classes in an accelerated format are expected to attend each class session. Students who fail to meet the attendance requirement in one week of the course will be given an absence for that week. 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. The course 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.

Class Load
The normal class load is 15-18 semester hours. Additional tuition is charged beyond the eighteenth hour. A student who plans to register for more than 18 semester hours must have the permission of the Vice President of Academic Affairs. A student on academic probation is usually limited to 15 semester hours. Exceptions must be approved by the Vice President of Academic Affairs.
Testing Services
As part of Orientation, mandatory tests are administered in math and English to assist in the academic placements of students.

Credit Opportunities - Non-Traditional Learning Assessment
The University provides methods of earning university-level credit for experienced-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. For a complete description of the opportunities to earn experiential learning credits and an outline of the policies used in administering the evaluation process at Ashford University, consult the College of External Studies Catalog.

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 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 per 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 1-800-242-4153, 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--$70 total per exam
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
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 AP (Advanced Placement) 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 their way through the computerized test, a free downloadable tutorial is available on the CLEP website at www.collegeboard.com/clep. The free CLEP Sampler contains the same tutorials as the actual exams. The CLEP Official Study Guide for all tests (not free) and Individual Subject Guides (not free) are also available for download from the website and feature test-taking tips and procedures.

Test Invalidation
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), alarm wristwatches
- Wristwatch cameras, digital cameras
• Dictionaries, books, pamphlets, reference materials
• Papers of any kind (except for authorized scratch paper provided at the center)
• Slide rules, protractors, compasses, rulers
• Highlighter pens and/or colored pens and pencils
• Cellular phones/pagers, beepers, walkie talkies, PDAs
• Wireless communication devices of any kind (e.g. BlackBerry)
• Listening devices, radios with headphones, recorders
• Copying or photographic devices
• Transmission or receiving devices
• Mechanical pencils or any type of pen
• Non-medical electronic devices (laptop computers, digital assistants)
• Candidate-provided keyboards
• Any other unauthorized testing aids

**Misconduct** - Candidates involved in any misconduct will be asked to terminate their exam and 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 taking the exam
• Leaving the testing room without permission
• Causing a disturbance of any kind

**Academic Integrity**
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 (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.

A student who commits an act of academic dishonesty may face disciplinary action ranging from failure to receive credit on an academic exercise to dismissal from the University. Procedures for implementing this policy are listed in the student and faculty handbooks.

**Plagiarism Policy**
For the first instance of plagiarism, the student will receive no credit for the assignment in question. Further, the instructor will report the incident to the Vice President of Academic Affairs, and the student will receive a letter. The Vice President of Academic Affairs will retain the letter for Ashford University records. A second incident of plagiarism will result in a failing grade for the course, as well as a second letter of warning. A third incident shall result in dismissal from Ashford University.
Definition
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 on-line), 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.

Common Knowledge
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 (for example, that the Robert Kennedy was assassinated in 1968) do not need to be documented. However, students must reference lesser known ideas and interpretations of the common knowledge (for example, a press release defense attorney Lawrence Teeter made regarding the possible innocence of Sirhan Sirhan, the accused assassin).

Acts of plagiarism include, but are not limited to:
- Copying text from printed materials, which include books, magazines, encyclopedias, and newspapers, et al.
- 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 involves copying and pasting materials from Internet sources and presenting them as one’s original work.
- The use of another student’s work. Even if the student has the permission of the other student, the use of another’s work constitutes an act of collusion, which constitutes an act of plagiarism.
- The use of materials purchased from Internet sources.
- “Recycling” of old papers for a current course. Students may only use previous work to support current work (and the previous work must be cited properly).
- Paraphrasing or summarizing another’s work without giving appropriate credit.

Examinations and Grade Reports
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 must 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 professor. The University notifies any student who is performing at the level of a “D” or “F” grade in a course at mid-semester. Grade reports are accessible to all students at the end of each semester. Only final semester grades are recorded on the official transcript.

Academic Honors
Following the close of each semester, Registrar identifies students who merit academic recognition for their scholarship. Full-time students who earn a grade point average of 3.20–3.49 are listed on an Honorable Mention List; those earning a 3.50 or above appear on the Dean’s List. Students enrolled for 5–11 credit hours who earn a grade point average of 3.50 or above are placed on a Special Dean’s List for part-time students.
Graduation Honors and Awards
Candidates for the bachelor’s degree who have completed at least 55 semester hours at the University and candidates for associate degrees who have completed at least 32 semester 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 less than 55 semester 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.

Grading System and Grade Points
Credit is awarded in semester hours.

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Other Grading Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades/Quality Points:</td>
<td>Other Grading Options:</td>
</tr>
<tr>
<td>A = 4.0</td>
<td>T = Transfer Credit</td>
</tr>
<tr>
<td>A- = 3.7</td>
<td>I = Incomplete Course (replaced when final grade is awarded)</td>
</tr>
<tr>
<td>B+ = 3.3</td>
<td>AU = Audited Course</td>
</tr>
<tr>
<td>B = 3.0</td>
<td>P = Pass</td>
</tr>
<tr>
<td>B- = 2.7</td>
<td>C = Credit by Exam</td>
</tr>
<tr>
<td>C+ = 2.3</td>
<td>E = Enrolled in Course</td>
</tr>
<tr>
<td>C = 2.0</td>
<td>W = Withdrew from Course</td>
</tr>
<tr>
<td>C- = 1.7</td>
<td>CE = Competency by Exam</td>
</tr>
<tr>
<td>D+ = 1.3</td>
<td>PLA = Prior Learning Credit</td>
</tr>
<tr>
<td>D = 1.0</td>
<td>AP = Advanced Placement Credit</td>
</tr>
<tr>
<td>D- = 0.7</td>
<td>R = *Repeated Course</td>
</tr>
<tr>
<td>F = 0</td>
<td></td>
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</tbody>
</table>

*A student may repeat a course previously taken. 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).
Grade Appeals
Grades may be appealed based on the student’s perception that any of the following conditions exist:

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

All grade appeals may be appealed in writing through the following process:

- 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.
- If the Dean is the instructor of the course, the student may appeal to the VP of Academic Affairs or University Provost.
- The VP of Academic Affairs or University Provost is the final decision maker on all grade appeals.

Note: All appeals must be submitted in writing within 30 days after the grade in dispute is granted.

Transfer credit
Transfer credit from other institutions is noted on the transcript. No grades are awarded for transferred credits and transfer credit hours are not reflected in the grade point average.

The following symbols also appear on the grade reports and/or official transcript:

- **AU** Designates an audited course
- **I** Designates an incomplete course—This grade is granted upon approval of the instructor when a student is unable to complete the work required in a course due to circumstances beyond the student’s control. Incomplete grades must be removed before the end of the first six weeks of the following semester. Failure to remove the incomplete by that date may result in an “F” being assigned for each incomplete grade. Students should apply for an incomplete grade by completing the Application for Incomplete Grade form in the Registrar’s Office prior to the date scheduled for the final examination.
- **NC** No credit
- **P/F** Designates Pass/Fail—Students who are seeking a Bachelor of Arts degree in Liberal Arts may take a maximum of two courses on a pass/fail basis; however, courses fulfilling general education requirements, the Divisional Seminar, and the Senior Thesis/Project may not be completed in this manner. Credit earned on a pass/fail basis will count toward the degree requirements although grade points will not be earned. A student planning to take a course on a pass/fail basis should complete the authorization form in the Registrar’s Office before the end of the second week of classes. A few courses are offered only on a Pass/Fail basis

Grade Point Average
The grade point average is determined by dividing the total number of quality points earned by the total number of 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 last grade earned affects the grade point average; the grade point value of the first grade is no longer included in calculating the cumulative average.

While the grades “W” and “WA” do not affect the student’s grade point average, they do appear on the transcript. A pattern of such grades may be open to varying interpretations by prospective employers and/or graduate and professional schools.
Academic Standards for Student Athletes
Eligibility to participate in intercollegiate athletics is also governed by the standards adopted by the National Association for Intercollegiate Athletics (NAIA).

Student Academic Records
The University has established and maintains a policy of access and release of student records in accord with the Family Education Rights and Privacy Act of 1974 and subsequent Federal regulations. This Act is designed to protect the privacy of educational records, establish the right of students and alumni to inspect and review their educational records, and provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. The Act also prohibits the institution from releasing personally identifiable information, except directory information, to anyone (including the student’s parents) unless the student gives written consent to such release. The Act makes certain exceptions to these general provisions.

Local policy explains in detail the procedures to be used by the University for compliance with the provisions of the Act. Copies of the policy can be found in the following offices: President, Vice President of Academic Affairs, Registrar and Dean of Students. Questions concerning the Act should be referred to the Registrar’s Office.

Scholars Institute
The Scholars Institute is the University’s honors program and offers an enhanced undergraduate experience for able and highly motivated students in any of the University’s 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, participate in distinctive co- and extracurricular activities, and have access to enhanced internships and capstone courses.
Academic Programs

Baccalaureate Degree Programs
The University offers 19 majors and 23 baccalaureate degree programs. Some degree programs also offer concentrations that provide greater focus within a major field of study.

Bachelor of Arts (B.A.)
Accounting, Professional Accounting Program (150 credit hours, CPA track)
Business Administration, with elective concentrations in:
  * Finance
  * Marketing
Business Education, with 7-12 endorsements in Business:
  * General Business
  * Marketing / Management
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 endorsements in:
  * Biology
  * Chemistry
  * English/Language Arts
  * General Science
  * Mathematics
English
Management Information Systems
Marketing Management
Psychology
Social Justice, with concentrations in:
  * Criminal Justice
  * Franciscan Studies
Social Science, with elective concentrations in:
  * Health and Human Services Management
  * Human Services
  * Psychology
Social Science with Secondary Education endorsements in
  * American History
  * Psychology
  * Sociology
  * World History
Sports and Recreation Management
Visual Art
Bachelor of Science (B.S.)
  Biology
  Clinical Cytotechnology
  Clinical Laboratory Science
  Computer Science and Mathematics
  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 Management Core
  Health Care Administration Core
  Management Core

Pre-Professional Programs
  (may be completed in conjunction with a baccalaureate major)
  Pre-Law Studies
  Pre-Medical Studies
  Pre-Physical Therapy

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
  Liberal Arts
  Management Information Systems
  Marketing Communication
  Mathematics
  Music
  Psychology
  Sports and Recreation Management
  Visual Art

Program in English as a Second Language
  The program in English as a Second Language (ESL) is 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 class work 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 towards a degree at the University.
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 semester 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 major, minor and collateral course work taken at the University. Persons with more than one major must average 2.00 in each major, with the following exceptions: a cumulative grade point of 2.50 is required for the business education, clinical cytotechnology, elementary education, and liberal arts and social science majors (with secondary endorsements).
6. To be accepted into the Accounting, Professional Accounting, Business Administration, Health Care Management or Management Information Systems majors, the following conditions must be fulfilled:
   a. Completion of a minimum of 60 college credits with a cumulative grade point average of 2.00
   b. 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
   c. New entering freshmen or transfer students without an associate degree must complete MAT332 Introduction to Probability and Statistics by the end of their sophomore year (fourth semester). Transfer students with an associate degree must complete or its equivalent by the end of their second semester at Ashford University. Part-time students should complete or its equivalent by the conclusion of their fourth semester at Ashford University
   d. The above requirements apply to both native students and transfer students. The appropriate department chair will evaluate transfer credit through an official transcript before accepting a transfer student into one of the aforementioned majors.
7. A minimum of 30 semester hours in upper division courses numbered 300 or above. At least 21 of these hours should be credit for major or collateral courses. (Liberal arts majors have a modified requirement. See the requirements for the major.)
8. No more than 45 semester hours in a single department, except for liberal arts majors, who may earn no more than 30 semester hours in a single department. (Neither limit is applicable to majors in clinical laboratory science majors or music concentrators in the liberal arts major.)
9. Completion of 30 semester hours of credit from the University. Except for clinical laboratory science majors, the last 30 semester hours of credit earned towards a bachelor’s degree must be completed at the University.

ALTHOUGH ACADEMIC ADVISORS ASSIST THE STUDENT IN COURSE SELECTION, IT IS THE RESPONSIBILITY OF EACH STUDENT TO SEE THAT HE/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 Introduction to Film and SPE 301 Oral Interpretation).
   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 & Beliefs – PHI 402: Business Ethics may be taken to satisfy the philosophy requirement.
   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.
3. Completion of a minimum of 120 semester hours that are 100-level or higher. The University will accept up to 64 semester 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 semester hours of upper division credit (300-level or higher)
7. The last 30 semester hours of credit must be earned at the University.

Second Baccalaureate Degree
A student who has previously earned a baccalaureate degree at the University and wishes to earn a second baccalaureate degree must complete an additional 30 credits 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 studies core, an appropriately accredited bachelors degree will meet all general education requirements.

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).”

Requirements For Minors
Students may minor in a second field to complement their major studies at the University. See the “Minors” sections for the specific course requirements for these minors.

Graduation Requirements for the A.A. Degree:
- Completion of a minimum of 62 semester hours that are 00 level or higher
- Completion of general education requirements, including competencies for the A.A. degree
- A minimum cumulative grade point of 2.00
- Completion of the final 15 semester hours of credit at the University

ALTHOUGH ACADEMIC ADVISORS ASSIST THE STUDENT IN COURSE SELECTION, IT IS THE RESPONSIBILITY OF EACH STUDENT TO SEE THAT HE/SHE FULFILLS THE ABOVE REQUIREMENTS.

Changes in Degree Requirements
Students have the option of satisfying degree requirements under any one catalog in use during the period of attendance. Exceptions are made in cases where the student has had an interruption of three years or longer in a college program. In these cases the catalog in effect at the time of re-entry (or a subsequent catalog) will be used to determine the final degree requirements.

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 Department Chairpersons have authority to waive or provide substitute course work for departmental requirements.
General Education Program

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.

Ashford 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 believes 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 area of aesthetic awareness, literature, physical world, social awareness, and values & beliefs. These 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 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 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 professor and the appropriate division chair.

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

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.

3 sem. hours - Applied Ethics
PHI 107: Philosophy of Human Conduct OR
REL 203: Contemporary Human Problems

A competency test is available on request.

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 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/her message to different audiences and occasions.

9 sem. hours -- Communication
ENG 101: English Composition I
ENG 102: English Composition II
SPE 103: Oral Communication

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

3 sem. hours – Computer Competency
INF 103: Computer Literacy

A competency test is available on request.

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

3 sem. hours -- Critical Thinking
PHI 103: Informal Logic OR
PHI 104: Fundamentals of Critical Reasoning

A competency test is available on request.

Mathematics Competency permits students to efficiently process data and 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, mathematical reasoning, modeling data, using technology, and making connections to other disciplines.

3 sem. hours – Mathematics Competency
MAT 128: Mathematical Modeling OR
MAT 125: College Algebra

All incoming students except those with an A.A. or A.S. degree or a math course 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 credits)
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.

Requirements (3 credits)
One course from the following:
ART 101 Art Appreciation
ART 103 Two-Dimensional Design
ART 200/300 Art Appreciation II: Modern Art
ART 204 Three-Dimensional Design/Sculpture
ENG 225 Introduction to Film
LIB 327I 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 credits)
The student will interact with others through the study of various types and genres of literature.

Requirements (3 credits)
One course from the following:
ENG 105 Introduction to Literature
ENG 201 American Literature to 1865
ENG 202 American Literature after 1865
ENG 203 British Literature I
ENG 204 British Literature II
ENG 212 African-American Literature
ENG 217 International Voices
ENG 220 Women Writers
ENG 303 Survey of Shakespeare
ENG 312 African-American Literature
ENG 317 International Voices
ENG 320 Women Writers
ENG 323 Twentieth-Century American Poetry

Physical World (4 credits)
The student will understand the human species as a dynamic component of the physical world.

Requirements (4 credits)
One four-credit course from the following:
BIO 100 Life Science
BIO 103 Principles of General Biology I
BIO 104 Principles of General Biology II
CHE 101 General Chemistry I
CHE 102 General Chemistry II
ENV/BIO 101 Humanity and the Environment
ENV/CHE 206 Environmental Chemistry
PHY 101 Astronomy
PHY 103 Weather and Climate
PHY 105 Introduction to Physical Science
PHY 201 College Physics I
PHY 202 College Physics II

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

Requirements (9 credits)
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
HIS 03  World Civilizations I
HIS 04  World Civilizations II
LIB 320-I  Global Socioeconomic Perspectives
LIB 323-I  Revolution and Terrorism in the Modern World
LIB 370-I  Scandinavian Thought and Culture
MUS 350  Music in Western Civilization I
MUS 351  Music in Western Civilization II
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 104  Child and Adolescent Development
PSY 304  Lifespan Development
SOC 101  Introduction to Sociology
SOC 203  Social Problems
SOC 308  Racial and Ethnic Groups

Values and Beliefs (6 credits)
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

Requirements (6 credits)
Three courses from the following:
PHI 100  Human Person and Values*
PHI 101  Introduction to Philosophy
PHI 107/307  Philosophy of Human Conduct
PHI 210/310  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 120  Introduction to Christian Scripture*
REL 130  Quest for Judaic-Christian Values*
REL 203  Contemporary Human Problems*
REL 205  Christianity and Human Intimacy
REL 300  Studies in Christian Scriptures*
*Denotes a course with significant Franciscan content.

Freshman Experience Requirement (3 credits)
All incoming freshmen who have earned fewer than twelve college credits must enroll in:
EXP 103  The Freshman Experience
This course is designed to assist freshmen in their personal adjustment to University life, with special emphasis on the traditions and Franciscan values of the University.

ALTHOUGH ACADEMIC ADVISORS ASSIST THE STUDENT IN COURSE SELECTION, IT IS THE RESPONSIBILITY OF EACH STUDENT TO SEE THAT HE/SHE FULFILLS THE ABOVE REQUIREMENTS.
Baccalaureate Degree Requirements

Majors
Ashford University, at its undergraduate campus, offers 19 baccalaureate majors and 23 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” section for more information) and provide programs of focused study outside the major.

Bachelor of Arts

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 credits)
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
- 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 credits)
Required courses:
- BUS 307 Operations Management
- BUS 311 Business Law I
- BUS 401 Principles of Finance
- ECO 203 Macroeconomics
- ECO 204 Microeconomics
  Introduction to Probability & 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
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. AU 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.

Requirements for the Professional Accounting Program:

1. Fulfill all requirements for the B.A. major in accounting (see pp 38-39), to include all current accounting electives. In addition, an internship, ACC 420, (3 to 12 credit hours) is also required.
2. Fulfill the requirements for a business administration major (see pp 40-41) to include BUS 312 Business Law II.
3. ENG 315 Business and Professional Writing and SPE 315 Business and Professional Speaking.
4. 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
5. ECO 317 Money and Banking
6. Choose one course:
   - INF 240 Visual & Verbal Presentations OR
   - INF 242 Spreadsheet & Database Analysis
7. One of the following math courses: MAT 201 Calculus I or MAT 211 Managerial Calculus.

Accounting Minor (21 Credits)—Please see the “Minors” section 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 credits)

Required courses:
- 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 and 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 credits)
Required courses:
ACC 205  Principles of Accounting I
ACC 206  Principles of Accounting II
ECO 203  Principles of Macroeconomics
ECO 204  Principles of Microeconomics
MAT332  Introduction to Probability and 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 201  Calculus I with Analytic Geometry
MAT 211  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 credits)

Required courses:
- 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 36  Financial Institutions and Markets

Marketing Concentration (12 credits)

Required course:
- 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

4. 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 credits)—see the “Minors” section for more information

Marketing Communication Minor (22 credits)—see the “Minors” section for more information.

Computer Graphic Design

The Computer Graphic Design major combines the application of visual art, communication, marketing, music and computer programming skills, which are needed to aid current business and industry. The Graphic Design degree involves the creation of information which people see and read: posters, books, signs, advertisements, commercials, brochures, video production, digital imaging and web sites. See Management Information Systems section and Computer Science and Mathematics section for other degree options in the computer science field.

Course Requirements:

- 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

Students must choose ONE area of emphasis from the following:
Animation Emphasis (30 credits) Majors must earn a C- or better in each course to move on in the program.

CGD 220  Storytelling/Storyboarding
CGD 223  3D Modeling I
CGD 230  Digital Video & Audio
CGD 324  3D Animation I
CGD 325  3D Animation II
CGD 326  3D Dynamics
CGD 327  Advanced 3D Seminar I
CGD 427  Advanced 3D Seminar II
ENG 225  Introduction to Film

ANIMATION ELECTIVES (3 credits from the following):
ART 211, 225, ART 315, BUS 330, CGD 221, 253, 303, 330, 332, 353, INF 391, 392

Print Media Emphasis (27 credits)

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 & Promotional Writing
CGD 340  Print Production
PRINT MEDIA EMPHASIS ELECTIVES (3 credits from the following):

Web Emphasis (27 credits)

BUS 352  e-Business (may substitute BUS 317 or 330)
CGD 220  Storytelling/Storyboarding
CGD 221  2-D Computer Animation
CGD 253  Web Publishing
CGD 303  Publication Design
CGD 353  Dynamic Publishing
INF 322  Database
INF 240  Visual & Verbal Presentations

WEB EMPHASIS ELECTIVES (3 credits from the following):
ART 225, 315, BUS 317, 330, CGD 221, 223, 318, 332, INF 220, 230, 242, 431, 391, 392

Liberal Arts Minor
Ashford University students with other majors may pursue a minor in liberal arts. This minor requires 18 credits. See “Minors” section for requirements.

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, former Data Processing Management Association, DPMA).

**Major Course Requirements** (33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CGD 253</td>
<td>Web Publishing</td>
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<tr>
<td>INF 231</td>
<td>Programming Concepts</td>
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<tr>
<td>INF 220</td>
<td>IS Principles</td>
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<tr>
<td>INF 331</td>
<td>IS Programming</td>
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<tr>
<td>INF 240</td>
<td>Visual &amp; Verbal Presentations</td>
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<tr>
<td>INF 242</td>
<td>Spreadsheet &amp; Database Analysis</td>
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<tr>
<td>INF 317</td>
<td>Procedures for IS Support</td>
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<tr>
<td>INF 322</td>
<td>Database Management</td>
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<tr>
<td>INF 410</td>
<td>Project Management</td>
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<tr>
<td>INF 420</td>
<td>Senior Portfolio</td>
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</tbody>
</table>

Choose 3 credits from the following: BUS 352, CGD 318, INF 255, 330, 391, 392

**Collateral Course Requirements** (24-25 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ACC 205</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Principles of Management</td>
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<tr>
<td>BUS 303</td>
<td>Human Resource Management</td>
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<tr>
<td>BUS 307</td>
<td>Operations Management &amp; Quantitative Techniques</td>
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<tr>
<td>BUS 330</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>ECO 203</td>
<td>Macroeconomics</td>
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<tr>
<td>PHI 402</td>
<td>Business Ethics</td>
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</table>

**Additional Degree Requirements:**

In INF 391, 392, 410, 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 course work 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 credits)

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BUS 201</td>
<td>Principles of Management</td>
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<tr>
<td>BUS 311</td>
<td>Business Law I</td>
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<tr>
<td>BUS 318</td>
<td>Organizational Behavior</td>
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<tr>
<td>BUS 330</td>
<td>Principles of Marketing</td>
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<tr>
<td>BUS 339</td>
<td>Marketing Research</td>
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<tr>
<td>BUS 350</td>
<td>Consumer Behavior</td>
</tr>
<tr>
<td>BUS 352</td>
<td>e-Business</td>
</tr>
</tbody>
</table>
Collateral Course Requirements (24 credits)
Required Courses:
- ACC 205  Principles of Accounting I
- CGD 240  Media Writing & Editing
- CGD 317  Introduction to Advertising
- CGD 318  Procedures & Promotional Writing
- ECO 100  Survey Contemporary Economic Issues OR ECO 203  Principles of Macroeconomics
- ENG 315  Business & Professional Writing
- PHI 402  Business Ethics
- SPE 315  Business & Professional Speaking

Psychology
The Psychology major guides students as they study human behavior and mental processes. A psychology major prepares students for graduate study leading to a career as a psychologist. Psychologists serve as educators, scientific researchers, health professionals, and consultants for businesses and other large organizations. Students majoring in psychology have also become successful in business, law, government, health care, and other careers that involve understanding human behavior and providing competent leadership. This major explores psychology both as an area of scientific investigation and as a health or human services profession

Course Requirements: (38 credits)
- MAT 332  Introduction to Probability and Statistics
- PSY 101  Introduction to Psychology
- PSY 104  Child/Adolescent Development
- PSY 301  Social Psychology
- PSY 304  Lifespan Development
- PSY 320  Research Methods
- PSY 321  Program Evaluation
- PSY 323  Perception, Learning & Cognition
- PSY 350  Physiological Psychology
- PSY 498  Senior Thesis I
- PSY 499  Senior Thesis II

Choose one course (3 credits) from the following: PSY 303, 315, 317
Choose one course (3 credits) from the following: PSY 302, 311, 322

Social Justice
The social justice major is a unique interdisciplinary program that offers a concentration in criminal justice through which a perspective for building a more just society is considered.

Social Justice Core Requirements (6 credits):
- LIB 303  Social Justice Seminar
- PHI 107/307  Philosophy of Human Conduct
- PHI 210/310  Franciscanism Yesterday and Today

Criminal Justice Concentration Requirements (33 credits plus Social Justice core requirement):
Required courses (12 credits):
- CRJ 201  Introduction to Criminal Justice
- CRJ 301  Juvenile Justice
CRJ 303  Corrections
CRJ 420  Criminal Justice Practicum

Concentration electives (12 credits from the following):
CRJ 305  Crime Prevention
CRJ 307  Victimology
HIS/POL 303  The American Constitution
LIB 318I  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 credits beyond general education, two of which must be upper 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
FRS 301  Franciscan Christology
FRS 303  Spirituality of Social Justice and Peace
FRS 305  Franciscan Spirituality of Ministry
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
REL 120/300  Studies in Christian Scriptures
SOC 310  Funding Health and Human Services
SOC 313  Medical Sociology

Criminal Justice concentrators must earn a minimum of 42 upper-level credits. A maximum of six credits 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.

Course Requirements: (51 credits)
1. At least 9 credits in history, including 6 or more credits at the 300-level or higher
2. At least 9 credits in psychology, including 6 or more at the 300-level or higher
3. At least 9 credits in sociology, including 6 or more at the 300-level or higher
4. At least 6 credits in multidisciplinary social science, selected from the following courses: LIB 309I, LIB 318I, LIB 320I, LIB 323I, LIB 325I, LIB 402

5. At least 6 credits in cross-cultural perspectives, selected from the following courses: ANT 101, HIS 103, HIS 104, LIB 320I, LIB 334I, LIB 370I, SOC 308, SOC 315

6. At least 3 credits in political science

7. At least 3 credits in economics or courses specifically related to the economics of providing human services, selected from the following courses: ECO 100, ECO 203, ECO 204, HCA/SOC 310

8. LIB 301 Liberal Arts Seminar (Social Science)

9. One of the following four courses:
   - MAT 132 Introduction to Probability and Statistics
   - PSY 320 Research Methods in Social Sciences
   - HCA/PSY 321 Program Evaluation
   - PSY 322 Quantitative Assessment

10. The social science major also requires the completion of a minimum of 42 credits 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.

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**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 fill “front-line” 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 course work to complete the requirements for Nursing Home Administration licensure in the state of Iowa. Interested students should contact Dr. Barbara Philibert.

**History (9 credits):**

Same requirements as listed under Social Science major

**Psychology (9-10 credits):**

a. PSY 101 Introduction to Psychology
b. PSY 303 Abnormal Psychology OR
   PSY 317 Cognitive Functioning in the Elderly
c. PSY 301 Social Psychology OR
   PSY 311 Counseling Psychology OR
   PSY 320 Research Methods in the Social Sciences

**Sociology (9 credits, including 6 or more at the 300 level or higher):**

a. SOC 101 Introduction to Sociology
b. BUS 303 Human Resource Management (course fulfills requirement in place of one 300 level sociology course.)
c. Any 300 level sociology course not fulfilling another requirement

**Multidisciplinary Social Science Courses (6 credits):**

a. SOC 320 Public Policy & Social Services
b. LIB 318I Peacemaking: The Study of Conflict Resolution OR
   PSY/SOC 309 Special Topic in Human Services
Cross Cultural Perspectives Courses (6 credits):
   a. SOC 308  Racial and Ethnic Groups  OR
      SOC 315  Cross Cultural Perspectives
   b. Any other course from group #5 in the Social Science major.

Political Science (3 credits):
   POL 201  American National Government

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

Methods Course (3 credits):
   HCA/PSY 321  Program Evaluation

Seminar requirements (3 credits) will be satisfied by
   HCA/SOC 340 Managing in Health and Human Service: An Interdisciplinary Approach

Accounting (6 credits):
   ACC 205  Principles of Accounting I
   ACC 206  Principles of Accounting II

Philosophy (3 credits):
   PHI 402  Business Ethics

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 credits)
   Same requirements as listed under Social Science major.

Psychology: (12 credits)
   a. PSY 101  Introduction to Psychology
   b. PSY 304  Lifespan Development (or equivalent)
   c. PSY 303  Abnormal Psychology OR
      PSY 317  Cognitive Functioning in the Elderly
   d. PSY 311  Counseling Psychology: Methods of Applied Psychology

Sociology: (9 credits)
   a. SOC 101  Introduction to Sociology
   b. SOC 312  Child, Family and Society
      SOC 305  Crime and Society

Multidisciplinary Social Science Courses: (6 credits)
   a. SOC 320  Public Policy & Social Services
   b. LIB 318I  Peacemaking: The Study of Conflict Resolution OR
      PSY/SOC 309  Special Topics in Human Services

Cross Cultural Perspective Courses: (6 credits)
   a. SOC 308  Racial and Ethnic Groups OR
b. Any other course from group #5 in the Social Science major.

**Political Science:** (3 credits)

POL 201 American National Government

**Economics:** (3 credits)

At least 3 credits in economics or courses specifically related to the economics of providing human services, selected from the following courses: ECO 100, ECO 203, ECO 204, SOC 310.

**Methods course:** (3-4 credits). At least one of the following:

- MAT 132 Introduction to Probability & Statistics
- PSY 320 Research Methods in the Social Sciences
- PSY 321 Program Evaluation
- PSY 322 Quantitative Assessment

**Additional Requirements:**

- PSY 317 Cognitive Functioning in the Elderly OR
- SOC 304 Social Gerontology
- LIB 301 Liberal Arts Seminar (Social Science)
- PSY/SOC 421 Human Service Practicum

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**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 497 Psychology Capstone

**Three credits from the following pertaining to human development:**

- PSY 104 Child and Adolescent Development
- PSY 304 Lifespan Development

**Three credits from the following pertaining to social behavior:**

- BUS 350 Consumer Behavior
- PSY 301 Social Psychology

**Three credits from the following pertaining to exceptionality:**

- PSY 303 Abnormal Psychology
- ESE 229 Psychology of Children with Exceptionalities
- PSY 317 Cognitive Functioning in the Elderly

**Three credits from the following pertaining to applied psychology:**

- BUS 303 Human Resource Management
- EDU 215 Educational Psychology
- PSY 302 Industrial/Organizational Psychology
- PSY 311 Counseling Psychology
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 will acquire a knowledge base in the field of sports and recreation management.

Major Course Requirements (34 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BUS 201</td>
<td>Principles of Management</td>
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<tr>
<td>BUS 303</td>
<td>Human Resource Management</td>
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<tr>
<td>BUS 311</td>
<td>Business Law</td>
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<td>BUS 318</td>
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<td>BUS 330</td>
<td>Principles of Marketing</td>
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<tr>
<td>PED 103</td>
<td>First Aid/Emergency Health Care</td>
</tr>
<tr>
<td>PED 104</td>
<td>Personal Health and Wellness</td>
</tr>
<tr>
<td>PED 210</td>
<td>Intro to History of Recreation and Sport</td>
</tr>
<tr>
<td>PED 240</td>
<td>Applied Kinesiology &amp; Biomechanics</td>
</tr>
<tr>
<td>PED 350</td>
<td>Org. &amp; Admin. of Sport &amp; Athletics.</td>
</tr>
<tr>
<td>PED 352</td>
<td>Admin. of Athletic &amp; Rec. Facilities</td>
</tr>
<tr>
<td>PED 420</td>
<td>Internship in Sport Mgmt.</td>
</tr>
</tbody>
</table>

Collateral Course Requirements (15 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 205</td>
<td>Principles of Accounting</td>
</tr>
<tr>
<td>ECO 203</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>INF 240</td>
<td>Visual/Verbal Presentations OR</td>
</tr>
<tr>
<td>INF 242</td>
<td>Spreadsheet &amp; Database</td>
</tr>
<tr>
<td>PHI 402</td>
<td>Business Ethics</td>
</tr>
<tr>
<td>ENG 315</td>
<td>Business &amp; Prof. Writing</td>
</tr>
</tbody>
</table>

Elective Courses - Student selects 6 credits from the following courses of which 3 credits must be 300 level.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 206</td>
<td>Principles of Accounting II</td>
</tr>
<tr>
<td>BUS 312</td>
<td>Business Law II</td>
</tr>
<tr>
<td>BUS 317</td>
<td>Advertising</td>
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<tr>
<td>BUS 352</td>
<td>e-Business</td>
</tr>
<tr>
<td>SOC 318</td>
<td>Sociology of Sport</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Sports Psychology</td>
</tr>
<tr>
<td>ECO 204</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>SPE 315</td>
<td>Bus. &amp; Professional Speaking</td>
</tr>
</tbody>
</table>

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 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 AU must meet the professional behavior requirements in order 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, or internship.

Repeating/re-enrolling in education core courses:
Students who wish to repeat or re-enroll in education core courses that they previously dropped must obtain the permission of the instructor, the advisor, and the Education Division chair. 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 2.5, a minimum grade point average of 2.7 in education core 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 Dept. of Criminal Investigation is required in order to be recommended for any teaching license and the coaching authorization or endorsement.

**Required courses for students seeking teacher licensure in Iowa:**
(Some credits may also be applied to competency and general education requirements.)

a. ART 101 Art Appreciation OR
MUS 101 Masterpieces of Music
ENG 101 English Composition I
ENG 102 English Composition II
HIS 203 American History to 1865 OR
HIS 204 American History Since 1865
MAT 123 Math for Educators (elementary majors)
MAT 117 Combined Algebra or above but not MAT 123 (secondary education majors)
PSY 101 Introduction to Psychology
SPE 103 Oral Communication

b. One course each from the biological and physical sciences
(One course must include a laboratory experience.)

c. One literature course with an ENG prefix.
Business Education

The business education major is designed to meet an increasing need for Business teachers. 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 credits)

- 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 101 Intro to computers
- INF 103 Computer Literacy
- INF 231 Programming Concepts

**Mathematics Course Requirement:**

One course in addition to meeting math competency (MAT 123 excluded)

**Additional Requirements:**

- INF 240 Visual & Verbal Presentations OR
- INF 242 Spreadsheets & Database Analysis

**Required Education Courses:** (42 credits)

- 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 332 Specific Methods of Secondary Education
- EDU 370 Human Relations Skills for Educators
- EDU 460 & 461 Student Teaching in the Secondary School OR
- EDU 462 Student Teaching in the Secondary School
- EDU 463 Student Teaching Seminar
- PSY 104 Child and Adolescent Development
- ESE 229 Psychology of Children with Exceptionalities

Elementary Education

**Elementary Core Requirements:** (46-48 credits)

- 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 & 451  Student Teaching in the Elementary School  OR
EDU 452  Student Teaching in the Elementary School
EDU 453  Student Teaching Seminar
EEC 44  Student Teaching in the Pre-Kindergarten*
EEC 442  Student Teaching in the Kindergarten Classroom*
*Only required of students seeking a Pre-K K Endorsement.

Collateral Course Requirements:  (13 credits)
  Mat 123    Math for Educators
  PSY 104    Child and Adolescent Development
  ESE 229    Psychology of Children with Exceptionalities

Two courses from the following:
  ART 201    Art Skills for the Classroom Educator
  MUS 225    Musical Skills for the Classroom Teacher
  PED 205    P.E. for Primary Grades
  PED 230    Health Education for Elementary Education Majors

Students in elementary education must also complete an endorsement area of 24 credits. Endorsements are available in 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 the middle school 5-8 or reading K-6 endorsements. Courses for the pre-kindergarten-kindergarten endorsement are not currently offered and no admissions are accepted for that endorsement.

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 in liberal arts in addition to satisfying endorsement and education course requirements. In some instances, endorsement and education courses may also be applied to liberal arts major 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.

All students in secondary education programs must complete the following education 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 332** Specific Methods of Secondary Education
- **EDU 370** Human Relations Skills for Educators
- **EDU 460 & 462** Student Teaching in the Secondary School OR
- **EDU 463** Student Teaching Seminar
- **PSY 04** Child and Adolescent Development
- **ESE 229** Psychology of Children with Exceptionalities

Secondary endorsement programs require a minimum of 30 semester 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 04** Child and Adolescent Development

Students must earn a grade of “C–” or higher in the five 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 five 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.

**Visual Art**
With the emergence of opportunities for employment in the art market through new technologies, including e-commerce, web page design and computer graphics, artists are in demand for their design skills and creative abilities. The bachelor of arts degree in Visual Art combined with a minor in Business Administration, Marketing Communication, or Computer Science will allow students to compete for jobs in the global market.

**Core Art Requirements:** (40 credits)
Required Two-Dimensional Studio Art Courses: (18 credits)

- **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 credits)
ART 204 Three Dimensional Design OR
ART 211 Ceramics I

Required Art History Courses: (6 credits)
ART 101 Art Appreciation
ART 200/300 Art Appreciation II: Modern Art

Senior Thesis/Project: (4 credits)
ART 498 Senior Thesis/Project I
ART 499 Senior Thesis/Project II

Collateral Requirements: Liberal Arts courses beyond general education (19 credits)
Nine semester hours must be 300 level or higher excluding courses taught in the art department.
LIB 301 Liberal Arts Seminar (Fine Arts)
Humanities courses 6 credits
Science courses 4 credits
Social Science courses 6 credits

Interdisciplinary Course Requirements: (6 credits)
Choose from the following courses:
LIB 309I, LIB 311I, LIB 315I, LIB 332I, LIB 330I, LIB 334I, LIB 370I

Elective Studio Courses: (9 credits, six of which must be 300 level)
Choose from the following courses:
ART 204, ART 205, ART 211, ART 307, ART 309, ART 311, ART 315
ART 320, ART 325, CGD 217, 303, 353

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 semester hours of 300-400 level courses
• must earn a minimum grade of “C-“ for ART 498 and ART 499
• must mount an exhibition of their artwork in the University art gallery as part of the senior thesis requirement

Bachelor of Science

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 Core Requirements (44-45 credits)
BIO 103 Principles of General Biology
BIO 104 Principles of General Biology
BIO 201 Microbiology
BIO 340  Cell Biology
CHE 101  General Chemistry
CHE 102  General Chemistry
CHE 301  Organic Chemistry I
CHE 302  Organic Chemistry II
MAT 132  Intro to Problems & Statistics
MAT 201  Calculus I OR
MAT 211  Managerial Calculus
PHY 201  College Physics I OR
PHY 202  College Physics II

(BIO 103 and MAT 132 may also be applied to general education requirements.)

Additional Degree Specific Requirements (22 credits)
a. BIO 301/LIB 301 Liberal Arts Seminar (3 credits)
b. BIO 498 and BIO 499 Senior Thesis/Project (Science) (4 credits); students must earn a grade of “C−” to fulfill degree requirements.
c. Two interdisciplinary courses (6 credits) with a notation of “I” in the course prefix.
d. Liberal Arts courses beyond general education (9 credits) distributed across fine arts, humanities, and social science.

Biology Electives (11 credits)
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 two institutions. The University has affiliation agreements with the School of Cytotechnology, State Laboratory of Hygiene, University of Wisconsin-Madison in Madison, Wisconsin, and the Cytotechnology Program, Mayo Foundation, Mayo School of Health-Related Sciences in Rochester, Minnesota.

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 at Madison, the Cytotechnology Program at Mayo or Mercy School of Cytotechnology, Des Moines (contingent upon their admission to the School). The fourth year is devoted to laboratory studies in the different fields of cytology.

Students who have met the degree requirements of the University and the professional training requirements of either affiliate institution receive the baccalaureate degree from the University and a professional certificate from the affiliate. They are then eligible to achieve full professional certification in Clinical Cytotechnology through the national examination administered by the American Society of Clinical Pathology.

Major Course Requirements at the University (36 credits)
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 101  General Chemistry I  
CHE 102  General Chemistry II

**Additional Requirements** (19 credits)  
A minimum of 15 semester hours in upper division courses numbered 300 or above. A minimum of 90 semester hours total.

**Residency Requirements at the University**  
Transfer students must earn at least 30 semester hours of credit from the University before attending the affiliate school of Cytotechnology.

**Major Course Requirements** at the School of Cytotechnology at Madison or the Cytotechnology Program at Mayo involve successfully completing 30-32 semester hours in residence.

(NOTE: Students must gain admission to the School of Cytotechnology at Madison or the Cytotechnology Program at Mayo before this phase of the program can be completed. A minimum cumulative GPA of 2.50 at AU and strong academic performance in the courses above are required for admission.)

**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 the University of Iowa (Division of Associated Medical Sciences).

In a clinical laboratory setting, CLS’s 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.
- 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 AU, 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 University of Iowa.

Clinical Laboratory Science Program at Iowa City (contingent upon their admission to the program), devoted to clinical laboratory studies.
Core Courses and Specifics:

BIO 103 Principles of General Biology I
BIO 104 Principles of General Biology II
BIO 201 Microbiology
CHE 101 General Chemistry I
CHE 102 General Chemistry II
CHE 301 Organic Chemistry I
CHE 302 Organic Chemistry II OR
CHE 309 Biochemistry
MAT 132 Introduction to Probability and Statistics
MAT 127 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 semester hours of credit from the University before attending the affiliate school’s Clinical Laboratory Science program.

Major Course Requirements at University of Iowa:
41 hours would transfer back to Ashford University for BS in CLS
(Note: Students must gain admission to the CLS program at University of 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. 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 41 semester 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. During the last semester, students have the opportunity to rotate through the clinical laboratory facilities of the University of Iowa Hospitals and Clinics, the Veterans Affairs Medical Center, and other hospitals in Cedar Rapids and Des Moines, Iowa.

Computer Science and Mathematics
The growth in the computer industry has made computers and computational mathematics one of the most rapidly expanding fields. The baccalaureate program in computer science and mathematics has flexibility to allow the student to tailor the degree towards 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. See Computer Graphic Design section and Management Information Systems section for additional degree options in the computer science field.
Major Course Requirements: (44 credits)

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 201 Calculus I/Analytic Geometry
MAT 202 Calculus II/Analytic Geometry
MAT 220 Discrete Mathematics
MAT 206/306 Linear Algebra

• A student may take LIB 498 & LIB 499 in place of INF 410 & INF 420 with approval of the Math Dept.

Choose 12 credits from the following:
CGD 353, INF/MAT 232, 322, 325, 391, 392, 203, 300, 302, 304

Collateral Courses Requirements (11 credits)

PHI 103 Informal Logic
PHY 201 College Physics I
PHY 202 College Physics II

Additional Degree Requirements:
In INF 391, 392, 410 and 420 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.

A student may be required to demonstrate competency in programming if previous programming course work 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.

Nuclear Medicine Technology

Nuclear Medicine Technology 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, radiopharmacists, and radiochemists 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
• Radiopharmaceutical preparation and administration
• Collection and preparation of biological specimens to measure levels of hormones, drugs, and other components
• Radiation safety
• Quality control

The Nuclear Medicine Technology (NMT) program at the University is a 3+1 program offered in cooperation with the University of Iowa.
General Requirements:
The NMT program is a 3 + 1 program. In the first three years of study at the University, student must complete at least 38 semester hours in areas of biology, chemistry, physics, mathematics, and computer, plus fulfillment of General Education and the competencies (≈ 47 s.h.). 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 at least 9 hours of electives to insure a minimum of 94 hours to apply to the University of Iowa’s Nuclear Medicine Technology program. Students complete their senior year of study at the University of Iowa Hospitals and Clinics and the Iowa City Veterans Affairs Medical Center, which is contingent upon their admission to their program. Upon satisfactory completion of the four year program, students receive a certificate from the University of Iowa and upon transferring the 30 semester hour credits, a baccalaureate degree in Nuclear Medicine Technology from the University. Graduates then are eligible for national certification as nuclear medicine technologists by the Nuclear Medicine Technology Certification Board. Students will be strongly advised to follow our B.S. in Biology degree program or a B.A. in Liberal Arts. In this way, students who are not admitted to a NMT program can complete a degree in their chosen area within four years.

Core Courses and Specifics:
CHE 101 Principles of Chemistry
CHE 102 Principles of Chemistry
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 Introduction to Probability and Statistics

Recommended Electives:
BIO 340 Cell Biology
BIO 342 Genetics and Immunology
MAT 211 Managerial Calculus
BIO 225 Medical Biology for Health Care

Residency Requirement at the University:
Transfer students must earn at least 30 semester hours of credit from the 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 Division 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 2.50 at the University and strong academic performance in the courses above are required for admission to NMT program at the University of Iowa. The curriculum of NMT Clinical year is based on Essentials of an Accredited Educational Program in Nuclear Medicine Technology. The clinical year consists of 30 semester hours.

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 ad-
dition to the general requirements for the BAS degree noted previously (see “Requirement for Graduation with a Bachelor of Applied Science Degree” section), students must complete one of the following core requirements:

**Accounting Core Requirements:** (36 credits)
- 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  Intro to Probabilities & 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.

#A student 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.

ECO 203, ECO 204, , and/or PHI 402 may also be applied to the General Education requirements.

**Elective Concentration:**
If desired, students may also complete an environmental studies concentration (see environmental studies concentration for requirements).

**Computer Core Requirements:** (33 credits)
- INF 231  Programming Concepts
- INF 220  IS Principles
- INF 331  IS Programming
- INF 322  Database Management Systems OR
- INF 325  Telecommunications & Networking Concepts
- INF 410  Project Management
- INF 420  Senior Portfolio

Choose three electives from the following: ART 215, BUS 352, CGD 253, 353, INF 242, 255, 330, 317, 391, 392

**Collateral course requirements:** (9 credits)
- INF 240  Visual & Verbal Presentations
- MAT 332  Intro to Probabilities & Statistics OR
- MAT 220  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 course work was completed 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.
Computer Graphic Design Core Requirements: (18 credits)

- ART 105  Drawing I
- ART 215  Computer Art I
- CGD 217  Survey Graphic Communications
- CGD 240  Media Writing & Editing
- CGD 330  Digital Still Imaging
- INF 231  Programming Concepts
- INF 420  Senior Portfolio

Students must choose one of the following: Animation Emphasis, Print Media Emphasis or Web Emphasis and complete all course requirements.

Animation Emphasis (25 credits)

- CGD 220  Storytelling/Storyboarding
- CGD 223  3D Modeling I
- CGD 230  Digital Video & Audio
- CGD 324  3D Animation I
- CGD 325  3D Animation II
- CGD 327  Advanced 3D Seminar I
- CGD 427  Advanced 3D Seminar II
- ENG 225  Introduction to Film

Print Media Emphasis (24 credits)

- ART 315  Computer Art II
- ENG 317  Introduction to Advertising
- CGD 220  Storytelling & 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 credits)

- BUS 352  e-Business
- CGD 220  Storytelling/Storyboarding
- 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 INF 391, INF 392, INF 410 and INF 420 the 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.

Health Care Administration Core Course Requirements: (36-37 credits)

- 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
SOC 101 Introduction to Sociology
SOC 320 Public Policy and Social Services

a. One course from the following:
   BUS 201 Principles of Management
   HCA/SOC 340 Managing in Health and Human Services: An Interdisciplinary Approach

b. One course from the following:
   PSY 303 Abnormal Psychology
   PSY 317 Cognitive Functioning in the Elderly

c. One course from the following:
   PSY 301 Social Psychology
   PSY 311 Counseling Psychology
   PSY 320 Research Methods in the Social Sciences

Elective: HCA Long Term Care Internship (12 credits)

*(PHI 402, POL 201, PSY 101, SOC 101 may also be applied to General Education requirements.)

*The prerequisite for BUS 303 is SOC 340 or consent of instructor.

Management Core Course Requirements: (33 credits 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 & Markets
BUS 330 Principles of Marketing
ECO 100 Survey of Contemporary Economic Issues OR
ECO 203 Macroeconomics OR
ECO 204 Microeconomics
MAT 332 Intro Probability and Statistics
PHI 402 Business Ethics

Two upper-level electives (6 credits) in accounting, business, and/or information systems.

(ECO 100, ECO 203, ECO 204 and/or PHI 402 may also be applied to the general education requirements.)

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.

Professional Studies

A student who desires to earn an advanced professional degree is urged to check the admissions criteria of prospective schools to plan more effectively his/her undergraduate program at the University. In many cases the pre-professional student is not required to select a particular major, but is expected to compile an excellent academic record in a general liberal arts program that includes certain preparatory courses.

The University offers pre-professional programs in law, medical science, and physical therapy. These programs can be completed in conjunction with virtually any baccalaureate major at the University. Typically, however, pre-law students will choose a major in liberal arts, social sciences, or business administration, and pre-medical science students, a major in liberal arts with a
concentration in science or a bachelor of science degree in biology.

**Pre-Law Program**
The recommended undergraduate curriculum for pre-law students develops the intellectual competencies and areas of knowledge that provide a sound basis for the study of law.

**Recommended Pre-Law Core:**

- ACC 205  Principles of Accounting I
- BUS 311  Business Law I
- ECO 203  Principles of Macroeconomics
- ENG 315  Business and Professional Writing
- HIS 203  American History To 1865
- HIS 204  American History Since 1865
- HIS/POL 303  The American Constitution
- LIB 318I  Peacemaking: A Study of Conflict Resolution
- PHI 103  Informal Logic OR
- PHI 104  Fundamentals of Critical Reasoning
- PHI 107  Philosophy of Human Conduct
- POL 201  American National Government
- SOC 305  Crime and Society
- SPE 315  Business and Professional Speaking

**Recommended Pre-Law Electives:**

- BUS 312  Business Law II
- ECO 204  Principles of Microeconomics
- ECO 317  Money and Banking
- HIS 301  History of American Business
- HIS 307  Early Modern Britain
- HIS 308  Modern Britain
- MAT 332  Introduction to Probability and Statistics
- PHI 100  Human Person and Values
- PHI 302  Formal Logic
- PHI 402  Business Ethics
- PSY 101  Introduction to Psychology
- PSY 301  Social Psychology
- PSY 302  Industrial/Organizational Psychology
- REL 130  Quest for Judaic Christian Values
- SOC 101  Introduction to Sociology
- SOC 203  Social Problems
- SOC 308  Racial and Ethnic Groups
- SPE 301  Oral Interpretation

Pre-law students should use this curriculum as a guide to undergraduate study; individual courses should not be considered as prerequisites for admission to law school. The pre-law program at the University can be coordinated with a major in liberal arts, social science, business administration, or another baccalaureate major. The student’s Academic Advisor can assist with course planning.
Pre-Medical Science Program
An undergraduate curriculum for students interested in medicine or a related health-care profession (e.g. dentistry, veterinary medicine, etc.) provides the necessary background in natural and physical science, and mathematics that is required for graduate education in medical science. Students are encouraged to consult the admissions requirements of prospective medical schools when planning their undergraduate program. Requirements may vary somewhat among different schools and health-care professions. The curriculum can be followed as part of the baccalaureate liberal arts degree program with a concentration in science or a bachelor of science degree in biology. The student’s Academic Advisor can assist with course planning.

Pre-Medical Science Core Curriculum:
- BIO 103  Principles of General Biology I
- BIO 104  Principles of General Biology II
- BIO 201  Microbiology
- BIO 205  Human Anatomy & Physiology I
- BIO 206  Human Anatomy & Physiology II
- BIO 340  Cell Biology
- BIO 342  Genetics and Immunology
- CHE 101  General Chemistry I
- CHE 102  General Chemistry II
- CHE 301  Organic Chemistry I
- CHE 302  Organic Chemistry II
- MAT 201  Calculus I with Analytic Geometry
- MAT 202  Calculus II with Analytic Geometry
- PHY 201  College Physics I
- PHY 202  College Physics II

Pre-Physical Therapy Program
According to the American Physical Therapy Association, a master’s degree is increasingly coming to be viewed as the entry level credential needed by physical therapists. To prepare students for graduate study in this area, the University has a pre-physical therapy program that is based on the admissions requirements for master’s programs in physical therapy. Students should be aware that admission to such programs is highly competitive. (Students should also consult the specific admissions requirement of prospective graduate programs when planning their undergraduate program at Ashford University.)

Students preparing for graduate study in physical therapy will generally declare a liberal arts major with a science concentration or a bachelor of science degree in biology. They should also be sure to take the courses listed below in the Pre-Physical Therapy Core, many of which can be applied to general education and/or major requirements, and choose electives from the list of pre-physical therapy electives.

Pre-Physical Therapy Core:
- BIO 103  Principles of General Biology I
- BIO 104  Principles of General Biology II
- BIO 205  Human Anatomy & Physiology I
- BIO 206  Human Anatomy & Physiology II
- CHE 101  General Chemistry I
- CHE 102  General Chemistry II
- LIB 420  Applied Liberal Arts
- MAT 332  Introduction to Probability & Statistics
- PHY 201  College Physics I
- PHY 202  College Physics II
- PSY 101  Introduction to Psychology
Recommended Pre-Physical Therapy Electives:

- **BUS 201** Principles of Management
- **CHE 301** Organic Chemistry I
- **CHE 302** Organic Chemistry II
- **ENG 315** Business and Professional Writing
- **PED 103** First Aid and CPR OR
- **PED 104** Health and Wellness
- **PHI 402** Business Ethics
- **PSY 303** Abnormal Psychology OR
- **PSY 304** Lifespan Development
- **SOC 304** Social Gerontology

**Minors**

In order 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 credits)
- **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**
- **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 credits) OR MUS 125 Wind Ensemble (2 credits) OR
- Applied Music Lessons (2 credits).

**Recommended Electives:**
- **LIB 301** Liberal Arts Seminar
*Internship of 150 hours in institution of the student’s main interest.*
Business Administration Minor (21 credits)
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
Electives: Any three upper level (300+) business courses

Chemistry Minor (21-22 credits)
CHE 101  General Chemistry I
CHE 102  General Chemistry II
CHE 301  Organic Chemistry I
CHE 302  Organic Chemistry II
Choose ONE course from the following:
CHE 306  Environmental Chemistry
CHE 309  Special Topic
CHE 322  Chemistry Internship

Child Learning and Development Minor (24 credits)
PSY 104*  Child & Adolescent Development

Choose 12 credits from the following including one field-based course at Ashford University in addition to PSY 104:
ART 201, EDU 200*, EDU 203, EDU 215, EDU 250, EDU 270*, ERE 231, MAT 123, MUS 225, PED 205, PED 230, PHI 205
*Field based course
Choose 9 credits from the following:
EDU 300 or another 300 level course as approved by the faculty advisor and the Education Division chair,
EMS 325, ESE 229, SOC 312
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 credits)
ART 103  Two-Dimensional Design
ART 215  Computer Art I
CGD 217  Survey of Graphic Communications
CGD 240  Media Writing & Editing
CGD 253  Web Publishing
CGD 303  Publication Design
INF 231  Programming Concepts

Computer Science Minor (22-23 credits)
INF 231  Programming Concepts
INF 220  IS Principles
INF 331  IS Programming
INF 431  Advanced IS Programming
MAT 201  Calculus I
MAT 220  Discrete Mathematics
Choose one of the following: INF 255, MAT 202, MAT 206/306, INF 322
Additional degree requirement: A student may be required to demonstrate competency in programming if previous programming course work 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 credits)
- CRJ 201 Introduction to Criminal Justice
- CRJ 301 Juvenile Justice
- CRJ 303 Corrections
- PHI 107/307 Philosophy of Human Conduct
- PHI 310 Franciscanism Yesterday and Today

Concentration Electives (3 hours)
- CRJ 305 Crime Prevention
- CRJ 307 Victimology
- HIS/POL 303 The American Constitution
- LIB 318I 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 credits)
- 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 credits)
- 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 nine credits from the following:
- ANT 101, BIO 201, BIO 210 or 310, CHE 301, ENV/BIO 101, ENV/CHE 206, ENV 420,
- LIB 318I, LIB 320I, MAT 132, PHI 310, PHY 105 or any 100 level physical science course,
- XXX 309**, XXX 209/409**

* 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 (27-28 credits)
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

* Interdisciplinary Approach
POL 201 American National Government
SOC 320 Public Policy and Social Services

Psychology Requirement: (9-10 credits)
PSY 301 or PSY 311
PSY 303 or ESE 229 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 credits)
1. One Liberal Arts Seminar (LIB 301).
2. Two interdisciplinary (“I”) courses.
3. 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 (i.e. fine arts, humanities, science, and social science).

Management Information Systems (MIS) (21 credits)
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, INF 230, 322, CGD 253

Marketing Communication Minor (24 credits)
BUS 201 Introduction to Management
BUS 303 Human Resource Management
BUS 330 Principles of Marketing
BUS 339 Marketing Research
BUS 350 Consumer Behavior
BUS 352 e-Business
Choose 6 credits from the following:
ART 215, 315, CGD 303, 353, BUS 420, BUS 422 OR LIB 498 & LIB 499
*Only seniors in business who plan to conduct appropriate research in marketing should sign up for BUS 422. Non-business
majors who wish to do a research project in marketing should sign up for LIB 498 and LIB 499.

Mathematics Minor (23-24 credits)
MAT 201: Calculus I with Analytic Geometry
MAT 202: Calculus II with Analytic Geometry
MAT 206 or 306 Linear Algebra
Choose 6 credits from the following:
MAT 203 or 204, MAT 211 or 220 or 300 or 302 or 304.
Choose 6 credits from the following collateral electives:
ACC 311 or BUS 307, INF 130 or INF 230 or INF/MAT 232 or INF 322 or INF 330.
Students may not take both MAT 206 and MAT 306 for credit toward the minor.

Music Minor (24 credits)
MUS 101 Masterpieces of Music
MUS 105 Music Theory I
MUS 106 Music Theory II
MUS 07 Ear Training/Sight Singing I
MUS 08 Ear Training/Sight Singing II
MUS 250 Conducting I
Ensemble 4 semesters
Applied Music 4 semesters

Choose 3 credits from the following:
MUS 255/355, MUS 257, MUS 350, MUS 351, LIB 327I

Psychology Minor (19-20 credits)
PSY 101 Introduction to Psychology
PSY 497 Psychology Capstone

Choose 3 credits pertaining to human development:
PSY 104 or PSY 304

Choose 3 credits pertaining to social behavior:
BUS 350 or PSY 301

Choose 3 credits pertaining to exceptionality:
PSY 303, ESE 229, PSY 317

Choose 3 credits pertaining to applied psychology:
BUS 303, EDU 215, PSY 302, PSY 311

Choose 3-4 credits pertaining to research:
PSY 320, PSY 321, PSY 322

Sports and Recreation Management Minor (21 credits)
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 credits)
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 credits from the following:
ART 204, 205, 211/311, 215/315, 220, 225, 307, 320, 325, CGD 217, 303
Courses of Instruction
Clinton Campus

Please note: Course descriptions which 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”, spring offerings. A denotes that the course is taught online.

Special Courses

EXP 103   The Freshman Experience     3 semester credits
This course is designed to assist freshman students in their personal adjustment to University life, with special emphasis on the traditions and Franciscan values of the University. This course addresses topics such as health and wellness, interpersonal skills and communication, student empowerment, learning styles and strategies, time management, and goal setting. Academic skills such as listening to lectures and taking effective notes, reading University textbooks, and taking examinations are addressed in lectures and workshops. Students are also introduced to the student life services and academic facilities available to them at the University. F

SVC 205   Leadership Practicum                                2 semester credits
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

SVC 305   Leadership Practicum           2 semester credits
Leadership ORN 305 is a two-part practicum which 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 ORN 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

209   Special Topics       1-3 semester credits
A course built around a topic not covered by existing course offerings. The nature of the course will be determined in advance by the faculty member and student. Normally restricted to sophomores or higher. May be repeated to a maximum of six semester hours if the subject matter is not duplicated. Prerequisite: Written permission of the instructor.

409   Special Topics       1-3 semester credits
Course description is the same as for 209. If the course is taken as 409, upper-division course guidelines will be followed. Prerequisites: Written permission of the instructor and the Vice President of Academic Affairs.

509   Special Topics       1-3 semester credits
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).
Accounting

ACC 205  Principles of Accounting I  3 semester credits
Introduction to the principles and procedures of general financial accounting with an emphasis on reporting to individuals outside the organization. Development of accounting reports on an accrual basis. Prerequisite: Sophomore standing or permission of the instructor. F

ACC 206  Principles of Accounting II  3 semester credit
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 305  Intermediate Accounting I  3 semester credits
Covers the corporate balance sheet and its related problems. Balance sheet items examined in detail explaining the theory behind various methods of application to accounts: cash, temporary investments, receivables, inventories, plant and intangible assets, and long-term investments. Prerequisite: ACC 206. F

ACC 306  Intermediate Accounting II  3 semester credits
A continuation of ACC 305. Covers the rest of the balance sheet: current liabilities, long term liabilities, leases, pensions, 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 semester credits
Covers traditional “cost” concepts: factory overhead, cost accumulation, job order cost system, process cost system, joint product and byproduct costing, standard costs and variances. Prerequisite: ACC 206. F

ACC 311  Cost Accounting II  3 semester credits
A continuation of ACC 310. Covers traditional “managerial” concepts: costs-volume-profit planning, direct costing, responsibility accounting, performance measurement, gross profit analysis, transfer pricing, decision theory, and human resource accounting. Prerequisites: ACC 310, MAT 132. S

ACC 380  Accounting For Not-For-Profit Organizations  3 semester credits
Examines the differences in accounting between not-for-profit and for-profit organizations. Accounting for funds including general funds, special revenue funds, capital projects funds, debts service funds, special assessment funds, internal service funds, enterprise funds, fiduciary funds, the general fixed asset group of accounts, and the general long term debt group of accounts. Prerequisite: ACC 206. F

ACC 381  Health Care Accounting Lab  1 semester credit
This one credit lab will introduce students to fund accounting activities unique to the health care industry with particular emphasis on the reimbursement system. Co-requisite/prerequisite: ACC 380. A Health Care Management major must have completed ACC 206. F or S

ACC 401  Federal Income Taxes I  3 semester credits
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 semester credits
This course will examine 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 semester credits
An opportunity to apply knowledge of the tax code by assisting poor and elderly area residents file their state and federal tax returns. Student receives two weeks of intensive instruction from the IRS and understudies an experienced tax preparer before assisting clients directly. Prerequisite: ACC 401: Federal Income Taxes I and permission of Department Head. Course will be graded Pass/Fail. (Not offered every year.) S

ACC 407    Advanced Accounting              3 semester credits
Primarily a course dealing with combined business entities. Topics include: mergers, acquisitions and combinations, consolidated financial statements, intercompany profit, changes in equity, international operations and partnerships. Prerequisite: ACC 306. S

ACC 410    Auditing                        3 semester credits
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 semester credits
A continuation of ACC 410. The course will survey additional auditing concepts including assurance services, audit reporting and internal, operational and governmental auditing. Prerequisite: ACC 410. (Alternate years)

ACC 420    Internship                     3-12 semester credits
Student applies classroom knowledge to a project or program in an established workplace. The faculty advisor must approve specific objectives before the internship begins. The work must be non-routine and managerial type. The student must devote 150 clock hours for every three-semester hours of credit. Enrollment is limited to availability of placement and to the 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    Cultural Anthropology            3 semester credits
Students explore culture in its role of guiding human behavior and providing social order, structure and stability for individuals and groups of people. Culture is presented as a system of adaptation involving beliefs, behavior, language, customs, socio/political strategies, traditions and technology, evolving over time. F or S

Art

ART 101    Art Appreciation                3 semester credits
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 semester credits
Theory and practice in the basic principles of two-dimensional design, in addition to the production of 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
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<tr>
<th>Course Code</th>
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<tr>
<td>ART 105</td>
<td>Drawing I</td>
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<td>ART 200</td>
<td>Art Appreciation II: Modern Art</td>
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<td>ART 201</td>
<td>Art Skills for the Classroom Educator</td>
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<td>ART 204</td>
<td>Three-Dimensional Design/Sculpture</td>
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<td>ART 205</td>
<td>Drawing II</td>
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<td>ART 207</td>
<td>Painting I</td>
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<td>ART 211</td>
<td>Ceramics I</td>
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<td>ART 215</td>
<td>Computer Art I</td>
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<td>ART 220</td>
<td>Printmaking I</td>
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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. Spring.

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. Spring.

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 8 clock hours observing elementary art classrooms. Prerequisites: EDU 200, PSY 104 or PSY 201. (Not offered every year) Spring.

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. Prerequisites: ART 101, 103, 105 or permission of the instructor. (Not offered every year.)

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. Spring.

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. Spring.

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.) Fall.

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. Fall.

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.) Fall.
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<tr>
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<tr>
<td>ART 225</td>
<td>Photography I</td>
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<td>ART 300</td>
<td>Art Appreciation II: Modern</td>
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<td>European and American art of</td>
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<td>the late 19th through</td>
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<td>20th centuries. The course</td>
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<td>will examine the social,</td>
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<td>cultural and political</td>
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<td></td>
<td>developments of the period in</td>
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<td></td>
<td>relation to movements in art</td>
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<td></td>
<td>including impressionism,</td>
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<tr>
<td></td>
<td>Cubism, Fauvism, Surrealism,</td>
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<td></td>
<td>Regionalism, Abstract</td>
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<td></td>
<td>Expressionism, Pop Art,</td>
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<tr>
<td></td>
<td>Feminist and African-American</td>
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<td></td>
<td>art. Students taking the course</td>
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<td>for 300 level credit will be</td>
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<td></td>
<td>asked to write a substantial</td>
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<td></td>
<td>research paper. Prerequisite:</td>
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<td></td>
<td>ENG 102 or permission of the</td>
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<td></td>
<td>instructor. S</td>
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<tr>
<td>ART 307</td>
<td>Painting II</td>
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<td></td>
<td>Course continues development</td>
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<td></td>
<td>of skills learned in Painting</td>
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<td></td>
<td>I, with more emphasis placed</td>
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<td>on personal interests in terms</td>
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<td></td>
<td>of subject matter and more</td>
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<td>advance painting techniques,</td>
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<td>with students pursuing either</td>
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<td>representational or abstract</td>
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<td></td>
<td>painting styles. Individual</td>
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<td></td>
<td>instruction and critiques.</td>
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<td></td>
<td>Prerequisite: ART 101, ART</td>
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<td>207 or permission of the</td>
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<td>instructor. S</td>
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<tr>
<td>ART 309</td>
<td>Special Topics</td>
<td>1-3</td>
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<td></td>
<td>The course allows students</td>
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<td></td>
<td>to work on an independent</td>
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<td></td>
<td>basis in their chosen media</td>
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<td></td>
<td>to explore personal ideas and</td>
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<td></td>
<td>philosophy. The student will</td>
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<td></td>
<td>meet weekly by arrangement of</td>
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<td></td>
<td>the instructor to critique and</td>
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<td></td>
<td>discuss the criteria for the</td>
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<td></td>
<td>chosen project. This course</td>
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<td></td>
<td>may be repeated for credit.</td>
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<td></td>
<td>Prerequisite: Junior or senior</td>
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<td>level standing or permission</td>
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<td>of the instructor. (Offered at</td>
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<td>the discretion of the</td>
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<td>department.)</td>
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<tr>
<td>ART 311</td>
<td>Ceramics II</td>
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<tr>
<td></td>
<td>A continuation of Ceramics I</td>
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<td></td>
<td>that includes advanced theory</td>
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<td></td>
<td>and techniques, emphasis on</td>
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<td></td>
<td>developing the traditional</td>
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<td></td>
<td>skills of throwing on the</td>
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<td></td>
<td>potter’s wheel, plus learning</td>
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<td></td>
<td>more about the complexities of</td>
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<tr>
<td></td>
<td>glazing and firing. Prerequisite</td>
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<tr>
<td></td>
<td>ART 211. (Not offered every</td>
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<td></td>
<td>year.) F</td>
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<tr>
<td>ART 315</td>
<td>Computer Art II</td>
<td>3</td>
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<td></td>
<td>The course description is the</td>
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<td></td>
<td>same as ART 215 with this</td>
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<td></td>
<td>addition: A student registering</td>
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<td>for ART 315 is required to</td>
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<td></td>
<td>complete an approved independent</td>
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<td>project in addition to class</td>
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<td></td>
<td>assignments and scheduled</td>
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<td></td>
<td>class meetings. Prerequisites:</td>
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<td></td>
<td>ART 215, sophomore standing,</td>
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<td></td>
<td>or permission of the instructor.</td>
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<td>F or S</td>
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<tr>
<td>ART 320</td>
<td>Printmaking II</td>
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<td></td>
<td>This course continues the</td>
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<td></td>
<td>development of processes</td>
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<td></td>
<td>learned in Printmaking I, with</td>
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<td></td>
<td>more emphasis on personal</td>
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<td></td>
<td>subject matter created in the</td>
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<td></td>
<td>media of relief and intaglio</td>
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<td>printmaking. The course will</td>
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<td>also incorporate the techniques</td>
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<td>of monotypes, silkscreen and</td>
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<td>experimental printmaking</td>
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<td>techniques. Prerequisite: ART</td>
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<td></td>
<td>220 or permission of the</td>
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<td></td>
<td>instructor. (Not offered every</td>
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<td>year.) F</td>
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<tr>
<td>ART 325</td>
<td>Photography II</td>
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<td>This course continues the</td>
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<td></td>
<td>development of processes</td>
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<td>learned in Photography I, with</td>
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<td>more emphasis on personal</td>
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<td>subject matter created in the</td>
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<td>media of black-and-white</td>
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<td>photography. The course will</td>
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<td></td>
<td>also incorporate non-traditional</td>
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<td>approaches and experimental</td>
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<td>photography techniques including</td>
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<td></td>
<td>multiple exposures, solarization</td>
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<td>texture screens, colored filters</td>
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<td></td>
<td>and spot coloring. Prerequisite:</td>
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<td>ART 225 or permission of the</td>
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<td></td>
<td>instructor. (Not offered every</td>
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<td></td>
<td>year.) F or S</td>
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<td>ART 350</td>
<td>Advanced Art Seminar</td>
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<td>This course provides the</td>
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<td>necessary requirements for Visual</td>
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<td>Art and Computer Graphic Design</td>
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<td>majors to apply for jobs and</td>
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<td>graduate programs in their</td>
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<td>chosen field. The students are</td>
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<td>required to complete a</td>
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<td>professional electronic</td>
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<td>portfolio, resume, cover</td>
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<td>letter, artist’s statement and</td>
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<td>press release in their area of</td>
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<td></td>
<td>study. Prerequisite: Junior/Senior</td>
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<td>standing. (Offered every other</td>
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ART 498  Senior Thesis/Project I  2 semester credits
Under the direction of a member of the art department faculty, the student will write a research paper and mount an art exhibition. Students are required to produce a thesis statement, annotated bibliography and completed outline of the thesis. Approval of the topic must be secured in advance by an art faculty member serving as the thesis/project director. Students are also required to defend their thesis and 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 semester credits
This course is a continuation of ART 498. During the semester students will complete the senior thesis and art exhibition following the guidelines specified by the Art Department. The completed thesis and exhibit will be defended orally before and evaluated by the senior thesis committee. A minimum grade of “C-“ is required to meet degree requirements. Prerequisite: Successful completion of ART 498 with a C- or better. SF/S

Biology

BIO 100  Life Science  4 semester credits
This is an introductory course in science which introduces students to the physical basis of life, science as a human endeavor, as a way of knowing-its process (method), history, triumphs, and limitations-the application of science in the understanding of the human mind, and 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 and the Environment  4 semester credits
This course focuses on humans and their relationship with planet earth. Lecture topics include evolutionary and ecological theories, the ecological, political and social ramifications of human population growth, planetary pollution problems and effects of current technological trends on the environment. During the laboratory section, specific scientific problems are investigated and analyzed using both biological and chemical assays. (Cross listed under ENV 0.) F

BIO 103  Principles of General Biology  4 semester credits
A study of the principles of modern biology beginning with molecules and continuing with fundamental concepts in the cellular basis of life and heredity. Recommended for science, medical, and health related majors. Course includes weekly lecture and laboratory. F

BIO 104  Principles of General Biology  4 semester credits
A continuation and application of biological principles established in BIO 103. Diversity and evolution and structure and function of both animals and plants are studied in depth. Successful completion of prerequisite BIO 103. Course includes weekly lecture and laboratory. S

BIO 201  Microbiology  4 semester credits
A study of micro-organisms including their classification, culturing, structure, relationship to disease, control and practical applications. Course includes weekly lecture and laboratory. Successful completion of prerequisite BIO 104. F

BIO 204  Biology: Special Problems (Mu Sigma Eta)  1 semester credit
An opportunity for the student who has demonstrated superior ability to study a biological problem, thus learning to use the tools of research and scientific literature. Admission by invitation only. F or S
BIO 205  Human Anatomy and Physiology I  4 semester credits
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; 4) Kinesiology. Course includes weekly lecture and laboratory. Successful completion of prerequisites BIO 104 and CHE 102. F

BIO 206  Human Anatomy and Physiology II  4 semester credits
This 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; 4) Reproduction, endocrinology, and pregnancy. Course includes weekly lecture and laboratory. Successful completion of prerequisite BIO 205 or permission of the instructor. S

BIO 210  Field Techniques Laboratory  4 semester credits
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. There is a course fee associated with this 18-day course to cover tuition, transportation, room, and board. This course is offered Pass/Fail. Successful completion of prerequisites BIO 100 or BIO 103 lab course or with permission of the instructor. S

BIO 222  Science Division Internship  1/2–1 semester credits
A student can earn one-half to one semester hour of credit per semester up to a maximum of 6 semester 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: Consent of faculty. (This course does not apply towards Biology Electives required for a Bachelor of Science in Biology.) F/S

BIO 225  Medical Biology for Health Care  4 semester credits
A study of medical terminology and an introduction to human anatomy and physiology. Medical terminology and concepts will be examined in context of the human body. This course will be made pertinent through discussions of health and its subsequent impact on the human population. Successful completion of prerequisites BIO 100 or BIO 103. Course includes weekly lecture and laboratory. (Offered every other year.) F

BIO 300  Environmental Biology  3 semester credits
A study of biodiversity. The origin and evolutionary history of biodiversity including the geological forces that shaped its course will be discussed. This course will be made pertinent through discussions of the impact of human activity on biodiversity and subsequent impact on the human population. Successful completion of prerequisites BIO/ENV 101 & BIO 100 or BIO 103 & 104, or permission of the instructor. Cross listed under ENV 300. (Offered every other year.) S

BIO 301  Science Seminar  3 semester credits
Students examine a topic from within sciences. Students 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 instructor. Cross listed under LIB 301. (Offered every other year.) S

BIO 310  Field Techniques Laboratory  4 semester credits
Course content same as BIO 210. To earn upper-division credit, the student must also design, develop, and complete a research project during the 18-day course. The research project has to be designed and approved by the instructor prior to leaving the University. Participation of BIO 210 students in the research project is strongly encouraged. There is a course fee associated with this 18-day course to cover tuition, transportation, room, and board. This is a graded course. Prerequisites: BIO 210.
BIO 340   Cell Biology  
4 semester credits
The cell is the basic unit of life. This is a general course dealing with the basic molecular structure and function of all cellular organelles of eukaryotic cells. Successful completion of prerequisites: BIO 104 and CHE 102. Course includes weekly lecture and laboratory. (Offered every other year.) F

BIO 342   Genetics and Immunology  
4 semester credits
This introductory course deals with both classical Mendelian genetics and inheritance patterns, as well as the molecular nature of gene structure, 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. Successful completion of prerequisites BIO 104 and CHE 102. (Offered every other year.) S

BIO 498   Senior Thesis/Project I  
2 semester credits
Students demonstrate their mastery of the methodology of science by producing a thesis statement and bibliography, writing a proposal to include the design of an appropriate project/experiment, and starting the approved project, if warranted by the design. Approval of topic must be secured in advance from the faculty member serving as thesis director and 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. Successful completion of prerequisites completed writing competency, MAT 132 and senior standing. F/S

BIO 499   Senior Thesis/Project II  
2 semester credits
A continuation of the senior thesis project started in BIO 498. Students demonstrate their mastery of the methodology of science by completion of 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 semester credits
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 303   Human Resource Management  
3 semester credits
An introduction to the field of human resource management. Topics to be discussed include: communication, motivation, and management of personnel. There will be a review of current standards and practices as well as the legal environment as it pertains to the field. Prerequisite: BUS 201. S

BUS 307   Operations Management and Quantitative Techniques  
3 semester credits
A survey of relevant quantitative techniques commonly used in accounting, business and information systems. Topics will vary but typically elementary probability theory and applications, decision theory, and linear programming are included. Prerequisite: MAT 132. S

BUS 309   Special Topics in Business  
3 semester credits
A course that will focus 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 semester credits
Introduction to the legal environment of business in the United States. Examination of the Constitution, administrative law, contracts, agency and the protection of competition, consumers, employees, investors, the environment and international trade. F
BUS 312  Business Law II  3 semester credits
Continuation of Business Law I. In-depth study of specific laws and practices as related to contracts, the Uniform Commercial Code, commercial paper, secured transactions, real and personal property, estates and bankruptcy. Prerequisite: BUS 311. S

BUS 316  Financial Institutions and Markets  3 semester credits
A study of money and capital markets concentrating on interest rate determination, the major public and private financial institutions in the U.S. economy, and the major types of financial instruments including bonds, equities and derivative instruments. Prerequisites: ECO 100 or ECO 203. Cross listed as ECO 316. (Alternate years.) F

BUS 317  Introduction to Advertising  3 semester credits
This course is designed to introduce students to the field of advertising as a promotional force with emphasis on institutions, planning, strategic practices and tactical decisions made by advertising executives. It will also explore the various career opportunities including account executive, media buying, copywriting, production and research. Prerequisite: BUS 330

BUS 318  Organizational Behavior  3 semester credits
This course is designed to develop the student’s skills in the understanding of factors that affect how individuals and groups act and interact with each other 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 semester credits
The methods used by producers of goods and services to determine and satisfy the wants of society. An examination of external and internal environments that impact marketing decisions, the basic elements of a marketing program and issues in ethics and social responsibility. F

BUS 339  Marketing Research  3 semester credits
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

BUS 340  Business Communications  3 semester credits
Every aspect of contemporary business communications--from determining what information to communicate to processing information and sharing it--depends on technology. Students will learn to compose, format, and manage business letters, memos, reports, email, and resumes. Students will use software to access information and to evaluate the quality of the information they receive. Students will create electronic presentations to communicate information. Prerequisites: Eng 101, 102.

BUS 345  Business and the Environment  3 semester credits
An environmental economics approach is used to illustrate the impact 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. (Alternate years) S

BUS 350  Consumer Behavior  3 semester credits
This course illustrates the psychological, socio-cultural, and decision-making aspects of consumer behavior. Students study behavioral concepts, motivation, and the role of consumer behavior in our society. Prerequisite: BUS 330. (Alternate years) F

BUS 352  e-Business  3 semester credits
An introduction to the fundamental concepts used in e-business and e-commerce. This course identifies and describes the wide range of applications in business. It explains what the Internet is and how it can be used for business applications in a competitive environment. Through Internet labs, this course will compare various web strategies of current businesses. Students need to be proficient in using the Internet to find information. Prerequisite: Computer and writing competency. F
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 401</td>
<td>Principles of Finance</td>
<td>3</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, MAT 132. F</td>
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<tr>
<td>BUS 402</td>
<td>Strategic Management and Business Policy</td>
<td>3</td>
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<td>A case-based course that discusses the set of managerial decisions and actions that determines the long-run performance of a company. It includes environmental scanning, strategy formulation, strategy implementation and evaluation and control. Prerequisites: BUS 201, BUS 330, BUS 401 and senior standing. S</td>
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<tr>
<td>BUS 403</td>
<td>International Business</td>
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<td>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</td>
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<tr>
<td>BUS 405</td>
<td>Principles of Investments</td>
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<td>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</td>
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<td>BUS 420</td>
<td>Internship</td>
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<td>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. There is a minimum requirement of 150 hours devoted to the laboratory, and this 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</td>
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<tr>
<td>BUS 422</td>
<td>Senior Thesis/Project</td>
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<td>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</td>
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**Chemistry**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHE 101</td>
<td>General Chemistry</td>
<td>4</td>
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<tr>
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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: High school chemistry or permission of the instructor. F</td>
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<tr>
<td>CHE 102</td>
<td>General Chemistry</td>
<td>4</td>
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<td>A continuation of General Chemistry 101. Topics include kinetics, equilibrium, thermodynamics, electrochemistry, nuclear chemistry and survey of nonmetals, metals, organic and biochemistry. Three lectures and one three-hour laboratory weekly. Prerequisite: CHE 101 or equivalent. S</td>
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<tr>
<td>CHE 203</td>
<td>Laboratory Demonstrations and Safety</td>
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<td>Students will discuss and learn different demonstrations that can be used in-class to enhance different topics in chemistry. In addition, students will cover laboratory topics from the instructor’s point of view, including safety, setup, and writing of labs and disposal of chemicals. Safety will be stressed, with emphasis on handling, storage and disposal of chemicals. Labs for different topics in chemistry will be explored. Prerequisite: CHE 102. F</td>
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<td>Course Code</td>
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<tr>
<td>CHE 204</td>
<td>Chemical Problems (Mu Sigma Eta)</td>
<td>1 semester credit</td>
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<td>Undergraduate seminar to study selected chemical problems and undertake research and literature searches in the area. Admission by invitation only. F or S</td>
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<tr>
<td>CHE 205</td>
<td>Organic/ Biochemistry</td>
<td>4 semester credits</td>
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<td>Part I of this course will cover the fundamental aspects of organic chemistry including the structure and properties of the more important classes of organic compounds. Part II is concerned with the composition of biological materials—carbohydrates, fats, proteins, nucleic acids. Part III deals with the nature of selected biochemical processes which enable living organisms to grow and reproduce. Prerequisites: CHE 101 or CHE 206. (Offered at the discretion of the department.)</td>
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<tr>
<td>CHE 206</td>
<td>Environmental Chemistry</td>
<td>4 semester credits</td>
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<td>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 under ENV 206. F or S</td>
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<tr>
<td>CHE 222</td>
<td>Science Division Internship</td>
<td>1/2–1 semester credit</td>
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<td>A student can earn one-half semester hour of credit per semester up to a maximum of 4 semester 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: Consent of faculty. F/S</td>
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<tr>
<td>CHE 301</td>
<td>Organic Chemistry I</td>
<td>5 semester credits</td>
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<td>A study of aliphatic and aromatic hydrocarbons and the functional derivation of these organic compounds with emphasis on reaction mechanisms, stereochemistry, and modern concepts of orbital and transition state theory. Laboratory includes instruction in physical methods of analysis and synthesis or organic compounds. The student must also design, develop and complete a research project during the semester. Three lectures and four hour laboratory weekly. Prerequisite: CHE 102 or equivalent. F</td>
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<tr>
<td>CHE 302</td>
<td>Organic Chemistry II</td>
<td>5 semester credits</td>
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<td>Course content is a continuation of CHE 301. The student must also design, develop and complete a research project during the semester. Three lectures and four hours laboratory weekly. Prerequisite: CHE 301. S</td>
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<tr>
<td>CHE 306</td>
<td>Environmental Chemistry</td>
<td>4 semester credits</td>
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<td>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. Students enrolled at the 300 level will be required to complete an approved independent research project. Prerequisite: ENG 102. Cross listed as ENV 306. F or S</td>
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<tr>
<td>CHE 322</td>
<td>Internship</td>
<td>3 semester credits</td>
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<td>The student must devote one hundred fifty (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. Prerequisite: CHE 102, Junior status, approval by a supervising faculty member and a cumulative grade point average of 3.00 are required. F/S</td>
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**Computer Graphic Design**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>CGD 217</td>
<td>Survey of Graphic Communications</td>
<td>3 semester credits</td>
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<td>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.</td>
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CGD 220   Storytelling & Storyboarding 3 semester credits
Students will learn to create both linear and non-linear stories moving from “word” to “image”; consequently, engaging in valuable pre-production concepts. Prerequisite: ART 105.

CGD 221   2-D Computer Animation 3 semester credits
This is an introductory course into the world of 2-D computer animation using the latest in 2-D computer animation software for the web. Students gain a broad knowledge of basic primitive animation, squash and stretch, walk cycles, lip synch, composition, color theory, storyboarding, timing, and character design and development. Prerequisite: none.

CGD 223   3-D Modeling I 3 semester credits
This course introduces students to the basic principles of building three-dimensional objects, environments, and characters with the high-end 3-D animation software, Alias’ Maya. Students will learn basic concepts such as modeling techniques with NURBS, polygons, and subdivisions, lighting, texturing, rendering, and composition. The class is largely based on tutorials, in class demonstrations, group critiques, and larger project assignments. Prerequisite: none.

CGD 240   Media Writing & Editing 3 semester credits
An introduction to the process of writing for varied media. Emphasis is on gathering information, writing styles, editing, and organization of written communication. Practical experience includes writing for campus media. Prerequisite: writing competency.

CGD 253   Web Publishing 3 semester credits
An introduction to the Internet as a medium for publishing. Included is an introduction to HTML and opportunities to work with current web publishing software. This course will cover navigational organization, selection and linking of animations, illustrations, photos and sound to web pages. Prerequisite: computer competency.

CGD 303   Publication Design 3 semester credits
In this course, students are introduced to graphic design with an emphasis on theory and practice in designing visually effective communication media. Emphasis is placed on understanding principles of visual literacy and design to communicate ideas in publications such as newspapers, brochures, newsletters, and magazines. 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 318   Public Relations Practices & Promotional Writing 3 semester credits
An introduction to current procedures and duties of public relations personnel will be studied. Students will write news releases, brochures, speeches, reports, memos, scripts, and ad copy using workshop format. Prerequisite: writing competency.

CGD 323   3-D Modeling II 3 semester credits
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 semester credits
This course will familiarize students with the basics principles and theory of primitive animation using Alias Maya. Students will be exposed to a greater level of function using Maya’s animation tools and functions including such things as key framing, blend-shapes, motion paths, deformers, and set-driven key. Much of the class revolves around tutorials, in class demonstrations, group critiques, and larger project assignments. Prerequisite: CGD 223.
CGD 325   3-D Animation II  
This course will familiarize you with the basics principles and theory of character animation using Alias Maya. Students will be exposed 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  
Students will learn the basics of 3-D dynamics in Alias Maya. Rudiments of fundamental principles of dynamics in 3D 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 3D Seminar I  
This course will focus on honing students' individualistic skills in 3D computer graphics. Each student will choose a concentration in 3D computer graphics (i.e. modeling, animation, special effects…) and produce a 3D computer graphic film. Course work will include script writing, storyboarding, group discussions and critiques, and full production of their own 3D film to be screened at the end of the semester. Prerequisites: CGD 220, CGD 223, CGD 324, CGD 325. F

CGD 330   Digital Still Imaging  
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 instructor.

CGD 331   Digital Video & Audio  
A course in the creation of digital imagery and sound for multimedia productions, including capturing digital still camera images, digital videos, 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. Prerequisite: computer competency, CGD 220.

CGD 332   Multimedia Authoring  
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  
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. Prerequisite: CGD 303 & 330.

CGD 353   Dynamic Publishing  
This course introduces students to the basic concepts of dynamic media, interactive websites, videogames, 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. Prerequisite: Computer Competency, CGD 221 Recommended.

CGD 392   IS Internship  
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. There is a minimum of 150 hours 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 3D Seminar II            3 semester credits
This is the second of a two-part class where students focus on specific areas of interest in 3D 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 Adv. 3-D Seminar I.

Criminal Justice

CRJ 201    Introduction to Criminal Justice            3 semester credits
An analysis of the criminal justice system focusing on the police, courts, and corrections. F

CRJ 301    Juvenile Justice            3 semester credits
This course describes prevalent patterns of juvenile delinquency, relates these patterns to theories of child and adolescent development, and examines various theories pertaining to the causes of criminal behavior among juveniles. In addition, 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 semester credits
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 semester credits
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 307    Victimology            3 semester credits
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 semester credits
Students apply the skills and knowledge learned from the criminal justice curriculum in a work environment. Performance of one hundred fifty (150) hours of normally non-remunerative work in a criminal justice setting under faculty supervision. 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 semester credits
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
DRA 102  Introduction to Acting & Directing  2 semester credits
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 semester credits
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 semester credits
Introduction to national income determination and the equilibrium level of output and employment. Monetary and fiscal policies as well as open economy issues are discussed. Prerequisite: Critical Thinking Competency and Computer Competency recommended. F

ECO 204  Principles of Microeconomics  3 semester credits
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 and Markets  3 semester credits
A study of money and capital markets concentrating on interest rate determination, the major public and private financial institutions in the U.S. economy, and the major types of financial instruments including bonds, equities and derivative instruments. Prerequisites: ECO 100 or ECO 203. Cross listed as BUS 316. (Alternate years.) F

ECO 317  Money and Banking  3 semester credits
The nature and function of the commercial banking system, the federal reserve system, and the role of money and monetary policy in the national economy. Prerequisites: ECO 100 or ECO 203. (Alternate years.) F

Education

EDU Prefix – core courses required for Elementary and/or Secondary Education. ESE 231 and 239 are also core courses.

EDU 200  Introduction to Education (Preschool, Elementary and Secondary) and Field Experience I  1 semester credit
During the one-hour seminar held each week, students are introduced to basic concepts of curriculum, teaching methodology, and cooperative learning. Within the weekly field experience component (25 hours per semester), students participate in classrooms of local schools under the direction of experienced teachers. Placements for field experiences are made in preschools, elementary classrooms, or secondary classrooms, depending on the University student’s area of focus. Prerequisites: 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 and Adolescent Literature  3 semester credits
Students learn to select and use children’s books and other media relating to the physical, cognitive, emotional and social development of preschool, elementary, and middle-school students. The course highlights popular authors. Prerequisites: PSY 104 and sophomore standing. S
EDU 215  Educational Psychology  3 semester credits
Students explore major psychological and sociological factors in the teaching-learning situation: principles of learning; testing and measurement; learning techniques; methods and media of instruction; classroom management, classroom/educator influences upon achievement; and criteria for evaluation. Prerequisites: PSY 101 and 104 or permission of the instructor. F or S

EDU 250  Foundations of American Education  2 semester credits
The philosophical, historical, and social foundations of American education are studied and basic concepts of curriculum are introduced. Students explore the ethical aspects of schooling, legislation, and public policy that affect all children and families with and without disabilities, and the legal aspects of education in the 20th century. Current trends and issues of the profession that may help reform and improve practice in schools are identified. Prerequisites: EDU 200 or EEC 206, ENG 102, or permission of the instructor. F/S

EDU 270  Principles of Education (Preschool, Elementary and Secondary) and Field Experience II  2 semester credits
During the seminar sessions held twice each week, students study curriculum, lesson planning, classroom guidance and discipline, active non-violence, 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. Prerequisite: Successful completion of PSY 104 and EDU 200 (grade of “C-” or above), 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 course instructor(s) and advisor(s). F/S

EDU 300  Internship in Education  1-8 semester credits
Students take part in regularly scheduled weekly activities in area schools under the direction of a cooperating teacher. An Education professor who coordinates the school experience conducts University classroom activities. University students meet weekly with the University professor to plan activities and 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. Prerequisite: Prior consent of Academic Advisor and division chair before registration in the course.

EDU 301  Language Arts in the Elementary Schools  3 semester credits
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. Prerequisite: Admission in to the Practitioner Preparation Program and concurrent enrollment in EDU 303 and 305. F

EDU 303  Introduction to Reading Curriculum and Methods  3 semester credits
Students analyze reading curriculum, materials, and methods to become aware of modern instructional procedures for grades K-6. Prerequisite: Admission to the Practitioner Preparation Program and concurrent enrollment in EDU 301 and 305. F

EDU 305  Clinical Experience: Language Arts/Reading Methods  1 semester credit
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 6 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 semester credits
Focus on student demonstration of competency in using technology to enhance instruction at the elementary and secondary levels. Course assignments and projects require the use of productivity tools, presentation tools, digital cameras, Internet websites, and SmartBoard technologies. Among other topics are evaluation of web sites, CD-ROMs and copyright legalities in Education. Prerequisite: Admission to the Practitioner Preparation Program. F/S
EDU 311  Social Studies Curriculum and Methods  2 semester credits
Students explore the development of basic concepts and curricula of social studies in the elementary schools and examine inquiry and problem solving as well as the thematic method of teaching of 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, 315, and 317. S

EDU 313  Elementary Curriculum and Methods of Science  2 semester credits
Students actively engage in the selection, organization and use of curricular resources and audiovisual materials, lesson and unit planning, and the discovery method. Prerequisites: Admission to the Practitioner Preparation Program and concurrent enrollment in EDU 311, 315, and 317. S

EDU 315  Curriculum and Methods of Teaching Mathematics in the Elementary Schools  2 semester credits
The course examines the goals, content, materials and teaching strategies for planning and implementing a mathematics program for K-6. Prerequisites: MAT 123 or equivalent; admission into the Practitioner Preparation Program and concurrent enrollment in EDU 311, 313, and 317. S

EDU 317  Clinical Experience: Social Studies/Science/Math Methods  1 semester credit
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  2 semester credits
Prospective secondary school teachers study current general methods of teaching at the secondary level. The course must be taken at the University. Prerequisite: Admission to the Practitioner Preparation Program. F and/or S

EDU 331  Practicum–Secondary Education  2 semester credits
Prospective secondary school teachers work directly in classrooms of local schools (grades 7-12). Under the direction of experienced teachers, 56 hours are spent in instructional activities in the endorsement area(s). Students will present approximately 6 lessons as instructed by the classroom teacher. This course must be taken at the University. Prerequisites: Admission to the Practitioner Preparation Program, completion of EDU 330, and co-registration in EDU 332. F and/or S

EDU 332  Specific Methods of Secondary Education  2 semester credits
Prospective secondary school teachers study current methods of teaching in their endorsement area(s). Instruction is offered in these content areas: American history, biology, business, chemistry, English/language arts, general science, mathematics, psychology, sociology, and world history. The course must be taken at the University. Students should concurrently take EDU 331 Practicum–Secondary Education. Prerequisite: Admission to the Practitioner Preparation Program. F or S

EDU 350  Assessment of Learning  3 semester credits
This course discusses the principal approaches to objective and qualitative assessment of learning, their psychological and sociological foundations, their strengths and weaknesses, and how they can be implemented in current schooling environments.  F/ S

EDU 370  Human Relations Skills for Educators  1 semester credit
This course explores cultural diversity and awareness, sensitivity to potential experiences with dehumanizing bias, racism, and sexism, the affective knowledge of self and others, interpersonal communication skills and materials for positive classroom human relations. Students learn to adhere to professional and ethical codes and participate as effective team members with other professionals in order 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 semester credits
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 semester credits
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 semester credits
Students observe and teach full days under the guidance of a University supervisor and a cooperating practitioner for 15 weeks. Prerequisite: Admission into the Student Teaching Semester. F/S

EDU 453  Student Teaching Seminar  Non-Credit Course
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. Students must successfully complete seminar requirements to be eligible to be recommended for a teaching license. F/S

EDU 460  Student Teaching in the Secondary School  8 semester credits
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 semester credits
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 semester credits
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 463  Student Teaching Seminar  Non-Credit Course
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. Students must successfully complete seminar requirements to be eligible to be recommended for a teaching license. F/S

EMS Prefix – Middle School courses required for a Middle School Endorsement

EMS 220  Grammar for Educators  1 semester credit
This course provides students with an intensive review of English grammar using a transformational approach. The subconscious rules underlying the formation of English sentences are discovered by examining a wide variety of grammatical structures. Applications are made to the teaching of grammar in upper elementary and middle schools. Prerequisite: ENG 102. S

EMS 225  Growth and Development of the Middle School Age Child  3 semester credits
Students learn about the growth and development of the middle school age child. The emotional, physical, and mental characteristics of this age group will be addressed as will the needs of middle school age children. Prerequisite: PSY 104, EDU 200, and second semester sophomore status. F or S
EMS 325    Middle School Curriculum Design and Instruction    3 semester credits
Students learn about the areas of curriculum design and instruction which 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/Division Chair. F or S

ERE Prefix – Course required for the reading endorsement.

ERE 230    Assessment & Diagnosis in Reading    3 semester credits
Students learn about test procedures, tests, and diagnostic techniques used in the diagnosis of reading difficulties in the reading process: print concepts, phonemic awareness, phonics, vocabulary development, fluency, and comprehension. Students will participate in 20 hours of field experience. Students will have practice administering and interpreting test results. Prerequisite: EDU 215 and EDU 270. Required for K-6 Reading Endorsement. F

ERE 231    Techniques & Strategies for Corrective Reading    3 semester credits
Students learn about the nature and causes of reading disabilities. Current techniques and strategies will be researched and developed for application with struggling readers. Prerequisites: EDU 215, ERE 230, EDU 270. Required for K-6 Reading Endorsement. S

ERE 232    Practicum in Corrective Reading    3 semester credits
Students will use corrective reading techniques and strategies in tutoring children under the guidance of a university supervisor and cooperating practitioner for 30 hours. Prerequisites: ERE 230 or permission of the instructor, completion or concurrent enrollment in EDU 231 and EDU 270. Required for K-6 Reading Endorsement. S

ERE 240    Secondary Reading    3 semester credits
This course examines reading skills and instructional needs of junior high and high school students, with emphasis on teaching in classrooms with a range of reading levels. Includes comprehension strategies, basic study skills, the coordination of teaching reading at the secondary level, and recreational reading. Required for 7-12 English/Language Arts endorsement. Prerequisites: PSY 104 and EDU 215. F or S

ERE 240    Survey of Exceptional Students    3 semester credits
An investigation into the theories, skills, and attitudes needed to identify and instruct students with disabilities in varied school settings. Emphasis will be placed on students with learning disabilities. In addition, considerable attention will be given to other categories of disabilities.

ERE 231    Behavior Management in the Classroom    3 semester credits
This course provides strategies for changing inappropriate behaviors and prompting the acquisition of adaptive behaviors through positive management procedures.

ERE 235    Diagnosis & Evaluation of Students with Disabilities    3 semester credits
In this course students 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. Also, application of course principles will be provided in one or more student-conducted testing situations. Prerequisite: ESE 229

ESE 239    Characteristics/LD    3 semester credits
This course provides a theoretical frame of reference within which to view challenges faced by students with learning disabilities (LD). A functional definition of LD, possible causes of LD, characteristics of students with LD, typical academic deficits experienced by students with LD, and methods that have been effective in addressing the needs of students with LD will be examined. Prerequisite: ESE 229
ESE 300  Collaborative Relationships and Transition 3 semester credits
Factors that promote effective communication and collaboration with individuals, parents, families, and school and community personnel are considered. Elements of effective transition of students with disabilities across age span are addressed.

ESE 310  Instructional Methods - SPED/LD 3 semester credits
This course will cover critical issues and specific methods and materials relating to the instruction of students with a varying range of needs. Major emphasis will focus on students with mild disabilities such as LD as well as students with other mild to moderate disabilities. Major emphasis will also be on the framework for appropriate instruction for students in the light of their learning stages, the nature of the learner, and the content. Prerequisite: ESE 229

English

ENG 101  English Composition I 3 semester credits
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 102  English Composition II 3 semester credits
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 101 with a minimum grade of “C–” or permission of the instructor. F/S

ENG 105  Introduction to Literature 3 semester credits
An introduction to the basic elements of fiction, poetry and drama. Emphasis is on reading literature to perceive the techniques used in each genre, understand the basic theoretical approaches to literature, acquire the vocabulary associated with literary criticism, and write essays analyzing and evaluating literature. F/S

ENG 201  American Literature to 1865 3 semester credits
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 102 or permission of the instructor. (Offered every other year.) F

ENG 202  American Literature After 1865 3 semester credits
A survey of American literature from 1865 to 1950, including such authors as Twain, Fitzgerald, Hemingway, Faulkner, Cather, and Wharton. Prerequisite: ENG 102 or permission of the instructor. (Offered every other year.) S

ENG 203  British Literature I 3 semester credits
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 102 or permission of the instructor. (Offered every other year.) F

ENG 204  British Literature II 3 semester credits
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 102 or permission of the instructor. (Offered every other year.) S

ENG 211  News Reporting Lab 1-2 semester credits
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 credits. Prerequisite: Permission of the instructor.
ENG 212  African-American Literature  3 semester credits
Students experience the artistry of American writers of color by tracing their development from early slave narratives to contemporary works in film, novels and poetry. Students sharpen analytic skills by discussing literary texts, and familiarize themselves with critical theories of cultural and ethnic distinction. Prerequisite: ENG 102 or permission of the instructor. (Offered every other year.) S

ENG 217  International Voices  3 semester credits
An introduction to recent international writing in its cultural context. Students read fiction, nonfiction, poetry, and interviews, and are introduced to music, art, film, and cuisine of cultures beyond U.S. borders. Prerequisite: ENG 102 or permission of the instructor. (Offered every other year.) F

ENG 220  Women Writers  3 semester credits
An exploration of the tradition of English and/or American women writers with primary concentration on 19th and 20th century writers. The course includes the intensive study of at least one major writer in this tradition. The specific course topic will vary from year to year. Prerequisite: ENG 102 or permission of instructor. (Offered every other year.) S

ENG 225  Introduction to Film  3 semester credits
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.

ENG 303  Survey of Shakespeare  3 semester credits
An in-depth study of eight of Shakespeare’s greatest works including significant films of productions. Prerequisites: ENG 102 and junior standing or permission of the instructor. (Offered every other year.)

ENG 305  Nineteenth-Century American Novel  3 semester credits
An examination of some of the standard masterpieces by Cooper, Hawthorne, and Melville as well as newly rediscovered texts by women and minority writers. Prerequisites: ENG 102 and junior standing or permission of the instructor. (Not offered every year.)

ENG 306  Twentieth Century American Novel  3 semester credits
The study of classic American novels with emphasis placed on interpretive analysis of the novels and the relationship of their themes to social events in American history as well as basic human problems. Prerequisites: ENG 102 and junior standing or permission of the instructor. (Not offered every year.)

ENG 307  Directed Readings in English  2 or 3 semester credits
A course in literature designed to fit an individual student’s needs. Readings include selected critical work in addition to the primary sources selected for the course. A research paper is required. Prerequisites: ENG 102 and junior standing or permission of instructor. F or S

ENG 311  Twentieth-Century British Novel  3 semester credits
The study of classic twentieth-century British novels. Emphasis is placed on interpretive analysis of the novels and the relationship of their themes to contemporary social and cultural trends. Prerequisites: ENG 102 and junior standing or permission of the instructor. (Not offered every year) S

ENG 312  African-American Literature  3 semester credits
Same course description as ENG 212. Students do the same readings but are required to do additional written assignments and/or oral reports. Prerequisites: ENG 102 and junior standing or permission of the instructor. (Offered every other year.) S
ENG 315   Business and Professional Writing   3 semester credits
Instruction in the planning, organization, construction, style and tone of several forms of business and professional correspondence: letters, inter-office communication, resumes, and formal reports. A review of grammar, punctuation, and usage is incorporated into the course. Prerequisites: ENG 102 and junior standing or permission of the instructor. F

ENG 317   International Voices   3 semester credits
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 102 and junior standing or permission of the instructor. (Offered every other year.) F

ENG 320   Women Writers   3 semester credits
Same course description as ENG 220. Students do the same reading but are required to do additional written assignments and/or oral reports. Prerequisites: ENG 102 and junior standing or permission of the instructor. (Offered every other year.) F or S

ENG 321   Introductory Linguistics   3 semester credits
This course provides students with an introduction to the principles and methods of linguistic theory. Basic concepts included are phonology, morphology, syntax, and semantics. The developmental stages of language acquisition and the variations of dialect and style observed in spoken and written English are also examined. Students practice applying linguistic theory to explain language-related phenomena encountered in everyday life. Prerequisites: ENG 102 and junior standing or permission of the instructor. F

ENG 323   Twentieth-Century American Poetry   3 semester credits
A critical examination of the work of modern and contemporary poets as well as the cultural context in which they produced their work. Prerequisites: ENG 102 and junior standing or permission of the instructor. (Not offered every year.)

ENG 410   Selected Authors   3 semester credits
Students do a critical examination of the works of a selected author or authors. In addition to some short critical essays, students produce a major research paper. Prerequisite: Senior standing or permission of the instructor. (Offered every other year.) F

English as a Second Language (ESL)

ESL 090   Intermediate Grammar   1-3 semester credits
An overview of the structure of the simple English sentence; the course concentrates on the noun phrase and the verb phrase. The course will help students build an overall framework for understanding the organization of the English language. Students will learn which structures are more appropriate for oral communication and which are more appropriate for written communication. Structures will be studied in context. F or S

ESL 092   Intermediate Reading   1-3 semester credits
This class is designed to help develop vocabulary and reading skills at the intermediate level. Students will improve comprehension by reading for the main idea and supporting details. The course emphasizes reading skills like scanning, previewing, inferring, skimming, etc. that will make students become better readers in the University setting. F or S

ESL 094   Intermediate Listening/Speaking   1-3 semester credits
Designed to refine the listening/speaking skills of international students to a level at which they can function effectively in a University setting. Students will discuss topics and listen for main ideas and will take notes from classroom lectures. F or S

ESL 096   Intermediate Writing   1-3 semester credits
Students will 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 semester credits
Students will 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. F or S

ESL 192  Advanced Reading  1-3 semester credits
The course gives students extensive practice reading University texts and essays. Particular attention is given to the structure and organization. They will participate in discussions and continue to develop vocabulary based on extensive reading passages. F or S

ESL 194  Advanced Listening/Speaking  1-3 semester credits
This course is designed to teach listening/speaking skills and strategies needed to participate in the American University 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 classroom. F or S

ESL 196  Advanced Writing  1-3 semester credits
Students will acquire the level of writing they need to succeed in college. By the end of the course students should be able to write well-organized essays. Students will continue to work through the writing process and learn how to apply research skills in their essays. F or S

Environmental Studies

ENV 101  Humanity and the Environment  4 semester credits
This course focuses on humans and their relationship with planet earth. Lecture topics include evolutionary and ecological theories, the ecological, political and social ramifications of human population growth, planetary pollution problems and effects of current technological trends on the environment. During the laboratory section, specific scientific problems are investigated and analyzed using both biological and chemical essays. Cross listed as BIO 101. S

ENV 206  Environmental Chemistry  4 semester credits
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 semester credits
A study of biodiversity. The origin and evolutionary history of biodiversity including the geological forces that shaped its course will be discussed. This course will be made pertinent through discussions of the impact of human activity on biodiversity and subsequent impact on the human population. Successful completion of prerequisites BIO 100 & BIO/ENV 101 or BIO 103 and 104, or permission of the instructor. Cross listed as BIO 300. (Offered every other year.) S

ENV 306  Environmental Chemistry  4 semester credits
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. Prerequisite: ENG 102. Cross listed as CHE 306. F or S

ENV 310  Environmental Policies  3 semester credits
Examines political, social, and economic policies and their impact on the global environment. Also, explores ways in which policy decisions can serve to protect the environment. Prerequisite: POL 201 or BUS 311. Cross listed as POL 310. (Offered every other year.) S
ENV 345  Business and the Environment   3 semester credits
An environmental economics approach is used to illustrate the impact of the firm on the environment and environmental policy on the firm. Cost-benefits analysis is developed in student driven research projects. Cross listed as BUS 345 (Alternate years.)
S

ENV 420  Environmental Internship   3 semester credits
Students apply the skills and knowledge developed from the environmental studies curriculum to a field experience. One hundred-fifty (150) hours of normally non-remunerative work in a designated institution or agency under faculty supervision. (Credit beyond 3 hours may be earned for more extensive work experience.) Approval by a supervising faculty member and a cumulative grade point average of 2.75 are required. Prerequisites: Junior standing and approval of Environmental Studies Committee. F/S

Franciscan Studies

FRS 301  Franciscan Christology   3 semester credits
This course addresses the major waves of renewal in Christological thought (Biblical, Patristic, Vatican II, Liberation, Feminist) with emphasis on Franciscan Christology. Prerequisite: Junior standing.

FRS 303  Spirituality of Social Justice and Peace   3 semester credits
A study of the meaning of justice and peace in Biblical context, in social encyclicals and in our lives as Christians today. An examination of forms of violence and oppression in persons and in structures and possible positive responses: reconciliation and forgiveness, liberating oppressions, making peace, acting justly. Prerequisite: Junior standing.

FRS 305  Franciscan Spirituality of Ministry   3 semester credits
A study of contemporary questions surrounding ministry in the Church, explores a Franciscan theology and spirituality for ministry by examining the theoretical and practical approach of Franciscans through the centuries, to the rule, purpose and experience of ministry as it relates to and expresses the Franciscan form of life. Prerequisite: Junior standing.

FRS 420  Service Practicum   3 semester credits
Students practice the Franciscan value of service to others in a work environment. Performance of one hundred fifty (150) hours of normally non-remunerative work in an appropriate setting under faculty supervision. Approval of the supervising faculty member and a cumulative grade point average of 2.75 are required. Prerequisite: Senior standing.

Health Care Administration

HCA 310  Funding Health and Social Services   3 semester credits
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 SOC 310. F or S
HCA 321   Program Evaluation
Statistical Applications in Outcome Measurement   3 semester credits
Course description: 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 PSY 321.

HCA 340   Managing in Health and Human Services:
An Interdisciplinary Approach   3 semester credits
An upper-level management course providing basic management theory for the beginning manager. Management challenges,
human service environments, management theories, organizational design, program planning and implementing, supervisory
relationships, managing finances, program evaluation, leadership theories and team organization are discussed. Assessment of
course objectives will be conducted through paper/pencil tests, small-group activities, class participation and a comprehensive
management project. Prerequisite: SOC 101. Cross listed as SOC 340. F or S

HCA 423   Cost Effectiveness Analysis in Long Term
Care Administration   semester credit
Health Care Administration Majors Concentrators enroll in the Long Term Care Internship in anticipation of applying for the
Long Term Care Licensure Examination. The course is a web-based, faculty-facilitated independent study. The learner 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 (1) hour of the ten credit hours
required by the State of Iowa for Nursing Home Administration licensure preparation in the area of 10 semester hours of busi-
ness management, account or business law or any combination thereof.

HCA 425   Long-Term Care Internship   12 semester credits
This internship is designed to meet the requirements of the Iowa Board of Nursing Home administrators for eligibility for the
licensing examination. Students must complete at least 720 hours in an approved nursing home working in specific areas. Pre-
requisites: 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 semester credits
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 semester credits
A study of the development and interaction of the world’s major civilizations from the seventeenth century to the present. Em-
phasis is placed on the rise and decline of European global dominance. S

HIS 203   American History to 1865   3 semester credits
American history from the beginnings of European settlement through the Civil War. Emphasis is placed on the colonial sources
of American nationality, the development of American political institutions, the evolution of American society and the sectional
crisis of the mid-nineteenth century. F

HIS 204   American History since 1865   3 semester credits
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 semester credits  
The development of business and its role in American life from the colonial period to the present. Emphasis is placed on the 
evolution of the corporation, the relationships between business and government and the impact of business on American cul-
ture. Prerequisite: Sophomore standing or permission of the instructor. (Not offered every year.)

HIS 303   The American Constitution   3 semester credits  
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 consent of the instructor. Cross listed as POL 303. (Not offered every 
year.)

HIS 306   Twentieth-Century Europe   3 semester credits  
The history of Europe since 1900. Emphasis is placed on the changing nature of European society, the confrontation between 
totalitarianism and democracy, the origins and consequences of the two world wars and Europe’s evolving role in world affairs. 
Prerequisite: Sophomore standing or permission of the instructor. (Not offered every year.)

HIS 307   Early Modern Britain   3 semester credits  
The history of the British Isles from the later fifteenth century through the early eighteenth century. Emphasis is placed on the 
interaction of Scotland, Ireland and Wales with England and on early modern developments that have shaped English-speaking 
civilization, especially in the areas of government, law, and overseas expansion. (Not offered every year.)

HIS 308   Modern Britain   3 semester credits  
The history of the British Isles since the early eighteenth century. Emphasis is placed on the development of parliamentary gov-
ernment, 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 semester credits  
By examining a wide range of sources, from first person accounts to interpretive essays, this course explores changes and conti-
uinities 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 320   History Seminar   3 semester credits  
A program of coordinated class readings and discussions that focus on a historical topic selected by the instructor. Emphasis is 
placed on the analysis, interpretation and evaluation of historical writing. May be retaken for credit with change of subject mat-
ter. Prerequisite: Junior standing or consent of the instructor. (Not offered every year.)

Information Systems

INF 101   Introduction to Computers   2 semester credits  
An introductory course with an emphasis on how computers are used as tools to assist individuals and organizations work more 
efficiently. Students will study computer concepts, terminology, hardware components, and will discuss advantages and limita-
tions of computers. Students will work with operating system software and word processing software. Prerequisite: none.   F/S

INF 103   Computer Literacy   2 semester credits  
Students will use spreadsheet software, presentation graphics software and the Internet. Successful completion of a workbook 
(worksheet(s), graphs, etc.) and a graphic presentation is dependent upon the student’s ability to identify purpose, develop 
design and achieve desired results. Students will use the library and computer resources to research related technology issues, 
word process their findings, and create a visual presentation to communicate to the class. Prerequisite: INF 101 or competency 
exam. F/S
INF 220  IS Principles  3 semester credits
An introduction to the systems designed to support the information needs of the business functions of an organization. Topics include basic computer architecture, computer communications, models of information systems, information security, organizing and managing the information systems department, software and hardware acquisition, and the ethics involved in the management of information. Prerequisite: computer competency.

INF 231  Programming Concepts  3 semester credits
An introduction to the methodology of programming and the construction of graphical user interfaces. Students are introduced to programming through the use of current programming languages(s). Emphasis is on structured design, coding, graphical user interfaces, event driven programming, and documentation. A variety of programming problems develop skills in algorithm design, file processing data structures, and event handling. Prerequisite: INF 101, 102 or permission of the instructor. F/S

INF 240  Visual & Verbal Presentations  3 semester credits
This course integrates word processing and presentation graphics technology while learning about business communication. Students will work individually and in teams to plan, write and present effective business communication utilizing appropriate software. Prerequisite: INF 103, ENG 102.

INF 242  Spreadsheet & Database Analysis  3 semester credits
Data is used to solve typical business problems and that data must be managed efficiently. Students will integrate previous business, accounting and information system coursework into solving problems using spreadsheet and database management software. Prerequisite: INF 103, math competency.

INF 309  IS Seminar: Special Topic  1-3 semester credits
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 semester credits
This course provides an introduction to the concepts of database processing. An understanding of the physical and logical organization of data and the meaningful representation of data relationships are evaluated. Operational requirements of database management systems are also discussed. Prerequisites: INF 130, INF 208/308, math competency.

INF 325  Telecommunications and Networking Concepts  3 semester credits
A study of real time and distributed processing computer networks; including telecommunications, data transmission techniques (protocols), design, and implementation considerations. Prerequisite: INF 130 or permission of the instructor.

INF 331  IS Programming  3 semester credits
This programming course solves problems using a current programming language. The emphasis is on techniques for efficient problem solving, good structured programming and documentation. Both interactive and batch processing will be covered. Object orientated programming techniques may be included. Prerequisite: INF 130 and MAT 115 or higher math course.

INF 335  Project Management Principles  3 semester credits
This comprehensive course is designed to develop and strengthen the core knowledge base of those who have chosen project management as their career path. Focus on basic principles across the breadth of The Guide to the Project Management Body of Knowledge (PMBOK® Guide) and learn the essential elements for each phase of the project life cycle. Gain the knowledge, tools, and techniques to manage a project from its initiation to final closeout while balancing the competing demands among time, cost, and scope. This course can be used as a substitute for INF 410: Project Management. Prerequisite: BUS 201, ECO 203
INF 336  Project Procurement Management  3 semester credits
Designed to develop the basic knowledge base of project managers and project procurement managers, this course emphasizes partnering between buyers and sellers to create a single culture with one set of goals and objectives. Discover the key areas in procuring outside services and products — from the initial decision to buy through final contract closeout. 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. 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: Special Topics in Business. Prerequisite: INF 335: Project Management Principles

INF 337  Integrated Cost and Schedule Control  3 semester credits
Effective cost and schedule management are cornerstone activities of each project. Determine how best to plan the execution of a project scope, consider stakeholder budget and schedule constraints, use different methodologies, and establish the performance measurement baseline. Discover keys to identify potential cost and schedule overruns. 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, you 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: Operations Management and Quantitative Techniques or as an elective in Accounting. Prerequisite: ACC 206, MAT 132

INF 338  Leadership and Communication Skills for Project Managers  3 semester credits
Develop the necessary skills to elicit maximum performance from every member of your team. Uncover the styles of leadership that are most appropriate for achieving project success. Discover which forms of leadership and communication styles are best suited to your personality. Learn techniques for resolving conflict and managing personnel issues. 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: Human Resource Management. Prerequisite: writing competency, BUS 201

INF 391  IS Seminar I  3 semester credits
This course is a seminar in which students will conduct self-directed learning, give presentations, and complete a project in an approved topic. Approved topics may include Animation, Applied Mathematics, Computer Game Design, Computer Graphics, Computer Programming, Computer Support, Computer Repair, Computer Training, Graphic Design, Statistics or Web Programming. Prerequisite: Permission of the instructor.

INF 392  IS Internship  3 semester credits
Internships are designed to open new career paths, foster personal growth and expose the student to practical computer projects or programs. Participants in the program are responsible for completing real projects typical of those assigned to computer technology graduates in entry-level positions. Every effort is made to place interns in positions that match their primary career interests, although this cannot be guaranteed. There is a minimum of 150 hours 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 semester credits
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 semester credits
Students demonstrate their mastery of skills and knowledge in the students’ area 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 to a well designed project. Prerequisites INF 410 and INF 240 or CGD 240 and permission of the instructor(s).
INF 431  Advanced IS Programming  3 semester credits
This programming course covers advanced programming techniques and implementation of information systems especially, using multiple programs to work together to implement an information system. Topics may include software design, file structures, sorting, data structures, and efficient algorithms. Students are expected to develop programs to support and use the topics covered in this course. Prerequisite: INF 230 and math competency.

Liberal Arts

Course number followed by an “I” indicates the course is an interdisciplinary course.

LIB 150H  Scholars Institute  1-3 semester credits
A seminar course for freshman and sophomore participants in the Scholars’ Institute. Topics will vary but will be interdisciplinary in nature and will encourage students to think and make connections across disciplinary lines. May be applied to general education requirements with approval of Curriculum Committee. May be repeated with change of topic. Prerequisite: admission to Scholars Institute. F and S

LIB 201  Liberal Arts Research Methods  1 semester credit
A consideration of research methods, strategies, and source materials appropriate to the liberal arts. The course stresses practical application and will be tailored to emphasize research methods in the students’ areas of concentration. Prerequisites: ENG 101 and ENG 102. F

LIB 203  General Internship  1-3 semester credits
Students develop skills and knowledge appropriate to their academic interests in a supervised work environment. One hundred fifty (150) hours of normally non-remunerative work in a designated institution or agency under the supervision of a faculty member and a site manager. (Can be repeated for up to 6 hours 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 semester credits
Students examine a selected topic from the perspectives of the various disciplines within one of the broad fields of liberal arts: fine arts, humanities, science or social science. Students develop a working knowledge of the methodologies, perspectives and limitations of each discipline, as well as an appreciation of the insights that may be derived from interdisciplinary inquiry. May be repeated for additional credit only with change of field. Prerequisite: Junior standing or permission of instructor.

LIB 303  Social Justice Seminar  3 semester credits
An interdisciplinary investigation of the concept of social justice, especially as it applies to the study of Franciscanism and criminal justice. The course will incorporate the major themes of Catholic social teaching, such as life and dignity of the human person; call to family community and participation; rights and responsibilities, option for the poor and vulnerable; the dignity and the rights of workers; solidarity; and care for God’s creation.

LIB 309-I  Interdisciplinary Topics in the Liberal Arts  3 semester credits
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, and Literature of the Romantic Era  3 semester credits
Examination of the development of the arts of the Romantic Period in Western Civilization to discover what the arts can tell us about how people felt and thought during this significant period in history. The course explores the historical influence of political, cultural and scientific values of the romantic period upon the arts. (Not offered every year.) S
LIB 313-I Moral Controversies in Technology 3 semester credits
This course surveys on-going 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 and the Human Spirit 3 semester credits
An interdisciplinary examination of humanity’s spiritual relationship with the natural world. The course will explore contemporary environmental issues in the context of theology, philosophy, literature, film, music, visual art and other representations of the human imagination. Prerequisite: ENG 102. (Offered every other year) F

LIB 316 Historical Contexts and Literature (3) F 3 semester credits
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 semester credits
An interdisciplinary study of peacemaking with a focus on conflict resolution. Highlighting this course are guest presentations and discussions led by AU 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 semester credits
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 semester credits
Employing an interdisciplinary methodology, students will undertake an in-depth study of a key issue in American Studies. The course emphasizes the formation of cultural identity and how notions of nation and region impact institutional and subjective ideology.

LIB 323-I Revolution and Terrorism in the Modern World 3 semester credits
This course examines the ways revolution and terrorism has shaped the twenty-first century from an interdisciplinary perspective drawing on history, philosophy, and sociology. Emphasis is on the ideas and socio-historical forces that have produced revolutions. Prerequisite: Sophomore standing or consent of the instructor. (Offered every other year.)

LIB 325-I The Civil War in American Culture 3 semester credits
This course investigates the role the Civil War has played in American culture. Beginning with a study of the war itself, the course moves on to focus on the meanings subsequent generations of Americans have assigned to it. Emphasis is placed on the use of 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 semester credits
This interdisciplinary course examines a number of 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. Prerequisite: none. (Not offered every year.)
**LIB 328I  Shakespeare and Music** 3 semester credits  
This course examines the influence of William Shakespeare on composers of music in the centuries since his plays and poetry were written. Students will closely examine the texts of four plays – two comedies and two tragedies -- along with songs from the plays and the sonnets which 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 instructor.

**LIB 330-I  The Renaissance** 3 semester credits  
Students participate in an interdisciplinary course which 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 semester credits  
This course explores western science as a cultural artifact and its impact on other aspects of culture: art, literature, film, music, philosophy, and theology. In addition the affects of these “other aspects of culture” on the development of science will also be investigated with emphasis on the need to make connections. The course will examine the ways in which scientific developments are articulated in other cultural artifacts. (Offered every other year.) S

**LIB 370-I  Scandinavian Thought and Culture** 3 semester credits  
An examination of the thought and culture of Scandinavia, with particular emphasis on Sweden and Norway. By studying the thought ways of Scandinavians as expressed through their culture, students are enabled, to a significant degree, to understand reality as Scandinavians perceive it. (Offered every other year.)

**LIB 420  Applied Liberal Arts** 3 semester credits  
Students apply the skills and knowledge developed from the liberal arts curriculum in a work environment. One hundred fifty (150) hours of normally non-remunerative work in a designated institution or agency under faculty supervision. (Credit beyond 3 hours may be earned for more extensive work experience.) Approval by a supervising faculty member, and a cumulative grade point average of 3.00 are required. Prerequisites: Senior standing and approval of liberal arts committee. F/S

**LIB 498  Senior Thesis/Project I** 2 semester credits  
Students demonstrate their mastery of concepts and methodology in the students’ area of concentration or concentrations by producing a thesis statement, an annotated bibliography and a completed outline of the thesis/project. Approval of the topic must be secured in advance from the faculty member serving as thesis director. Guidelines for the thesis/project will be specified by the Liberal Arts Committee and the students’ area of concentration. Prerequisites: Completed writing competency and senior standing. F/S

**LIB 499  Senior Thesis/Project II** 2 semester credits  
This course is a continuation of LIB 498. During the semester the student will complete the senior thesis or project following guidelines specified by the Liberal Arts Committee. The completed thesis or project is defended orally before and evaluated by the senior thesis committee. A minimum grade of “C-” is required to meet degree requirements. Prerequisites: Successful completion of LIB 498 with a “C-” or better. F/S
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAT 117</td>
<td>Combined Algebra</td>
<td>4</td>
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<tr>
<td>MAT 123</td>
<td>Math for Educators</td>
<td>3</td>
</tr>
<tr>
<td>MAT 125</td>
<td>College Algebra</td>
<td>3</td>
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<tr>
<td>MAT 127</td>
<td>Pre-Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MAT 128</td>
<td>Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MAT 150</td>
<td>Geometry and Measurement for Educators</td>
<td>3</td>
</tr>
<tr>
<td>MAT 201</td>
<td>Calculus I with Analytic Geometry</td>
<td>4</td>
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<tr>
<td>MAT 202</td>
<td>Calculus II and Analytic Geometry</td>
<td>4</td>
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<tr>
<td>MAT 203</td>
<td>Calculus III</td>
<td>4</td>
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</table>

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 instructor.

F/S

Topics for investigation include problem solving, elementary set theory, logic and mathematical patterns, numeration systems, basic number theory, properties of number systems, integers, rational and irrational numbers, graphs, probability and statistics, measurement, and motions in geometry. Designed for prospective elementary teachers. Prerequisite: EDU 200.

F/S

A more advanced exploration of algebraic concepts and problem solving techniques. Topics include solving linear, quadratic and higher equations and inequalities, linear and non-linear systems of equations, radical and rational equations, advanced graphing concepts, complex numbers, matrix theory, sequences, series and introductory probability. Prerequisite: MAT 117 or equivalent.

F/S

Topics include: solving equations and inequalities; quadratic, trigonometric, exponential and logarithmic functions; systems of equations; vectors; and complex numbers. Prerequisite: Math competency or permission of instructor. S

This course develops an understanding of the techniques involved in the construction of mathematical models using problem solving strategies from mathematics. Given a situation to be modeled with mathematics, presented in the form of a real life problem, students will be able to evaluate the situation and propose a model describing the problem. Students should also have the ability, by the end of the course, to analyze possible solutions and discuss restrictions on their accuracy and applicability. Prerequisite: MAT 117 or permission of instructor. F/S

This course develops geometry and measurement topics for students pursuing careers in teaching. Geometry topics will include an intuitive exploration to 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 dimensions coordinate systems, 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

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 127 or equivalent. F

Integration theory and techniques; transcendental functions; applications of integration and differentiation; inverse trigonometric functions and improper integrals. Prerequisite: MAT 201 (Not offered every year.) S

Multivariate calculus including partial derivatives and extrema, vector functions, gradient, and coordinate systems; Taylor’s expansion and multiple integrals; Stokes’ theorem. Prerequisite: MAT 202. (Not offered every year.) F
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<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>MAT 204</td>
<td>Math Problems (Mu Sigma Eta)</td>
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<td></td>
<td>For high ability students. Individual research and readings in math culminating in a research paper which will be presented in written and oral form. By invitation only. (Offered at the discretion of the department.) F or S</td>
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<tr>
<td>MAT 206</td>
<td>Linear Algebra</td>
<td>3</td>
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<td>A study of linear algebra with extensions to n-space including lines, planes, space and subspace. Topics can include matrices, linear transformations, row echelon form, eigenvalues and eigenvectors. Prerequisite: MAT 117 or equivalent. (Not offered every year.) F</td>
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<tr>
<td>MAT 211</td>
<td>Managerial Calculus</td>
<td>3</td>
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<td>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 instructor. (Not offered every year.) S</td>
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<tr>
<td>MAT 220</td>
<td>Discrete Mathematics</td>
<td>3</td>
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<td>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 instructor. (Not offered every year.) F</td>
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<tr>
<td>MAT 300</td>
<td>History of Mathematics</td>
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<td>This course discusses how mathematics, one of the oldest intellectual instruments, has developed over the preceding 5000 years. The presentation will be primarily chronological in nature beginning with the origins of mathematical concepts in the great civilizations of antiquity and progressing towards the 21st century. Emphasis will be placed on how mathematics and its various branches (arithmetic, geometry, trigonometry, algebra, calculus, etc.) developed and became interwoven. Special attention will be placed on the famous contributors to mathematics including Pythagoras, Euclid, Fibonacci, Descartes, Newton, Leibniz, Pascal, Gauss and others. A research paper investigating one of the covered mathematical topics or individuals will be completed by the student. Prerequisites: Math and Writing competencies. (Not offered every year.) F</td>
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<tr>
<td>MAT 302</td>
<td>Modern Algebra</td>
<td>3</td>
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<td>An introduction to the study of Modern Algebra. Topics may include groups, subgroups, isomorphisms, homomorphisms, rings, and fields. Prerequisite: MAT 201. (Not offered every year.) F</td>
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<tr>
<td>MAT 304</td>
<td>Modern Geometries</td>
<td>3</td>
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<td>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 201. (Not offered every year.) S</td>
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</tr>
<tr>
<td>MAT 306</td>
<td>Linear Algebra</td>
<td>3</td>
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<tr>
<td></td>
<td>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: Math 201 or permission of the instructor. (Not offered every year.) F</td>
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<tr>
<td>MAT 332</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
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<td>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</td>
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## Music

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>MUS 014</td>
<td>Music Seminar</td>
<td>Non-credit Course</td>
<td>Required of applied music students. Provides an opportunity for developing listening and performance skills, and exposes students to a wide variety of recital literature. Meets weekly. Prerequisite: Co-registration with applied music. F/S</td>
</tr>
<tr>
<td>MUS 101</td>
<td>Masterpieces of Music</td>
<td>3 semester credits</td>
<td>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</td>
</tr>
<tr>
<td>MUS 103</td>
<td>AU Concert Choir</td>
<td>1 semester credit</td>
<td>The Concert Choir performs a broad and demanding array of literature 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 semester hours may be applied toward a bachelor’s degree. F/S</td>
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<tr>
<td>MUS 105</td>
<td>Music Theory I</td>
<td>3 semester credits</td>
<td>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 (ca. 700-1850). Attention is given to the basic elements of music: melody, rhythm, harmony, texture, timbre, form. Regular assignments, readings, and compositions are expected of students. While there is no prerequisite, musical proficiency or some prior experience is an asset. Co-registration in MUS 107. F</td>
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<tr>
<td>MUS 106</td>
<td>Music Theory II</td>
<td>3 semester credits</td>
<td>An extension of Music Theory I 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. Co-registration in MUS 108. Prerequisite: Satisfactory completion of MUS 105. S</td>
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<tr>
<td>MUS 107-108</td>
<td>Ear Training and Sight Singing I and II</td>
<td>1 semester credit</td>
<td>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</td>
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<tr>
<td>MUS 110</td>
<td>Class Voice</td>
<td>1 semester credit</td>
<td>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 which lead to songs from a broad historical and stylistic background. Prerequisite: Consent of the instructor. F or S</td>
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<tr>
<td>MUS 111, 112</td>
<td>Introductory Piano</td>
<td>1 semester credit</td>
<td>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: Consent of the instructor. (Not offered every year.) F/S</td>
</tr>
<tr>
<td>MUS 125</td>
<td>AU Wind Ensemble</td>
<td>1 semester credit</td>
<td>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 credits hours toward a bachelor’s degree. Prerequisite: Instructor’s consent. F/S</td>
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</table>
MUS 205 Music Theory III 3 semester credits
Continuation of Theory I and II. Study of 19th-century chromatic materials such as diatonic sevenths, ninth-eleventh-thirteenth chords, embellishment, Neapolitan and augmented sixth chords. Co-registration in MUS 207. Prerequisite: MUS 106. F

MUS 206 Music Theory IV 3 semester credits
Further study, writing and analyzing of the more contemporary forms of music structure including the introduction of melody, harmony and rhythm in twentieth-century music. Co-registration in MUS 208. Prerequisite: MUS 205. S

MUS 207-208 Ear Training and Sight Singing III and IV 1 semester credit
Development of advanced skills in keyboard, sight singing and aural dictation including modal, tonal, modulating, chromatic, contemporary and atonal melodies. Co-registration in MUS 205-206. Prerequisite: MUS 107-108. F/S

MUS 225 Musical Skills for the Classroom Teacher 2 semester credits
Early childhood and elementary pre-service teachers learn to design and implement musical experiences through developmental theories, practical skills, and teacher resources. Student will spend 8 clock hours in elementary music classrooms. No music background required. Prerequisites: EDU 200 and PSY 04 or PSY 20. F

MUS 250 Conducting I 2 semester credits
An introduction to the basic techniques of choral conducting. Topics covered include conducting, rehearsal and audition techniques for the choral ensemble and an introduction to choral styles and repertoire. Prerequisite: Consent of the instructor. F

MUS 255 Music in the United States 3 semester credits
A survey of the many and varied styles of music—popular, classical, folk, sacred and secular—of the United States from its beginnings to the present day. Music of the following groups and times are examined: Native American, Revolutionary War, imported folk song styles, Civil War, African-American, Tin Pan Alley, musical theater, jazz, country-western, and rock-'n'-roll. F or S

MUS 257 The American Musical Theater 3 semester credits
A study of the evolution of the American musical theater from the mid-nineteenth century (minstrel show, melodrama, pantomime, ethnic shows) through the twentieth century (operetta, follies, musical comedy, the “Golden Age”) to the present day (rock musical, 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 3 semester credits
A detailed chronologically-organized study of the development of western art music from the medieval era to the eighteenth century. Students will be introduced to research materials, repertoire, composers, and styles representative of each genre. Attention will be given to concurrent philosophical, religious, historical and artistic events. An emphasis will be placed upon listening and the development of listening skills. Prerequisite: Successful completion of MUS 101 or permission of the instructor. Course alternates with MUS 351. (Not offered every year.) S

MUS 351 Music in Western Civilization II 3 semester credits
A detailed chronologically-organized study of the development of western music from the eighteenth century to the present. Students will be introduced to the research materials, repertoire, composers and styles representative of each genre. Attention will be given to concurrent philosophical, religious, historical and artistic events. An emphasis will be placed upon listening to music and the development of listening skills. Prerequisite: Successful completion of MUS 101 or permission of the instructor. Course alternates with MUS 350. (Not offered every year.) S

MUS 355 Music in the United States 3 semester credits
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 semester 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” page.)

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. Co-registration in MUS 103 or MUS 125 is required. Prerequisite: Instructor’s consent and permission of the Department. Chair if instruction is off campus.

MUS 113, 114; 213, 214; 313, 314; 413, 414 Applied Organ 1 semester credit
MUS 117, 118; 217, 218; 317, 318; 417, 418 Applied Piano 1 semester credit
MUS 121, 122; 221, 222; 321, 322; 421, 422 Applied Voice 1 semester credit
MUS 127, 128; 227, 228; 327, 328; 427, 428 Applied Strings 1 semester credit
MUS 129, 130; 229, 230; 329, 330; 429, 430 Applied Brass 1 semester credit
MUS 131, 132; 231, 232; 331, 332; 431, 432 Applied Woodwind 1 semester credit
MUS 133, 134; 233, 234; 333, 334; 433, 434 Applied Percussion 1 semester credit

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 semester credits
This course deals with the nature of human beings, their values and the world they live in as theory and as exemplified by the lives of St. Francis and St. Clare. Units focus on values of life and human origin, knowledge and language, emotions and choice, death and immortality among others. Satisfies general education requirement to complete a three credit course with significant Franciscan content. F

PHI 101 Introduction to Philosophy 3 semester credits
A general introduction to acquaint the student with the meaning and goals of philosophy and to introduce some major personalities, problems and methods in philosophy. S

PHI 103 Informal Logic 3 semester credits
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 semester credits
This course offers a comprehensive guide to critical reasoning. It will focus on thought and language, patterns of argumentation including fallacies, 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 semester credits
This course focuses on clarifying and illuminating the great social and personal issues confronting people today. Topics include standards of moral judgment, the meaning and justification of moral judgments and questions of moral responsibility and justice. This course satisfies the Applied Ethics competency. F/S

PHI 205 Philosophy and Children 3 semester credits
This course incorporates theoretical and practical challenges concerning growing up with philosophy, the child as thinker and natural philosopher, philosophy in the early years, philosophy confronting psychological theories of development, and philosophical activities that are in line with the child’s intellectual readiness. (Not offered every year.)

PHI 210 Franciscanism Yesterday and Today 3 semester credits
This course focuses on the life, spirit and ideals of Francis and Clare. Students will evaluate the importance of the Franciscan tradition of our University and articulate how this influences their present lives. Satisfies general education requirement to complete a three credit course with significant Franciscan content. S

PHI 302 Formal Logic 3 semester credits
This course focuses on formulating and analyzing arguments critically. This survey includes methods of deduction and induction, uses of languages, categorical syllogisms, propositional and predicate logic. (Not offered every year.)

PHI 307 Philosophy of Human Conduct 3 semester credits
Same course description as PHI 107. Students enrolled at the 300 level will be required to complete an approved independent research project. This course satisfies the Applied Ethics competency. F/S

PHI 310 Franciscanism Yesterday and Today 3 semester credits
Same course description as PHI 210. Students enrolled at the 300 level will be required to complete an approved independent project in addition to scheduled class assignments. Satisfies general education requirement to complete a three credit course with significant Franciscan content. S

PHI 312 Philosophy of Being 3 semester credits
Students learn the structure, dynamics and implications of one’s relationship with being. Discussion includes representation questions about idealism, material minds, substance, change, personal identity, responsibility, causal determinism and some proposed resolutions of these questions. (Not offered every year.)

PHI 402 Business Ethics 3 semester credits
Students study Christian principles and their practical implications for contemporary business interests. Topics including economic justice, basic issues of the work place, employee responsibilities, organizational influences in private lives, professional ethics, business and the environment are emphasized. Prerequisite: Senior standing or permission of the instructor

Physical Education and Health

PED 100 Intercollegiate Athletics 1 semester credit
Members of the University intercollegiate programs may earn one credit per semester, up to a maximum of 4 credits 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

PED 103 First Aid/Emergency HealthCare 2 semester credits
Designed to give students knowledge and skill in implementing immediate, temporary treatment in case of injury or sudden illness before the services of a physician. Upon successful completion of the course, a student will receive a standard first aid and cardiopulmonary resuscitation certificate. F
PED 104  Personal Health and Wellness  2 semester credits
This interactive course provides information, strategies, and guidance in developing a lifestyle that will enhance overall well-being and prevent health problems. Students develop a personal health plan based on the research based content of current health topics. F

PED 203  Exercise Physiology  1 semester credit
A study of the major physiological systems of the human body and its 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 semester credits
This course prepares elementary teachers to design and implement elementary physical education instruction into grades K-8. Emphasis is placed on the important impact physical education has on the academic success and total development of the child. Students develop strategies to incorporate physical education into the classroom curriculum. Students log 8 clock hours of observation of elementary physical education classes. Prerequisite: EDU 200 and PSY 04 or permission of the instructor. F

PED 210  Introduction to History of Recreation and Sport  3 semester credits
This course examines the history, philosophy, and principles of recreation and sport. Themes will include the relationship of recreation and sport to society, orientation of the student to the profession, and trends within the field. Students will examine specific problems in recreation and sport as related to professional improvement and growth. Prerequisite: Sophomore standing. S

PED 230  Health Education for the Elementary Teacher  2 semester credits
This course prepares elementary teachers to design and implement health education instruction into grades K-8. Emphasis is placed on the important impact health education has on the academic success and total development of the child. Students develop strategies to incorporate health instruction into the classroom curriculum based on the National Health Education Standards. Prerequisite: EDU 200 and PSY 04 or permission of the instructor. S

PED 240  Applied Kinesiology and Biomechanics  3 semester credits
A study of muscle function, biomechanics, and analysis of human movement without complex mathematical and laws of physics calculations. 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 and Care of Athletic Injuries  2 semester credits
Designed to develop basic techniques in prevention and care of athletic injuries for coaches and physical educators. Emphasis will be on sports first aid, including fundamental taping, wrapping, and treatment modalities. Prerequisite: PED 103  S

PED 330  Theories and Techniques of Coaching  1 semester credits
This course addresses the principles of coaching, behavior, teaching, physical training, and management. Includes the ethical considerations and legal responsibilities at all levels. S

PED 350  Organization and Administration of Sport and Athletics  3 semester credits
A study of administrative duties, leadership responsibilities and issues facing sport and athletic administrators. Students will take an in depth look at organizing and planning in sport organizations. An emphasis will be placed on understanding the various agencies which govern sport. The qualifications of staff positions will be addressed; other issues to include policy development, budgeting, finance, liability, ethics, and office management. Prerequisite: Junior standing. F
PED 352   Administration of Athletic and Recreation Facilities   3 semester credits
A look at various methods of administration of athletic and recreational facilities. The legal issues will be addressed and students will examine the concepts of marketing, public relations, communication, and the economics of sport. A practical look at the purchase, care and maintenance of equipment is included. Prerequisite: Junior standing.  S

PED 420   Internship in Sport Management/Administration   3 semester credits
Students complete a minimum of 150 hours of internship activity which develops management and administrative skills in a business or professional setting. Examples of sites may include: park and recreation departments; YMCAs; YWCAs; health clubs; professional athletic teams; marketing or advertising firms; high school athletic departments; fitness centers; retail or commercial businesses. Students complete an approved project which benefits the business, site, or program. Prerequisite: Senior standing, PED 350 or PED 352, approval of the University Supervisor, 2.5 Cumulative GPA, 2.5 GPA in Sport and Recreation Management coursework. F & S

Physical Science

PHY 101   Astronomy   4 semester credits
An overview of astronomy including structure and motion of the planets, the solar system, the Milky Way and other galaxies, and the Universe. (Not offered every year.) S

PHY 103   Weather and Climate   4 semester credits
This course explores the fundamental causes for weather and climate. Topics examined will include energy, clouds, wind, storms, climate classification and change. Previous science and math backgrounds will be helpful, but are not required. (Not offered every year) S

PHY 105   Introduction to Physical Science   4 semester credits
A survey of selected topics in physical science, offered from a non-mathematical approach. This course is designed to help the student understand the 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 semester credits
An introduction to college physics designed to develop the student’s understanding and appreciation of the physical world. The course examines through lecture and lab the physical characteristics of mechanics, wave motion and heat. In addition, the course also introduces the scientific method and some of the skills necessary for the investigation of physical phenomena. These skills include the taking and analyzing of data, the identification and reduction of human error, and the merging of theory and practical experience. College Physics I is suitable for science and non-science majors alike and is presented without calculus topics. Prerequisite: MAT 125 or equivalent. (Not offered every year.) F

PHY 202   College Physics II   4 semester credits
An introduction to college physics designed to develop the student’s understanding and appreciation of the physical world. Through lecture and lab the course examines the physical characteristics of light, electricity and quantum physics. In addition, the course also introduces the scientific method and some of the skills necessary for the investigation of physical phenomena. These skills include the taking and analyzing of data, the identification and reduction of human error, and the merging of theory and practical experience. College Physics II is suitable for science and non-science majors alike and is presented without calculus topics. Prerequisite: MAT 125 or equivalent. (Not offered every year.) S
Political Science

POL 201 American National Government 3 semester credits
A survey of government at the national level. Emphasis is placed on the constitutional basis of American government, federalism, the sources and forms of political behavior, the operation of the three branches of government and the making of national policy. F or S

POL 303 The American Constitution 3 semester credits
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 consent of the instructor. Cross listed as HIS 303. (Not offered every year.)

POL 309 Special Topics in Political Science 3 semester credits
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 consent of the instructor. F or S

POL 310 Environmental Policies 3 semester credits
Examines political, social, and economic policies and their impact on the global environment. Also, explores ways in which policy decisions can serve to protect the environment. Prerequisite: POL 201 or BUS 311. Cross listed as ENV 310. (Offered every other year.) F

Psychology

PSY 101 Introduction to Psychology 3 semester credits
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 and Adolescent Development 3 semester credits
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. Prerequisites: Priority given to students with prior or concurrent enrollment in EDU 200. F

PSY 301 Social Psychology 3 semester credits
Students explore how the thoughts, feelings and behavior of individuals are influenced by other human beings in a variety of social situations. This course also entails a survey and critical analysis of the various methods used by researchers in social psychology. Topics include: social cognition, aggression, prejudice, interpersonal attraction, altruistic behavior, conformity, group influences, and conflict resolution. Prerequisite: PSY 101 or consent of the instructor. F

PSY 302 Industrial/Organizational Psychology 3 semester credits
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 consent of the instructor. S
PSY 303  Abnormal Psychology  3 semester credits
The course entails a study of the diagnosis, causes, treatment, and prevention of psychological disorders. Problems with the reliability and validity of the American Psychiatric Association system for diagnosing psychological disorders (DSM III-R) will be discussed and various alternative systems will be introduced. Prerequisites: PSY 101 and completion of at least 24 credits with a 2.50 G.P.A. or better. S

PSY 304  Lifespan Development  3 semester credits
This course consists of the application of the methods and principles of several fields of psychology to an extensive study of human growth development in the child, adolescent, and adult. Prerequisites: PSY 101, 104. F

PSY 305  Sports Psychology  3 semester credits
This course provides an understanding of psychological dimensions of behavior of the participant in sport. It involves analyzing and observing the effect of internal and external stimuli on participants, individuals and group/team relationships, leadership, goal-setting, anxiety, performance enhancement and mental imagery. Psychological aspects of athletic injuries and healing, and strategies for dealing with physical or emotional losses in sport are addressed. Prerequisite: PSY 101 and junior standing, or permission of the instructor. (Not offered every year.)

PSY 309  Special Topics in Human Services  3 semester credits
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 semester credits
An introduction to methods of applied psychology with an emphasis upon theories and skills in counseling. Topics include effective listening skills, ethics of applied psychology, crisis intervention techniques, a survey of psychotherapy systems, drug therapy, residential treatment, a review of research on the effectiveness of counseling and psychotherapy, and the interpretation of psychological tests that are frequently used to facilitate counseling and psychotherapy. Prerequisites: PSY 101, and, if a lower-division student, completion of at least 24 hours of course credit with a 2.50 GPA or higher. F or S

PSY 317  Cognitive Functioning in the Elderly  3 semester credits
This course explores cognitive functioning in later life including: biological, socioeconomic, environmental, cognitive adaptation, and life history factors influencing cognitive function as an individual progresses along a developmental continuum. The major psychological constructs of self concept, socialization and thinking processes are presented. Etiology, interventions, education and support systems are discussed. Prerequisite: PSY 101 or permission of the instructor. (Offered every other year.) F

PSY 320  Research Methods in the Social Sciences: Statistical Applications  4 semester credits
Research methods in the Social Sciences will be introduced, including naturalistic observation, surveys, case studies, and experimentation: An emphasis will be placed on fundamental statistical applications useful in analyzing data from these methods. A lecture/discussion format will present fundamental principles, typical research designs, and a critical discussion of the limitations of each method. A laboratory will provide students with direct experience with research design, data collection, and fundamental statistical analyses. 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

PSY 321  Program Evaluation: Statistical Applications in Outcome Measurement  3 semester credits
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 semester credits
This course will survey instruments of psychometric assessment that are frequently used in education and human services. Fundamental theory and research pertaining to the quantitative measurement of human traits will be reviewed. Psychometric instruments will include standardized intelligence, standardized tests of educational achievement and aptitude, objective personality tests, self-report inventories frequently used by mental health professionals, and standardized measures using behavioral observations of children by teachers and parents. Strengths and limitations of these instruments will be carefully examined such that students will 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 semester credits
Students will study research and theory about mental processes that go between experience and the human mind. Students will gather and interpret data for several simple experiments that demonstrate classic research findings in perception, learning, and cognition. Perception entails the mental processes involved in the organization and interpretation of sensory experience. Learning entails relatively permanent changes in behavior that result from experience. Cognition explains how the mind processes information; 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 350  Physiological Psychology  3 semester credits
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: BIO 104 or BIO 225, PSY 101 and junior standing or consent of the instructor.

PSY 421  Human Services Practicum  3 semester credits
Students apply the skills and knowledge developed from their study of human services in a work environment. One hundred fifty (150) hours of supervised, non-remunerative work in an approved institution or agency is required. 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 or S

PSY 497  Psychology Capstone  1 semester credit
This course assists seniors with a psychology major, minor or concentration to make the transition from undergraduate study to a job or graduate study related to psychology. Students will prepare and refine resumes, exchange information about job openings and programs of graduate study, interview practitioners and graduate students, prepare to take the Graduate Record Examination, and attend regional undergraduate psychology conferences. Prerequisites: PSY 101, senior standing, and a cumulative GPA of 2.75.

PSY 498  Senior Thesis I  2 semester credits
Students demonstrate their mastery of research methods by writing a proposal to include 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 132, PSY 320, 2.75 CGPA or higher, and senior standing. F/S

PSY 499  Senior Thesis II  2 semester credits
Students complete the senior thesis research as proposed in PSY 498. The completed senior thesis takes the form of a written research report in American Psychological Association publication format. The student then gives an oral defense of the thesis before the student’s 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 semester credits
This course is divided into two parts. The first, 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 semester credits
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 semester credits
This course introduces Hebrew and Christian Scripture and explores their historical, literary and theological aspects. Incorporated into the course is some modern critical analysis, surfacing biblical themes and tracing the faith development of the Israelites and the followers of Christ. F or S

REL 113   Comparative Religions   3 semester credits
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 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 120   Introduction to Christian Scripture   3 semester credits
This course invites the student to study comparatively the four New Testament gospels. The individuality of each gospel invites the student to search out the sources available to each evangelist, the literary form of a gospel, the audience for which each was written, and their respective problems. The course also compares Acts, Paul’s letters and Revelation. 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 semester credits
This course investigates values offered to the world from the writings, history, major ideas, and practices of Judaism and Christianity. Although there are no absolute answers to moral problems, there are absolute values. A value is not an answer, but it is that which can lead to an answer. Examples of absolute values are life, intelligence, dignity, freedom, courage, sociality, love, hope, justice and peace. Satisfies general education requirement to complete a three-credit course with significant Franciscan content. F or S

REL 203   Contemporary Human Problems   3 semester credits
The course aims at expanding awareness of the causes of current problems and conflicts which 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 which will promote greater life, fuller growth of persons, 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 205   Christianity and Human Intimacy   3 semester credits
The intent of this course is to look into the problem of forming any close relationship, but it especially relates to marriage. We will undertake to increase our understanding of how men and women are “enculturated” or “socialized” in our society. We will look at the differences of approach to relationships and intimacy by men and women. The need to learn communication skills, verbal as well as emotional, will be a constant thread through the course. F or S
REL 300  Studies in Christian Scriptures  3 semester credits
Same course description as REL 120. Students enrolled in REL 300 are required to complete an independent research assignment. Satisfies general education requirement to complete a three-credit course with significant Franciscan content. F or S

Sociology

SOC 101  Introduction to Sociology  3 semester credits
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 semester credits
Drugs, poverty, illiteracy, homelessness, AIDS, undocumented aliens, single-parent families, urban and farm crises, and racial and environmental issues are examined. Possible causes and remedies are scrutinized. F or S

SOC 304  Social Gerontology  3 semester credits
The course focuses on social stereotypes and prejudice against the aged, discrimination, friends and family, care-giving, living environments, demography, senior political power, legislation, elder abuse, and death and dying. Prerequisite: Junior standing or permission of the instructor. F or S

SOC 305  Crime and Society  3 semester credits
The course considers the basic sociological theories and research findings concerning crime. The punishment and corrections process, organized crime, corporate crime, the police, the courts and the impact of crime on the victim are examined. Prerequisite: Junior standing or permission of the instructor. F or S

SOC 308  Racial and Ethnic Groups  3 semester credits
The course considers major racial and ethnic groups, especially African-Americans, Asian Americans, ethnic whites, Hispanics, and Native Americans. The focus is on the traits of each group and its pattern of adaptation to the larger society. Prerequisite: Junior standing or permission of the instructor. F or S

SOC 309  Special Topics in Human Services  3 semester credits
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 semester credits
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, and Society  3 semester credits
This course provides an overview of the child (infant through elementary) and the reciprocal relationships children develop with their family, their school and the world in which they live. Theories pertaining to the roles and relationships within and between families, schools, and communities are introduced with an emphasis on enabling students to identify family needs and concerns, and use a variety of collaborative communication and problem-solving skills in order to assist families in finding the best available community resources to meet these needs. Students themselves explore various community resources which further the development of the child’s potential. Prerequisite: junior standing or permission of the instructor. F or S
SOC 313  Medical Sociology  3 semester credits
Medical Sociology is an introductory course providing to the learners a basic foundation of human biology that is 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 instructor. PSY 101 and SOC 101.

SOC 315  Cross-Cultural Perspectives  3 semester credits
Culture and politics in Europe, Latin America, the Arab world, India, East Asia, and other areas are examined. Emphasis is on viewing the world from the diverse perspectives of other cultures and political systems. Topics and regions vary. Prerequisite: Junior standing or permission of the instructor. F or S

SOC 318  Sociology of Sport  3 semester credits
The social institution of sport is examined as a microcosm of society. Consideration is given to the different levels of sport, and sports in relation to social stratification and mobility, big business, mass media, religion, race, gender and social discrimination. Prerequisite: Junior standing or permission of the instructor. F or S

SOC 320  Public Policy and Social Services  3 semester credits
An examination of public policies and the social services they mandate. The major focus is on American government policy at all levels and the detailed content of social services. Some consideration of other nations and international agencies is offered. Policies and services pertaining to a variety of areas, including urban life, poverty, health care, substance abuse, children, the aged, unemployment, and mental health, are studied. Prerequisite: Junior standing or permission of the instructor. F or S

SOC 340  Managing in Health and Human Services: An Interdisciplinary Approach  3 semester credits
An upper-level management course providing basic management theory for the beginning manager. Management challenges, human service environments, management theories, organizational design, program planning and implementing, supervisory relationships, managing finances, program evaluation, leadership theories and team organization are discussed. Assessment of course objectives will be conducted through paper/pencil tests, small-group activities, class participation and a comprehensive management project. Prerequisite: SOC 101. Cross listed as HCA 340. F or S

SOC 421  Human Services Practicum  3 semester credits
Students apply the skills and knowledge developed from their study of human services in a work environment. One hundred fifty (150) hours of supervised, unremunerated work in an approved institution or agency is required. 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 semester credits
Students learn basic theory and practice of oral communication. Topics include language, listening, causes of communication breakdown, feedback, nonverbal communication, audience analysis, reasoning, organization and development of messages, and delivery strategies. Oral assignments may range from informative, persuasive, and ceremonial speaking to small group discussion and oral interpretation. F/S

SPE 107  Introduction to Speech and Hearing Disorders  3 semester credits
This course is designed to acquaint the student with the nature, symptoms, causes, effects, and treatment of speech and hearing problems. Students observe speech and hearing pathologists in a clinical setting. (Not offered every year.) S

SPE 301  Oral Interpretation  3 semester credits
A study of the theory and performance of the art of oral interpretation as well as a unique approach to analyzing literature of all types (prose, poetry and drama). After securing an understanding of the basic elements of theory, the student applies this knowledge to communicate effectively a writer’s thoughts, emotions and manner of expression to an audience. Experiences range from the presentation of children’s literature to drama, and include solo, duet and group performances. Prerequisite: SPE 103 or permission of the instructor. S

SPE 315  Business and Professional Speaking  3 semester credits
An analysis of communication theory applied to the organizational setting with practical experience in several forms of oral communication found in the business and professional worlds: interviewing, group discussions, conflict resolution, informative and persuasive speaking, impromptu, and special occasion speeches. Prerequisites: SPE 103 or permission of the instructor. S
The College of External Studies serves adult learners seeking 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 credits to be used in completing a baccalaureate degree.

Besides offering online and on-ground 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.

Admission Policies and Procedures/
General Admissions Policy

College of External Studies Undergraduate Admission Requirements
Students seeking admission to the College of External Studies are required to:

- 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, or an Associate of Arts or an Associate of Science degree from an appropriately accredited institution with a minimum of 60 transferable credits.
- Have work experience, preferably full-time work experience.
- Have access to a computer with an internet connection for the web-based programs.

Skills and Minimal Computer Hardware and Software Requirements
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.
- Ability to use appropriate anti-virus utilities so that files transmitted and received are virus free.

Minimally, students must have a computer with the following features and system configurations:

- Platform: Windows 2000, NT, or XP; MacOS 9 or MacOS X
- Hardware: 256 MB of RAM, 1Gb of free disk space
- Software: Microsoft Word, Microsoft Excel, Adobe Acrobat Reader
- Modem: 56 K, DSL, Cable modem
- Browser: Netscape Navigator 6 or greater; Internet Explorer 5.5 or greater.
- Email: Outlook, Eudora, Entourage, OS X mail, yahoo mail, hotmail

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 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) courses. In order to begin the fifth (5th) 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 course.

1. Submission of transcripts from all post-secondary education previously attempted or a signed Transcript Relinquishment Form for any official transcripts that the student is unable to provide. Students receiving VA benefits will jeopardize their ability to receive Veteran’s benefits by relinquishing transfer credits. Post-secondary education includes all of the following:

   a. College or university transcripts and transcripts from any other post-secondary educational institution attended. (The Ashford University Registrar’s 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 post-secondary credit previously earned through examination or credit earned through non-traditional instruction that the students intends to have evaluated for applicability to Ashford University program requirements (Must be requested by the student).

2. Transfer students must provide official documentation of an undergraduate cumulative GPA of 2.0 in all combined undergraduate coursework, or achieve a cumulative GPA of 2.0 in the first four courses taken at Ashford University. Students who choose to relinquish transcripts must achieve a 2.0 cumulative GPA in their first four Ashford University courses as well.

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 is 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:
   - The equivalent of an Associates degree from the United States with 60 or more transferable credits.
   - 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 within the last five (5) years:
   - Educational Credentials Evaluators, Inc. (ECE)
   - World Education Services (WES)
   Evaluations that are over five years old can be accepted if the evaluation agency sends an official “re-issued” report directly to the University. Student copies are not accepted.

3. Submit a copy of official transcripts indicating completion of high school equivalency or the equivalent of an Associates de-
gree from an appropriately accredited institution.

4. Prove the ability to study in English by one of the following:
   a. Submit copies official scores for the Test of English as a Foreign Language (TOEFL) examination taken within the past five (5) years. A minimum score of 213 computer based, 550 paper based, or 79 internet based is required.
   b. Submit copies of transcripts designating that a minimum of 30 transferable credits have been taken at regionally or approved nationally accredited colleges/universities in the United States.
   c. Submit copies of official documentation of having achieved a high school diploma or GED in the United States.
   d. Submit copies of documentation from a high school, college, or university at which a degree was completed indicating that the median language of instruction was English.

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, the following provisions must be met prior to the conclusion of four (4) courses. In order to begin the fifth (5th) course, international students must complete all the requirements outlined below. Students who do not meet all requirements are disqualified and withdrawn from the program at the conclusion of the fourth (4th) attempted course.

1. Submit an official evaluation sent directly from an approved evaluation service.
2. Submit official transcripts indicating completion of high school equivalency. Note: If the student completed his/her education in a country where obtaining original documentation is a hardship; he or she can appeal to the registrar for an exception to the requirement for official documentation.
3. Submit official documentation indicating the ability to study in English.

Credit Transfer Policies
Transfer credits will be evaluated by the Office of the Registrar in terms of curriculum. Courses containing similar content will be accepted as equivalents to University courses. Courses not similar to those offered at the University may be accepted on an elective basis within the general curriculum area in which the course was completed. Unless special conditions exist, upper division courses will not be considered duplicates of lower division courses.

- Credits with grade of C- or above (100 level or higher) from regionally accredited and selected nationally accredited colleges or universities. Transfer credits will be evaluated from each college or university independently.
- A maximum of 9 semester credits with “D” grade are transferable as long as the student’s cumulative overall GPA is 2.0 or above. “D” credits cannot be applied towards the major.
- A maximum of 90 credit hours of combined non-traditional learning and transfer credits may be accepted and applied toward the 120 credit hours required for the bachelor’s degree. Of these 90 hours, 75 hours of transfer credit may come from appropriately accredited two-year or four year institutions.
- A maximum of 75 credits of non-traditional learning may be accepted and applied toward the 120 credit hours required for the bachelor’s degree. These credits include:
  - Credits earned through approved national testing programs, including Advanced Placement, CLEP, DANTES, PEP and other recognized examination programs.
  - Credits earned through instruction, including credit recommendations assigned by the American Council on Education (ACE) to coursework completed in the military, business or other settings and instruction offered by the Program on Non-collegiate Sponsored Instruction (PONSI).
  - Credit for experiential learning and sponsored professional training evaluated by the College of External Studies.
  - Maximum allowance of 6 semester credits accepted for Physical Education activity courses
  - Maximum allowance of 6 semester credits accepted for software applications courses
  - Credit in transfer from selected nationally accredited institutions. 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 CCA-ACICS)
- Association of Theological Schools in the United States and Canada, Commission on Accrediting (ATS)
- Council on Occupational Education (COE, formerly known as SACS-COEI)
- Distance Education and Training Council, Accrediting Commission (DETC, formerly known as NHSC)
- Transnational Association of Christian Colleges and Schools, Accreditation Commission (TRACS)
- Accrediting Bureau of Health Education Schools (ABHES)

- The College of External Studies places no age limit on transfer credit from regionally accredited and selected nationally accredited institutions, with exceptions in subject areas where there has been significant change.
- Unless special conditions exist, upper level courses will not be considered duplicative of lower level courses
- Graduate level credits cannot be applied to undergraduate degrees
- A quarter credit taken in transfer will be equated to two thirds of a semester credit. When quarter credits are used as equivalencies to general studies requirements, the difference in required credits must be earned through completion of course work necessary to achieve 120 required credits for graduation. For example: a 3 quarter credit course may be accepted as meeting general studies core or competency requirements but equate to 2.0 semester credits. Therefore one additional credit of coursework will be needed to meet graduation requirements. A minimum of 5 quarter credits in natural science w/lab is required to meet the “Physical World” requirement.
- Grade points earned at another college are not used in the computation of the grade point average at Ashford University.
- 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 the College of External Studies. Regionally accredited Associate of Science degree recipients and recipients 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.

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 credits 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 studies core, an appropriately accredited bachelor’s degree will meet all general education requirements.
Non-Traditional Learning Assessment

Non-Traditional Learning Assessment (NTLA)
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 assessment program provides a means for awarding credit to students who bring college-level learning experiences acquired outside the University classroom.

Specifically, non-traditional credit (NTC) will be defined as:
1. Credit from a National Testing Program
2. Credit carrying ACE or PONSI recommended credits
3. Credit earned through the Ashford Prior Learning Assessment Center
   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 Assessment program at Ashford University:
1. A maximum of 75 semester hours of non-traditional credit may be applied toward a baccalaureate degree.
2. Non-traditional credit may not be counted toward the residency requirement in a degree program.
3. Non-traditional credit may not be granted when it duplicates college credit previously earned. Students may not receive credit for coursework that duplicates previously earned prior learning credit.
4. 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.
5. 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. Such transfer credit counts toward the 75 prior learning credit maximum applicable in a degree program.
6. Non-traditional learning credit may be granted only in disciplines where the University offers coursework or in disciplines related to its degree programs.

Credit Distribution Policies
1. Students in the College of External Studies may apply no more than 75 credits of NTC towards degree completion. These 75 credits can be any combination of the above listed types of credit.
2. Students in the College of External Studies may apply up to nine (9) NTC credits towards their major program as long as the content of the NTC credits is comparable to the content of the replaced course
3. Students may not use NTC credits to waive the Capstone Course.
4. Students will not be awarded NTC credits that duplicate credit that they have already earned through transfer or other means. Credit will not be given for the same learning twice.

National Testing Policies
Ashford University accepts the credits from the following National Testing Programs (NTP). Students may apply up to 75 semester credits to their degree program from NTP sources.

<table>
<thead>
<tr>
<th>NTP</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
<td>Advanced Placement (College Board) Examinations</td>
</tr>
<tr>
<td>CLEP</td>
<td>College-Level Examination Program</td>
</tr>
<tr>
<td>DANTES</td>
<td>Defense Activity for Non-Traditional Educational Support</td>
</tr>
<tr>
<td>GRE</td>
<td>Graduate Record Examination Subject Tests</td>
</tr>
<tr>
<td>EXCELSIOR</td>
<td>Excelsior College Examination Program (These exams were formerly Regents, ACT PEP, CPE &amp; REDE tests of The University of the State of New York.)</td>
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<tr>
<td>TECEP</td>
<td>Thomas Edison College Examination Program</td>
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<td>Subject</td>
<td>Discipline</td>
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<tr>
<td>ANTHROPOLOGY</td>
<td>General Anthropology</td>
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<tr>
<td>ART</td>
<td>Art of the Western World Art History</td>
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<tr>
<td></td>
<td>Art/Studio Drawing or General Portfolio</td>
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<tr>
<td>BIOLOGY</td>
<td>Anatomy and Physiology</td>
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<td>Biology</td>
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<td>General Biology</td>
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<td>Pathophysiology</td>
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<td>Business Mathematics</td>
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<td>Business Policy &amp; Strategy*</td>
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<td>Introductory Business Law</td>
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<td>Principles of Financial Accounting</td>
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<td>Management Information Systems</td>
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<td>Information Systems &amp; Computer Applications</td>
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<td>Introduction to Computing</td>
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<td>CRIMINAL JUSTICE</td>
<td>Criminal Justice</td>
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<td></td>
<td>Introduction to Law Enforcement</td>
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<tr>
<td>EARTH SCIENCE</td>
<td>Astronomy</td>
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<td>ECONOMICS</td>
<td>Economics/Macroeconomics</td>
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<td>Economics/Microeconomics</td>
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<td>Financial Institutions &amp; Markets</td>
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<td>Money and Banking</td>
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<td>Principles of Macroeconomics</td>
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<td>Principles of Microeconomics</td>
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<tr>
<td>EDUCATION</td>
<td>Foundations of Education</td>
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<td></td>
<td>Reading Inst. in the Elem School</td>
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<td></td>
<td>Intro to Educational Psychology</td>
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<td>Subject</td>
<td>Course</td>
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<td>Analyzing/Interpreting Literature</td>
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<tr>
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<td>English Composition*</td>
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<td>English Composition w/Essay*</td>
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<td>English/Language &amp; Composition</td>
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<td><strong>FINANCE</strong></td>
<td>Principles of Finance</td>
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<td>Personal Finance</td>
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<td><strong>FRENCH</strong></td>
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<td>Human/Cultural Geography</td>
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<td>German Language</td>
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<tr>
<td>**GERONTOL-</td>
<td>Foundations of Gerontology</td>
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<td><strong>OLOGY</strong></td>
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<td>Civil War and Reconstruction</td>
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<td></td>
<td>History of Nazi Germany*</td>
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<td>Principles of Management</td>
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<tr>
<td>Principles of Supervision</td>
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<td>Production/Operations Management</td>
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<td>Calculus BC                                        AP</td>
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<td>College Algebra                                    CLEP</td>
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<td>College Algebra-Trigonometry                       CLEP</td>
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<td>College Mathematics                                CLEP</td>
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<td>Fundamentals of College Algebra                    DANTES</td>
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<td>Mathematics                                         GRE</td>
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<td>Principles of Statistics                           DANTES</td>
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<td>Statistics                                          Excelsior</td>
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<td>Music Theory                                       AP</td>
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<td>Health Support B:Comm Hlth Nrsg</td>
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<td>Nursing Concepts: Found Prof. Practice</td>
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<td>Occupational Strategies in Nursing</td>
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<td>Professional Nursing: Issues &amp; Concepts</td>
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<td>Professional Strategies, Nursing Psychiatric/Mental Health Nursing Research in Nursing</td>
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<td>Ethics in America</td>
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<td>Ethics: Theory &amp; Practice</td>
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<td></td>
<td>Physics B</td>
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<td>Physics C/Electricity &amp; Magnetism</td>
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<tr>
<td></td>
<td>Physics C/Mechanics</td>
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<td>POLITICAL SCIENCE</td>
<td>American Government</td>
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<td>Government &amp; Politics/Comparative Government &amp; Politics/U.S.</td>
</tr>
<tr>
<td></td>
<td>AP</td>
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<tr>
<td>PSYCHOLOGY</td>
<td>Abnormal Psychology</td>
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<td></td>
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<td></td>
<td>Drug and Alcohol Abuse</td>
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<td></td>
<td>Fundamental of Counseling</td>
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<td>Human Growth &amp; Development</td>
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<td>Introductory Psychology</td>
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<td>Lifespan Developmental Psychology</td>
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<td>Psychology of Adulthood and Aging</td>
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<td>Psychology of Personality</td>
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<td></td>
<td>Research Methods in Psychology</td>
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<tr>
<td>Natural Sciences</td>
<td>CLEP</td>
</tr>
<tr>
<td>Principles of Physical Science I</td>
<td>DANTES</td>
</tr>
<tr>
<td>SOCIAL SCIENCES/HISTORY</td>
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<tr>
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<td>Excelsior</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>CLEP</td>
</tr>
<tr>
<td>World Population</td>
<td>Excelsior</td>
</tr>
<tr>
<td>SPANISH</td>
<td>College Spanish Language:</td>
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<tr>
<td>Level I</td>
<td>-</td>
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<tr>
<td>Level II</td>
<td>CLEP</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>CLEP</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>AP</td>
</tr>
<tr>
<td>TECHNICAL WRITING</td>
<td>Technical Writing</td>
</tr>
</tbody>
</table>

* Indicates Essay requirement
**These scores are valid for computer-based CLEP exams taken after 7/1/01. Please check with the University concerning questions about passing scores on CLEP exams taken prior to 7/1/01.

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 indicating ACE/PONSI credits earned.

Prior Learning Assessment
The Ashford University Prior Learning Assessment Program allows students to earn credit for college level learning that occurs outside of a traditional classroom setting. The program is managed out of the Office of the Dean of the College for External Studies and complies fully with CAEL standards for excellence.

Students may earn credit through the PLA Program in two ways
1. Faculty evaluation of experiential learning (via EXP 200)
2. Faculty evaluation of sponsored professional training
Students may participate in these programs depending on their experience, background, or need.

Sponsored Professional Training: Policies and Procedures
The University acknowledges that college-level learning can occur in a variety of instructional settings. To that end, the University’s Council for External Studies has evaluated many standardized training programs and national certificate programs. Students who document successful completion of these courses or certificates will be awarded credit accordingly. A growing list, it includes the following:

<table>
<thead>
<tr>
<th>License/Certificate</th>
<th>Semester hours credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJ Emergency Medical Technology — Ambulance (EMT-A) or BASIC (EMT-B)</td>
<td>4</td>
</tr>
</tbody>
</table>
### NJ Emergency Medical Technology—Paramedic (MICP)
16

### Histotechnology (ASCP-HT)
4

### Nuclear Medicine Technology (ARRT-RT[N] or NMTCB-CNMT or NJ-LNMT)
30

### Nursing (RN)
up to 60

### Radiation Therapy Technology (ARRT-RT[T] or NJ-LRT[T])
32

### Radiologic Technology (ARRT-RT[R] or NJ-LRT[R])
- Hospital-based programs 1980 through present
  34
- Hospital-based programs 1976-1980
  20 or 34
- Hospital-based programs prior to 1976
  20

### Respiratory Therapy Technician (NBRC-CRTT)
23

### Respiratory Therapist (NBRC-RRT)
44

### Aviation Licenses and Certificates

<table>
<thead>
<tr>
<th>License/Certificate</th>
<th>Semester hours credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAA Private Pilot Airplane License</td>
<td>6</td>
</tr>
<tr>
<td>FAA Private Pilot Rotocraft License</td>
<td>6</td>
</tr>
<tr>
<td>FAA Commercial Pilot Airplane License</td>
<td>12</td>
</tr>
<tr>
<td>FAA Commercial Pilot Rotocraft License</td>
<td>12</td>
</tr>
<tr>
<td>FAA Instrument Pilot Airplane License</td>
<td>6</td>
</tr>
<tr>
<td>FAA Instrument Pilot Rotocraft License</td>
<td>6</td>
</tr>
</tbody>
</table>

(If a student holds both private pilot licenses the maximum credit award is nine semester hours; for both commercial pilot licenses, 8 semester hours; and for both instrument pilot licenses, nine semester hours.)

<table>
<thead>
<tr>
<th>License/Certificate</th>
<th>Semester hours credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAA Air Traffic Control Specialist</td>
<td>60</td>
</tr>
<tr>
<td>FAA Airline Transport Pilot</td>
<td>5</td>
</tr>
<tr>
<td>FAA Flight Dispatcher</td>
<td>7</td>
</tr>
<tr>
<td>FAA Flight Engineer</td>
<td>6</td>
</tr>
<tr>
<td>FAA Flight Instructor Instrument Rating</td>
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<tr>
<td>FAA Flight Instructor Rating</td>
<td>4</td>
</tr>
<tr>
<td>FAA Flight Navigator</td>
<td>8</td>
</tr>
<tr>
<td>FAA Mechanic Certificate/Airframe and PowerPlant Rating (earned after 1966)</td>
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<tr>
<td>FAA Mechanic/Airframe</td>
<td>27</td>
</tr>
<tr>
<td>FAA Mechanic/PowerPlant</td>
<td>28</td>
</tr>
<tr>
<td>FAA Multi-engine Airplane</td>
<td>2</td>
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</table>

### Business Certificates

<table>
<thead>
<tr>
<th>License/Certificate</th>
<th>Semester hours credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Computer Professional (ACP)**</td>
<td>up to 20</td>
</tr>
<tr>
<td>Certified Computer Programmer (CCP)**</td>
<td>up to 23-24</td>
</tr>
<tr>
<td>Certified Data Processor (CDP)**</td>
<td>up to 23-24</td>
</tr>
<tr>
<td>License/Certificate</td>
<td>Semester hours credit</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Certified Systems Professional (CSP)***</td>
<td>up to 23-24</td>
</tr>
<tr>
<td>Certified Public Accountant (CPA)* Awarded by state boards of accountancy</td>
<td>up to 33</td>
</tr>
<tr>
<td>Chartered Life Underwriter (CLU)* Awarded by the Certification Board of The American College</td>
<td>up to 30</td>
</tr>
<tr>
<td>Chartered Financial Consultant (ChFC)* Awarded by the Certification Board of The American College</td>
<td>up to 30</td>
</tr>
<tr>
<td>Certified Purchasing Manager (CPM) Awarded By The National Association of Purchasing Management. Credit recommendation by USNY PONSI program</td>
<td>up to 9</td>
</tr>
</tbody>
</table>

*** There is significant overlap of credit recommendations since as of May 1990 the ACP, CCP, CDP and CSP have a common CORE of 17 semester hours.

** There is duplication with the recommendation of these two credit awards. If a student holds both, the maximum credit will be 57 semester hours.

* There is a considerable amount of duplication within the credit recommendations of the CPA, the ChFC, the CLU and CPCU. Where duplication exists, credit will be granted only once.

### Other Certificates or Licenses

<table>
<thead>
<tr>
<th>License/Certificate</th>
<th>Semester hours credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Jersey State Land Surveyor License</td>
<td>7</td>
</tr>
<tr>
<td>Evelyn Wood Reading Dynamics Course</td>
<td>1</td>
</tr>
<tr>
<td>Navy Basic Nuclear Power School (after 1961)**</td>
<td>41</td>
</tr>
<tr>
<td>Navy Qualifications Beyond Basic</td>
<td></td>
</tr>
<tr>
<td>Nuclear Power School</td>
<td>3-20</td>
</tr>
<tr>
<td>Nuclear Regulatory Commission Reactor Operator or Senior Reactor Operator License**</td>
<td>27</td>
</tr>
<tr>
<td>National Registry of Radiation Protection</td>
<td></td>
</tr>
<tr>
<td>Child Development Associate (CDA)</td>
<td>9</td>
</tr>
<tr>
<td>New Jersey Basic Course for Police Officers (Jan. 1986 to Present)</td>
<td>16</td>
</tr>
<tr>
<td>New Jersey Basic Training for Corrections Officers (July 1989 to Present)</td>
<td>12</td>
</tr>
<tr>
<td>Philadelphia Police Academy Training (1988 to Present)</td>
<td>15</td>
</tr>
</tbody>
</table>

### American Society for Nondestructive Testing

<table>
<thead>
<tr>
<th>Certification/Level</th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any testing method</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Radiographic testing</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Ultrasonic testing</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Magnetic+Liquid testing</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Eddy Current testing</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Leak testing</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

** There is duplication with the recommendation of these two credit awards. If a student holds both, the maximum credit will be 57 semester hours.
Sponsored Professional Training Evaluated by Ashford University

Students may also submit documentation of training that is not included in this list. Ashford University faculty will evaluate the submission for evidence of college-level learning. 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 the manner.
2. Academic Advisor enrolls the student in the Online Assessment Center: Sponsored Professional Training.
3. Student reviews the policies and procedures posted in the Online Assessment Center.
4. Student gathers documentation of the following:
   a. Successful completion of the course
   b. Course content information
   c. Length of the course
5. Using the guidelines found in the Ashford University Online Assessment Center, student writes a one-page Credit Rationale paper of the 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 reviews the materials and makes credit recommendation to the Dean of the College of External Studies.

Experiential Learning Essay: Policies and Procedures

EXP 200 Fundamentals of Adult Learning  (3 semester credits) is a pre-requisite course for students seeking credit through preparation of life-learning essays. To be eligible to enroll in EXP 200, students must be matriculated and have completed their first course at the University

Evaluation fees:
• Sponsored Professional Training assessment: $30 per credit
• Experiential Learning Essay evaluation $125

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

Faculty designated to assess experiential learning must first complete a faculty training workshop in essay assessment. Virtual essay methodologies will be used in the assessment process. CAEL standards and HLC guidelines will be followed in evaluating experiential learning.

EXP 200 Fundamentals of Adult Learning  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 credit hours.
Financial Information

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 and grade reports until accounts are paid in full. If a student withdraws from Ashford University before completing a degree; the student has no further obligation to the University beyond paying for courses completed or in process. (in accordance with the “refund policy” stated below.)

Undergraduate Tuition and Fees

<table>
<thead>
<tr>
<th>Application Fee</th>
<th>$55</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (per credit)</td>
<td></td>
</tr>
<tr>
<td>100 Level Course</td>
<td>$230</td>
</tr>
<tr>
<td>200 Level Course</td>
<td>$295</td>
</tr>
<tr>
<td>300 Level Course</td>
<td>$295</td>
</tr>
<tr>
<td>400 Level Course</td>
<td>$295</td>
</tr>
<tr>
<td>Books and Materials</td>
<td>$100</td>
</tr>
</tbody>
</table>

(Average per course)

Matriculation
Matriculation occurs when a student enrolls in the University as a degree seeking student. The fee is based upon total number of applicable credits accepted in transfer. The fee includes official evaluation of the student’s educational records, technology fees, Blackboard support fees, library service fees, transcript maintenance fees, and ongoing academic advisement. For students seeking the Bachelor of Arts in Organizational Management degree, this fee also covers guidance for those choosing an area of concentration. The fee is assessed after completion of the first Ashford University course and may be adjusted as additional transfer credits are submitted, evaluated, and accepted.

<table>
<thead>
<tr>
<th>Matriculation Fee</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0-47 Credits Transferred</td>
<td>$490</td>
</tr>
<tr>
<td>48-90 Credits Transferred</td>
<td>$990</td>
</tr>
</tbody>
</table>

Matriculation Fee Deferred
In order not to discourage employer tuition-reimbursed employees who are not reimbursed for matriculation fees, Ashford University will allow students paying through reimbursement to defer paying the matriculation fee. Students who wish to learn about potential deferred payments should contact the Financial Aid Office to discuss their options.

| Graduation Fee | $110 |

Payment Options
Ashford University offers a variety of options for covering the costs of undergraduate education. They are as follows:

Cash Plan
Requires that 100% of tuition 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.
Third Party Billing Plan (Employer / Military / Government Agency)
- Ashford University must approve said organization for direct billing.
- A minimum of 50% of tuition per year must be paid by employer.
- Active-duty military or civilian government contract employees are automatically eligible.
- Does not include (VA) GI Bill benefits.

Note: Employee Third Party Billing 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:
1. Employment ceases with approved direct bill company.
2. The company voucher is not handled on a timely basis.
3. 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 first part 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 Third Party Billing Plan:
1. Student Financial Agreement Form.
2. 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.

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.
- Tuition is deferred a maximum of 60 days after each course start date regardless of when student receives disbursement from employer. Applicable fees are due on or before the start date of each course. To qualify, 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, prior to the start of course if not paid for within the 60 day time frame. The conditions of this plan are not dependent upon the receipt of grade or completion of course. Tuition must be paid in full 60 days after the start date of a course; 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, the student’s credit card will automatically be charged. The credit card must be issued in the student’s name. A declined card will automatically result in a late fee and declined credit card 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:
- Student Financial Agreement Form
- Tuition Reimbursement Certification and Authorization Form

Private Loan Plan
Ashford University’s Financial Aid Department has information on preferred private loan programs available.

Documentation required for the Private Loan Plan:
- Student Financial Agreement Form
- Completed Loan Application
- Signed Promissory Note

Financial Aid Plan
The University will provide assistance to all students and families who are eligible for financial aid. In the most recent academic year, the University provided financial aid to more than 94% of all students enrolled.

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 FAFSA (Free Application for Federal Student Aid) and Mas- ter Promissory Note. Financial Aid plans are provided through the Federal Pell and SEOG Grant Programs and/or the Federal Family Educational Loan Programs (Stafford subsidized, unsubsidized, and PLUS Loans) and the Perkins Loan Programs. All students seeking federal financial aid benefits must be admitted to a financial aid eligible degree or certificate program in order to determine financial aid eligibility. At least 50% of a student’s annual tuition must be funded through the federal financial aid benefits, and, to be eligible, the student must meet the following conditions:

1. Complete a financial aid orientation.
2. Complete an Entrance Interview Form.
3. Submit a completed Financial Aid Packet. (including required paperwork and documentation.)
4. Complete the Admissions Application.
5. Pay all applicable fees.

In order to continue financial aid beyond the first course, the student must provide Ashford University all documents required to complete the certification of federal financial aid funds. 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. Students must reapply for funding 90 days prior to each academic year on this plan. Tardiness in applying could result in disqualification and resulting compliance with the terms and conditions of the Cash Plan.

Note: Continuous attendance with no attendance breaks greater than 29 days is required to retain disbursed federal financial aid funds.

**Non-Traditional Credit Assessment Fees**

<table>
<thead>
<tr>
<th>National Testing Credits:</th>
<th>no fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE/PONSI recommended Credits:</td>
<td>no fees</td>
</tr>
<tr>
<td>Sponsored Professional Training Fees:</td>
<td>$30 per credit assessed</td>
</tr>
<tr>
<td>Experiential Learning Essay Evaluation Fee:</td>
<td>$125.00 per essay</td>
</tr>
</tbody>
</table>
Financial Aid

Federal Pell Grants
A Pell Grant is awarded only to undergraduate students who have not earned a bachelor’s or professional degree and have financial need. 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 full-time or part-time, and whether the student has attended school for a full academic year. Pell Grants are limited each award year in amount depending upon program funding and a maximum per student amount.

Federal Supplemental Educational Opportunity Grants
The FSEOG is generally awarded only to undergraduate students who have exceptional financial need (those whose calculated EFC was very low). Priority is given to students who have received a Federal Pell Grant. The amount a student receives depends on when the application is made, level of need, the amount of available FSEOG funding available at the Institution, and the policies of the financial aid department at the school. Each year a maximum amount that each student may receive in the form of a FSEOG grant is specified.

State Grants
A grant is a monetary stipend awarded to students who can prove need or skill. Grants do not have to be repaid. For information on the following grants provided by the State of Iowa, contact the Ashford University financial aid office.

Iowa Tuition Grants (ITG) – are 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) – 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 5 percent 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 – are 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.

Undergraduate Financial Aid – College of External Studies
Week = 7 calendar days
Academic/Financial Aid Award Year Definition = 40 weeks of instructional time, and 24 earned credit hours
Financial Aid Payment/Disbursement Period = Minimum 20 weeks of instructional time, and 12 earned credit hours

Loan Qualifications and Disbursement
In order to help undergraduates understand their aid eligibility, one must first determine the student’s dependency status. Undergraduates are classified as either “dependent” or “independent.”

Students who are dependent must supply parents’ financial information when applying for aid. Generally, dependent students are not eligible to receive the unsubsidized portion of the undergraduate loan limits listed below.

A student can be classified as independent if at least one of the following criteria is met: 1) At least 24 years of age, 2) A Veteran of the U.S. Armed Forces, 3) Married, 4) Graduate or Professional Student, 5) Orphan or Ward of the Court, 6) Have legal dependents.
Loan periods are two terms in length, unless you begin at the mid-point of a term, then the loan period will run for 2½ 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 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.

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 credit hours and is registered for another course. Grades of “W” “I” or “F” do not count toward successfully completed courses.

**Tuition Payment and Financial Aid**
Each financial aid disbursement is intended to cover tuition costs for at least 12 undergraduate level credits. However, students who do not meet the 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.

Types of Aid Available for Undergraduates who Qualify:
• Federal Pell Grant
• Federal Supplemental Grant
• Federal Stafford Loan
• Federal Work Study, Plus (parent) loans (dependent students only).
• Students may request information about alternative loans through the Financial Aid Office.

### Undergraduate Stafford Loan Limits

<table>
<thead>
<tr>
<th></th>
<th>Subsidized**</th>
<th>Unsubsidized (in addition to base Subsidized eligibility)**</th>
<th>Total: Subsidized and Unsubsidized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Undergraduates</td>
<td>$2,625</td>
<td>0</td>
<td>$2,625</td>
</tr>
<tr>
<td>Dependent Undergraduates</td>
<td>$3,500</td>
<td>0</td>
<td>$3,500</td>
</tr>
<tr>
<td>Dependent Undergraduates</td>
<td>$5,500</td>
<td>0</td>
<td>$5,500</td>
</tr>
<tr>
<td>Independent Undergraduates and Others without access to PLUS*</td>
<td>$2,625</td>
<td>$4,000</td>
<td>$6,625</td>
</tr>
<tr>
<td></td>
<td>$3,500</td>
<td>$4,000</td>
<td>$7,500</td>
</tr>
<tr>
<td></td>
<td>$5,500</td>
<td>$5,000</td>
<td>$10,500</td>
</tr>
<tr>
<td>Graduate and Professional Studies</td>
<td>$8,500</td>
<td>$10,000</td>
<td>$18,500</td>
</tr>
</tbody>
</table>

*A PLUS Loan may not exceed the student’s estimated COA minus other financial aid awarded for the loan period.*
*A dependent student whose parent cannot obtain a PLUS loan is allowed to borrow additional Unsubsidized Stafford amounts*
equal to the amount that independent borrowers are able to borrow.

** A dependent student’s eligibility for Subsidized Stafford Loan funds is affected by the need calculation. Students who do not have enough need to qualify for a Subsidized Stafford Loan up the amounts in the second column in the chart above may be awarded Unsubsidized Stafford Loan funds to make up the balance of the annual loan limit.

<table>
<thead>
<tr>
<th>Aggregate Limits</th>
<th>Subsidized</th>
<th>Unsubsidized (in addition to base Subsidized eligibility)</th>
<th>Total: Subsidized and Unsubsidized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Undergraduates</td>
<td>$23,000</td>
<td>0</td>
<td>$23,000</td>
</tr>
<tr>
<td>Independent Undergraduates</td>
<td>$23,000</td>
<td>$23,000</td>
<td>$46,000</td>
</tr>
<tr>
<td>Graduate &amp; Professional Students</td>
<td>$65,500</td>
<td>$73,000</td>
<td>$138,500</td>
</tr>
</tbody>
</table>

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

Students must complete at least 60% of the instructional time in a disbursement period to earn 100% of financial aid for that disbursement period. Any break in enrollment could result in the return of Title IV funding. This may require return of tuition paid and/or financial aid overages disbursed to students. Students are responsible for any portion of Title IV financial aid that is returned by the School on the student’s behalf based on overpayment and/or enrollment status.

**Academic Calendar**

The academic calendar in the College of External Studies 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. Most courses are five weeks long. Opportunities to enroll in the College of External Studies and begin a course sequence in a degree program are available every two weeks.
Academic Policies and Procedures

Academic Advisement
Ashford University’s College of External Studies has supportive faculty and staff members who work with each student to help ensure the student’s success at the University. An Academic Advisor is appointed for each degree-seeking student. The advisor assists the student in selecting a major and in developing a degree-completion plan which is formalized by a Disclosure Agreement.

Program Administration
Initial enrollment in courses offered by the College of External Studies, both online and on ground, 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 Advisor 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.

Course Sequencing
Students with fewer than 24 transferable credits upon admission must complete a series of at least 7 general education courses (21 credits) before moving into the core courses in their major. In addition, students should have a minimum of 60 transferable credits to begin the core courses. Once a student has begun the program at Ashford and has accumulated at least 45 credits in total, with at least 21 credits through Ashford, he or she may begin taking core courses. Other students who have not completed the majority of their general education courses are encouraged to begin their studies in the general studies core. In all cases, a student should review plans for program completion with his or her Academic Advisor on a regular basis.

College of External Studies Credit Maximum Policy
A maximum of 36 credits may be attempted per academic year. Students may appeal in writing to the Provost for an increase to a maximum of 48 credits attempted per academic year.

Concurrent Course (Double up) Registration Policy
- Concurrent course registration may occur when the student is fully admitted and has completed his or her first two courses.
- 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 two Ashford University courses concurrently in online, evening accelerated, or ClassLine modalities.
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 towards 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 Advisor to discuss course scheduling and planning 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.

Undergraduate Non-term Based Program Measures

Week = 7 calendar days
Academic Year Definition = 40 weeks of instructional time; 24 earned credit hours
Financial Aid Payment Period = Minimum 12 earned credit hours; 20 weeks of instructional time
Satisfactory Academic Progress Increment = 12 attempted credit hours

Minimum undergraduate qualitative and quantitative standards:
Qualitative - 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 towards GPA for transfer credits or prior learning credits.

Quantitative - 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 as measured in credit hours.

Satisfactory Academic Progress Review and Evaluation

Satisfactory academic progress is reviewed in twelve (12) credit hour increments. Students will be evaluated against both qualitative and quantitative standards at the conclusion of every twelve (12) attempted credits.

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) credit hour increment.
• Students will be given up to 12 credits 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 credits 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) credits 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.

### English Proficiency Assessment for the College of External Studies

Writing is an integral component of the teaching/learning model in Ashford University’s College of External Studies. All new AU/CES students are required to demonstrate proficiency in English. English proficiency contributes to students’ success once they enter their required course of study. Students will be evaluated for proficiency in the PSY 202 course.

The Proficiency Exam: The proficiency exam is delivered electronically using Blackboard during PSY 202. The multiple choice exam consists of large pools of questions that cover grammar, usage, punctuation, and style. Some students may need more than one attempt to achieve proficiency. Each attempt will present a different set of 45 questions.

The student’s performance on this exam will provide feedback on the current level of proficiency, measure the student’s writing skills, and/or assist Ashford University in placing the student in the appropriate writing course.

**English proficiency may be met by meeting one of the following criteria:**

1. A score of 75% on the Ashford University Proficiency exam by the end of the second course or
2. A passing grade in the appropriate Ashford University English course. (e.g. ENG/101 with a “C” or better) or
3. A passing score on the appropriate exam taken within the last 2 years. (e.g. CLEP exam - English Composition w/ Essay) or
4. Equivalent transfer of ENG/101 or higher with a grade of “C” or better within the last two years.

**NOTE:** A C- is not a C

**NOTE:** The AU English proficiency exam is not a credit bearing exam.

Students who do not demonstrate proficiency will be contacted by an Ashford University Advisor to discuss further options during their second course.
Course Drop/Withdrawal Policy

To officially drop from a class or classes without withdrawing from permanently from the program, a student must complete a Course Drop/Temporary Out form and return it to his/her Academic Advisor or the Registrar. To officially withdraw from the program, a student must fill out an official Withdrawal Form and return it to his/her Academic Advisor or the Registrar. The date this form is received by the Academic Advisor or Registrar will be the official drop/withdrawal date of the courses for grading purposes.

Official course drop/withdrawal policy (A week is defined as 7 calendar days. The first week begins on the start date of the course):

Students who officially drop or withdraw 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 his/her academic transcript.

Add/drop Deadlines:
   i. 16 week course = week 2
   ii. 8 week course = week 1
   iii. 6 week course = week 1
   iv. 5 week course = week 1
   v. 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:
   i. 16 week course = week 12
   ii. 8 week course = week 6
   iii. 5 week course = week 4
   iv. 6 week course = week 5
   v. 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 or an incomplete as outlined in this Catalog.

A student who attends the first 10% of a class and subsequently does not meet the attendance requirements for a class and does not follow the requirements for officially dropping/withdrawing from classes will be considered unofficially or administratively dropped/withdrawn and will receive a grade of “F”.

Leave of Absence Policy – College of External Studies

Although Ashford University encourages continuous enrollment from the time of matriculation through graduation for all students, from time to time, there may be circumstances that 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 leave of absence is based on the last date of documented attendance.
   c. In order 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 which 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 his/her last date of documented attendance.

Re-Entry Students
Students who previously attended the University may apply for re-admission by completing the regular application for admission. If the student has continued his/her education at another school since leaving the University, official transcript(s) from any other college attended should be submitted before the applicant is readmitted.

Students who have been inactive in the program for one year or more are required to complete a new application and enrollment agreement. This is to ensure that the University has current demographic information for each student. Students who withdraw for one year or more are subject to any curriculum or degree requirement and policy changes in effect at the time they re-enter. A second application fee is not required.

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. Students receiving veteran’s benefits must submit official documentation of all prior post-secondary education attempted for transfer credit evaluation. Students receiving veteran’s benefits are not permitted to relinquish transcripts.

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

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

All grade appeals relating to coursework in the College of External may be appealed in writing through the following process:

- 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 Dean for reconsideration of the grade issued.
- If the Dean is the instructor of the course, the student may appeal to the University Provost for reconsideration.
- The University Provost is the final decision maker on all grade appeals.

Audit
The College of External Studies does not allow course auditing due to the accelerated nature of the onground courses and the unique nature of the online classroom environment.
Repeat Policy
In order to raise the cumulative grade point average, a course may be repeated at the University if the initial grade in the course is C– or lower. The second grade earned in the course is used in computing the cumulative grade point average. It is the student’s responsibility to notify the Registrar’s Office when enrolling in a course that is a repeat of an earlier course.

Sequence of Courses
Course sequences for students in the College of External Studies are developed by Academic Advisors to ensure the completion of a foundational perspective of general education and lower-level courses before the upper-level core in the major is begun. Normally, a student will have 60 semester credits completed before starting the core course sequence in a degree program. Students who have accumulated 45 semester credits, 21 of which were earned at Ashford University, may begin the introductory course sequence in an academic major. Students are not permitted to take a prerequisite course for credit after they have completed a more advanced prerequisite-based course with a grade of “C” or higher.

Classification of 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 full-time student. Students are further classified according to the following number of credit hours earned:

- Freshman 0–29 credits earned
- Sophomore 30–59 credits earned
- Junior 60–89 credits earned
- Senior 90 or more credits earned

Online Course Attendance
Students taking online classes are expected to attend each week. Online students in the College of External Studies, online graduate students, and traditional students in online courses are required to log in to each online course by Tuesday during the week in which the course officially begins and complete the initial introductory postings required in the course. Additionally, as a minimal requirement, they must login during at least one of the remaining days in the first week of the course and during two days in each subsequent week in the course.

Students who fail to meet these attendance requirements in one week of the course will be given an absence for that week. 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. The course must then be repeated.

On-Ground Accelerated Program
Students taking classes in an accelerated format are expected to attend each class session. Students who fail to meet the attendance requirement in one week of the course will be given an absence for that week. 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. The course 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.
Academic Integrity

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 (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.

Students in the College of External Studies are made aware that 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 net-wide searches.

Academic Misconduct

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

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.

Plagiarism Policy

For the first instance of plagiarism, the student will receive no credit for the assignment in question. Further, the instructor will report the incident to the Office of the Provost, and the student will receive a letter (see Appendix 1) from the Office. The Office of the Provost will retain the letter for Ashford University records. A second incident of plagiarism will result in a failing grade for the course, as well as a second letter of warning. A third Incident shall result in dismissal from Ashford University.

Definition

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 on-line), 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.
Common Knowledge

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 (for example, that the Robert Kennedy was assassinated in 1968) do not need to be documented. However, students must reference lesser known ideas and interpretations of the common knowledge (for example, a press release defense attorney Lawrence Tee-ter made regarding the possible innocence of Sirhan Sirhan, the accused assassin).

Acts of plagiarism include, but are not limited to:

Copying text from printed materials, which include books, magazines, encyclopedias, and newspapers, et al.

The modification of a) with the intent of changing verbiage, changing words, or interspacing the student’s work into the plagiarized work.

“Copy and Paste” plagiarism, which involves copying and pasting materials from Internet sources and presenting them as one’s original work.

The modification of b) with the intent of changing verbiage, changing words, or interspacing the student’s work into the plagiarized 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 sources.

“Recycling” of old papers for a current course. Students may only use previous work to support current work (and the previous work must be cited properly).

Paraphrasing or summarizing another’s work without giving appropriate credit.

Avoiding Plagiarism

Students are required to purchase Jane Aaron’s The Little Brown Compact Handbook for their coursework. Students should refer to pages 342-350 for a discussion of avoiding plagiarism. In addition, questions can be addressed to instructors.

Code of Conduct

In serving adult learners Ashford University has developed a teaching/learning methodology based on the assumptions that its students are:

- Mature, goal-oriented and self-directed.
- Interested in collaborative learning activities.
- Consistent in preparing weekly course assignments.
- Willing to explore ways to apply academic subject matter (theory) to workplace or problem-solving situations.
- Capable of reflective thinking and reflective writing required to synthesize what has been learned and assess its value in relation to personal and career goals.
Given these assumptions, Ashford University expects students to practice the following Code of Conduct with other students, instructors and Ashford University personnel:

- Show respect for others and their ideas.
- Listen carefully.
- Use language thoughtfully, avoiding expressions and exchanges that are inflammatory, rude and offensive.
- Be ethical and honest in all activities.
- Avoid behavior that would threaten or harm others in any way.

Ashford University will hold students accountable for their actions and initiate disciplinary measures when violation of the Code of Conduct occurs.

**Academic Honors**

At the end of each academic year in the College of External Studies, the Registrar identifies students who merit academic recognition for their scholarship. Full-time students who earn a grade point average of 3.20–3.49 are included on an Honorable Mention List; those earning a 3.50 or above appear on the Dean’s List.

**Graduation Honors and Awards**

Candidates for the bachelor’s degree who have completed at least 55 semester credits with letter grades 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 less than 55 semester credits 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 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.”

**Grading**

Credit is awarded in semester hours.

**Transfer credit**

Transfer credit from other institutions is noted on the transcript. No grades are awarded for transferred credits and transfer credit hours are not reflected in the grade point average.
Grading System

Grades/Quality Points:

- A  =  4.0
- A- = 3.7
- B+ =  3.3
- B  = 3.0
- B- = 2.7
- C+ = 2.3
- C  = 2.0
- C- = 1.7
- D+ = 1.3
- D  = 1.0
- D- = 0.7
- F  = 0

Other Grading Options:

- T   = Transfer Credit
- I   = Incomplete Course (replaced when final grade is awarded
- P   = Pass
- E   = Enrolled in Course
- W   = Withdrawn from Course
- PLA = Prior Learning Credit
- AP  = Advanced Placement Credit
- R   = *Repeated Course

*A student may repeat a course previously taken. 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).

Grade Appeals

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 grading of course assignments and/or determination of the course grade was biased.
3. The instructor was incorrect with respect to an objective fact within the discipline and this error affected the student’s final grade.

All grade appeals relating to coursework in the College of External Studies may be appealed in writing through the following process:

1. 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.
2. 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 for reconsideration of the grade issued.
3. If the Dean is the instructor of the course, the student may appeal to the VP of Academic Affairs or University Provost for reconsideration.
4. The VP of Academic Affairs or University Provost is the final decision maker on all grade appeals.

Note: All appeals must be submitted in writing within 30 days after the grade in dispute is granted.

Incomplete grades are typically not given in the College of External Studies unless there are compelling circumstances. In order to issue a grade of “Incomplete” for a course, the following conditions must be met:

1. 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.
2. The student must send a formal request for the incomplete to the Dean of the College, and a copy to his or her instructor. Incompletes requested in the last week of class will be denied, unless a compelling reason is addressed.
3. The instructor must approve the plan presented by the student for satisfying the requirements of the course.
4. The student has 30 days from the last day of the course to finish his or her coursework. If the student does not complete the work, his or her grade automatically defaults to an “F” for the course.

The following symbols also appear on the grade reports and/or official transcript:
P/F Designates Pass/Fail–Credit earned on a pass/fail basis will count toward the degree requirements although grade points will not be earned.
W Designates withdrawal from a course

Grade Point Average
The grade point average is determined by dividing the total number of quality points earned by the total number of 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 last grade earned affects the grade point average; the grade point value of the first grade is no longer included in calculating the cumulative average.

While the grade “W” does not affect the student’s grade point average, they do appear on the transcript. A pattern of such grades may be open to varying interpretations by prospective employers and/or graduate and professional schools. “W” grades are counted as credits attempted when calculating completion rate requirements for satisfactory academic progress.
Academic Support Services

Assistance in Developing Writing Proficiency
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.

Learning Resources
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 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.

The ProQuest databases in social science, business, and psychology have been made available to support academic majors in the College of External Studies.
Academic Programs

Baccalaureate Degree Programs
The College of External Studies offers the following baccalaureate degree programs:
- Bachelor of Arts (B.A.) in Organizational Management
- Bachelor of Arts (B.A) in Organizational Management with a Concentration in a complementary subject area
- Bachelor of Arts (B.A.) in Psychology

Requirements for Graduation with a Bachelor of Arts Degree:
1. Completion of the general education requirements, including competencies.
2. 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.
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 major, minor and collateral course work taken at the University.
6. Completion of 30 semester hours of credit from the University. At least 30 semester hours of credit earned towards a bachelo’s degree must be completed at the University.
7. The degree will be noted on the transcript as a Bachelor of Arts in Organizational Management. If the student has completed an approved concentration, that concentration will also be noted on the transcript.

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 credits 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 studies core, an appropriately accredited bachelor’s degree will meet all general education requirements.

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).”

Changes in Degree Requirements
Students have the option of satisfying degree requirements under any one catalog in use during the period of attendance. Exceptions are made in cases where the student has had an interruption of one year or longer in a college program. In these cases the catalog in effect at the time of re-entry (or a subsequent catalog) will be used to determine the final degree requirements. 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 VP of Academic Affairs has authority to waive or provide substitute course work for degree requirements.
General Education Program

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 area of aesthetic awareness, literature, physical world, social awareness, and values & beliefs. These 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 Bachelor of Arts and Bachelor of Applied Science 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 by means of high school advanced placement (AP) coursework and/or placement/competency testing. Students should consult their Academic Advisor 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.
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 from their Academic Advisor.

Demonstration of the competencies listed below are required for the B.A. and B.A.S. degrees. Courses offered by the College of External Studies to satisfy these competency requirements are listed in each area:

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.

- 3 semester credits - Applied Ethics
  - PHI 107: Philosophy of Human Conduct OR
  - REL 203: Contemporary Human Problems

Most courses that deal with ethics or morality, usually with a PHI or REL prefix, may be used 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 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/her message to different audiences and occasions.

- 9 semester credits - Communication
  - ENG 101: English Composition I
  - ENG 102: English Composition II
  - SPE 103: Oral Communication OR
  - COM 200: Interpersonal Communication

Students have the option of using a CLEP examination to fulfill the English Composition I and II requirement. An examination prepared by the University’s English Department may be used to fulfill the English Composition II part of the requirement. Speech competency can be fulfilled by a successful Speech Department examination or through a portfolio demonstrating a range of public speaking experiences by a student.

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.

- 3 semester credits – Computer Competency
  - INF 103: Computer Literacy

Most introductory computer courses or courses stressing the application of computers to a specific industry may be used to satisfy the computer competency requirement. Most applicable courses will have a BPC, CIS, INF, or COMP prefix.

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

- 3 semester credits - Critical Thinking
  - PHI 103: Informal Logic

Most logic courses or courses stressing critical thinking may be used to satisfy the critical thinking competency. Most applicable courses will have a PHI or LOG prefix.
Mathematics Competency permits students to efficiently process data and 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.

3 sem. hours – Mathematics Competency
MAT 126: Survey of Mathematical Methods OR
MAT 132: Introduction to Probability and Statistics
A course in College Algebra will 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 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 (3 semester credits)
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.
Requirements: (3 semester credits)
ENG 225 Introduction to Film

Typically, lower-level course in the one of the following subject areas may be used to satisfy the aesthetic awareness requirement: Art, Film, Photography, Dance (non-PE activity), and Music.

Literature (3 semester credits)
The student will interact with others through the study of various types and genres of literature.
Requirements: (3 semester credits)
ENG 105 Introduction to Literature

Typically, survey courses in American and British literature and courses dealing with works of major writers will satisfy the literature requirement.

Physical World (4 semester credits)
The student will understand the human species as a dynamic component of the physical world.
Requirements: (4 semester credits)
ENV/BIO 101 Humanity and the Environment

Introductory courses, with lab, in the following areas may be used to meet the physical world requirement: natural sciences including chemistry, biology, astronomy, and physics.

Social Awareness (9 semester credits)
The student will demonstrate an understanding of self and the interrelatedness of peoples, processes and institutions and analyze these relationships.
Requirements: (9 semester credits)
One of the following historical perspective courses:
HIS 103 World Civilizations I
HIS 104 World Civilizations II
HIS 204 American History since 1865

Typically, a course in World or Western Civilization, or an American history course will satisfy the historical perspective requirement.
One of the following multicultural perspective courses:

- ANT 101  Introduction to Cultural Anthropology
- HIS 103  World Civilizations I
- HIS 104  World Civilizations II
- REL 113  Comparative Religions

Typically, a course with a “global” context, or a context other than the United States, may be used to satisfy the multicultural requirement.

The following Personal Awareness course:

- PSY 202  Adult Development and Life Assessment

Values and Beliefs (6 semester credits)
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 one course in Philosophy and one course in Religious Studies.

Requirements: (6 semester credits)
Two courses from the following:
- REL 113  Comparative Religions
- REL 250  Judeo-Christian Thought
- PHI 445  Personal and Organizational Ethics

*One course with a REL prefix and one with a PHI prefix required.

Although Academic Advisors assist the student in course selection, it is the responsibility of each student to see that he/she fulfills the above requirements.
Courses Offered in Baccalaureate Degree Programs

Majors
The College of External Studies offers three academic majors leading to baccalaureate degrees. 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. Two majors offer the opportunity for students to pursue a concentration in an academic area that either complements the perspective of the major or focuses more sharply within the perspective of the major.

Bachelor of Arts in Organizational Management
The Organizational Management program is designed for students who have some full-time 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 in order to be effective.

The major has two tracks: a standard program of study, which includes 30 prescribed semester credits in Organizational Management, and a personalized program of study, which allows the student to combine 18 semester credits in Organizational Management with 12 semester credits in the student’s field of interest. A student can earn more than one concentration as long as each concentration has at least six credit hours that do not apply to another concentration or major.

Ashford University ClassLine affords students the opportunity to obtain their bachelor of arts in organizational management by combining classroom interaction with online learning. Students attend a four hour class on campus during weeks one and five and participate online during weeks two through four.

Course Requirements: (30 semester credits)

MGT 330 Management for Organizations (3)
Students examine management control functions, strategic planning, and organizational structure and design. Also examined is motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation concepts and skills are covered through readings and interaction, with an analysis of the effect on productivity. Total Quality Management (TQM) is studied and contrasted with Management by Objectives (MBO).

MGT 380 Leadership for Organizations (3)
Several leadership styles are examined. 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 412 Group Behavior & Organizational Effectiveness (3)
This course is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals.

SOC 402 Contemporary Social Problems & the Workplace (3)
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, 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.
MGT 425  Communication in Organizations (3)
This course investigates communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises involving non-verbal communication, constructive feedback, dealing with anger, and resolving conflict.

MGT 435  Organizational Change (3)
Students examine the formal and informal functions of organizations and analyze an agency or organization based on a systems model. Students will also analyze and solve organizational problems using a step-by-step method. This analysis will be applied to students’ work-related independent study projects.

MGT 445  Human Resource Management (3)
Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.

MGT 450  Strategic Planning for Organizations (3)
This course introduces students to various management planning models and techniques and applies these to business cases. It stresses the concepts of strategic planning and strategic management.

MGT 455  Personal and Organizational Ethics (3)
Several major ethical theories are reviewed. Students are asked to examine personal values through readings and workplace analysis to formulate a management philosophy incorporating business ethics, government accountability, human rights, and a responsible lifestyle in the contemporary world.

MGT 460  Leadership Priorities and Practice (3)
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.

Bachelor of Arts in Organizational Management with Concentration
Course Requirements: (30 semester credits)
This optional degree program in the area of Organizational Management allows a concentration of 12 semester credits, comprised of upper- or lower-level courses, in another discipline to be combined with 18 upper-level semester credits in Organizational Management, including the capstone course. This personal program of study is used to produce the 30 semester credits required for the major in the Organizational Management degree program. The concentration can be 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. (For example: 12 credits earned in Fire Science courses might be combined with 18 Organizational Management 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 define, in the capstone course, practical learning gained from the integration of these two fields of study.

Bachelor of Arts in Psychology
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.
Course Requirements: (36 semester credits)

PSY 101  Introduction to Psychology (3)
Survey of selected topics in psychology, including research methods, physiological psychology, sensation, perception, consciousness, learning, memory, motivation, gender roles, abnormal behavior, psychotherapy, and social psychology.

PSY 104  Child and Adolescent Development (3)
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 202  Adult Development and Life Assessment (3)
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 301  Social Psychology (3)
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 302  Industrial/Organizational Psychology (3)
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.

PSY 303  Abnormal Psychology (3)
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.

PSY 320  Research Methods in Statistical Applications (3)
Research methods in the Social Sciences will be introduced including naturalistic observation, surveys, case studies, and experimentation. An emphasis will be placed on fundamental statistical applications useful in analyzing data from these methods. A lecture/discussion format will present fundamental principles, typical research designs, and a critical discussion of the limitations of each method. A Laboratory will provide students with direct experience with research design, data collection, and fundamental statistical analyses.

PSY 350  Physiological Psychology (3)
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.
PSY360  Survey of Mental Health (3)
We will examine various mental health services including assessment, counseling, psychotherapy, drug therapy, residential treatment, prevention, and community support. The survey will introduce and discuss major perspectives in the delivery of counseling and psychotherapy. There will be critical discussion of the effectiveness of these services based upon results of current “outcome research”.

PSY361  Health Psychology (3)
Students will explore the mind/body relationship as it pertains to health, stress, and the person’s response to medical treatment. There will be a review of anatomy and physiology of the nervous system, the endocrine system, the immune system, and other organ systems. We will explore new strategies of applied psychology for sustaining health, managing stress, and recovering successfully from disease, injury, and medical treatment.

PSY 399  Selected Readings (3)
Each student will collaborate with the professor to select three readings in an interest area of the students’ choosing. We encourage selections that are relevant to the Applied Project, PSY 399. These selections will take place in the first of five learning blocks. In the second through fourth learning block, the student will read one of his/her three selections and write a reflection paper on that selection. The professor will provide some direction through several threads in the discussion forum for each selection. During the fifth learning block, the student will write a summary reflection paper synthesizing theory and research from the three selections.

PSY 499  Applied Project (3)
Each student will plan a project which will serve as the “capstone” for their study of psychology. We encourage a project that demonstrates how the student might apply their learning in a career setting or in community service. This project may entail library research, data gathering, service learning, interviewing, or some combination of these activities. The planning of the project will be completed by the end of the first learning block. For the first four learning blocks there will be written progress reports and a written narrative and reflection at the end of the course.

Bachelor of Applied Science Degree
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 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 Management core. The BAS graduate is thus prepared for greater career mobility and a more enriched life. The student must complete the following Management core requirements:

**Management Core Course Requirements:** (33 credits required)

**ACC 205  Principles of Accounting I (3)**
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.

**ACC 206  Principles of Accounting II (3) OR**
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.

**BUS 201  Principles of Management (3)**
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.
BUS 303 Human Resource Management (3)
An introduction to the field of human resource management. Topics to be discussed include: communication, motivation, and management of personnel. There will be a review of current standards and practices as well as the legal environment as it pertains to the field. Prerequisite: BUS 201.

BUS 311 Business Law I (3)
Introduction to the legal environment of business in the United States. Examination of the Constitution, administrative law, contracts, agency and the protection of competition, consumers, employees, investors, the environment and international trade.

BUS 316 Financial Institutions and Markets (3)
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.

BUS 330 Principles of Marketing (3)
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.

ECO 100 Survey of Contemporary Economic Issues (3) OR
Contemporary economic issues are discussed in a seminar fashion. Relevant economic theory is introduced as necessary.

ECO 203 Principles of Macroeconomics (3) OR
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. Prerequisite: MAT 117 or equivalent.

ECO 204 Principles of Microeconomics (3)
Introduction to the theory of consumer equilibrium, market structure and wage determination.

MAT 126 Survey of Mathematical Methods (3) OR
The course is designed to explore mathematical methods as applied to the problems of a modern society. Topics are selected from a variety of disciplines using mathematical methods in the decision making process. Methods covered include but are not limited to networking, critical path, linear programming, statistical inference, apportionment, weighted voting systems, and new geometries.

MAT 132 Introduction to Probability and Statistics (3)
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.

PHI 402 Business Ethics (3)
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.

Additional Online Course Offerings:
General Studies Core Courses

ANT 103 Introduction to Cultural Anthropology (3)
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, evolving over time.
COM 200   Interpersonal Communications (3)
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.

ENG 101   English Composition (3)
This course covers the core strategies and skills necessary to write effective college-level essays. Participants will engage in guided study and extensive practice in the process, patterns, and mechanics of expository writing. Writing models are studied to illustrate effective essay-development strategies, and participants will review common grammar and punctuation errors likely to arise in the context of this type of writing.

ENG 102   English Composition II (3)
This course builds on the reading, critical thinking, grammar, and expository writing skills learned in introductory college-level writing courses. The focus of the course is on employing the skills of analysis, research, and evaluation to construct an effective argument. Participants will read and analyze various texts, write longer and higher-quality essays, and write a research report that requires taking a stand and defending it.

ENG 105   Introduction to Literature (3)
This course surveys literature through reading, analyzing, and writing. It focuses on three literary genres: fiction, poetry, and drama. The course will center on understanding literature through reflection, close reading of texts, and critical analysis.

ENG 225    Introduction to Film (3)
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.

HIS 103    World Civilizations I (3)
This is the first of a two-part survey of World Civilization and introduces the student to some of the leading figures, ideas, and events of the Ancient Near East and Early Modern Europe. It also exposes students to the concerns and methods of historical inquiry through on-line materials, analysis and discussion of selected texts, and writing of short papers. The goal of this course is for the student not only to acquire historical information but also to learn through example (lectures, textbook) and practice (discussions, essay examinations, papers) a historical/critical method of thought and expression.

HIS 104    World Civilizations II (3)
This is the second of a two-part survey of World Civilization and introduces the student to some of the leading figures, ideas, and events of the premodern and modern Europe. It also exposes students to the concerns and methods of historical inquiry through on-line materials, analysis and discussion of selected texts, and writing of short papers. The goal of this course is for the student not only to acquire historical information but also to learn through example (on-line lectures, textbook) and practice (discussions, essay examinations, papers) a historical/critical method of thought and expression.

HIS 204    American History Since 1865 (3)
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.

INF 103    Computer Literacy (3)
Students will use spreadsheet software, presentation graphics software and the Internet. Successful completion of worksheet(s), graphs, etc and a graphic presentation is dependent upon the student’s ability to identify purpose, develop design and achieve desired results. Students will use the library and computer resources to research related technology issues, word process their findings, and create a visual presentation to communicate to the class.
MAT 126 Survey of Mathematical Methods (3)
This course is designed to explore mathematical methods as applied to the problems of a modern society. This course illustrates management science as quantitative approach to making decisions and solving problems. Topics are selected from a variety of disciplines using mathematical methods in the decision making process. Methods covered include but are not limited to net-working, critical path, linear programming, statistical inference, apportionment, weighted voting systems and new geometries.

MAT 132 Introduction to Probability and Statistics (3)
This course covers graphing techniques for presenting data, measures of central tendency and dispersion and correlation, regression and prediction, probability, distributions of random variables and statistics. Additional topics include large sample theory, central limit theorem, estimation and tests of significance. There is an introduction to the analysis of variance and nonparametric statistics.

PHI 107 Philosophy of Human Conduct (3)
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 113 Comparative Religions (3)
REL 113 is a thematic introduction to the world’s major religious movements. The course deals substantially with the cultural, religious, and spiritual foundations of religions, as well as contemporary ritual celebration. Focus of the course will be upon the ways in which various religions develop systems for understanding and developing one’s relationship with the world and with one’s fellow being.

REL 250 Judeo-Christian Thought (3)
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.

SCI 201 Physical Geology (3)
This course focuses on the current scientific understanding of how the earth works. Various patterns from its 4.6 billion-year history are considered in order to develop an understanding of geological terms, concepts and processes. This course is oriented toward adult learners with no science background. The material is as basic as it needs to be while addressing some of the most exciting and most complex topics in geology.

SCI 207 Dependence of Man on the Environment (4)
In this 4 semester hour course participants deepen their understanding importance of natural resources in man’s environment. 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. The course includes laboratory exercises to compliment and enhance the student’s understanding of key principles. The student finishing this course should have the necessary information to make informed, intelligent choices in the areas of natural resource utilization.

SCI 211 Environmental Science & Humanity (3)
Participants in this course deepen their understanding of ecological systems, explore how scientists study global environmental changes, reflect on the controversies surrounding various approaches to addressing environmental problems and the steps some communities have taken to address these challenges. The course begins with the interrelated nature of environmental problems, ethics, risks, costs and how all of these affect the challenges societies face in the 21 Century.
Graduate Studies

Ashford University offers selected graduate degree programs designed for individuals seeking professional development and advancement in the fields of Education and Business. These programs reflect the principles of adult learning and allow students to integrate theory with practice as they proceed with their career goals.

Admissions Policies and Procedures

Applicants seeking admission to the Master of Arts in Teaching program are required to:

1. Have a bachelor’s degree from a regionally accredited college or university.
2. Have a cumulative grade point average in all undergraduate coursework attempted of 2.0 or above for provisional admission and 2.75 or above for full admission.
3. Students who have previously attempted graduate level coursework at another institution must meet a minimum cumulative graduate GPA of 3.0 for full admission, but may be provisionally admitted if the requirement for a cumulative undergraduate GPA of 2.0 is met.
4. Have access to a computer with an internet connection for the web-based programs.
5. Applicants must have sufficient credits to meet requirements for a secondary school endorsement in a teaching subject area(s) or be within six (6) credits of meeting the requirements for endorsement area(s). The additional six (6) credits must be completed prior to starting student teaching.

   a. Applicants must meet the requirements for one of the following endorsement areas:
      i. Business — General (24 semester hours)
      ii. Business — Marketing/Management (24 semester hours)
      iii. English-Language Arts (24 semester hours, 12 credits must be 300 level or higher)
      iv. Mathematics (24 semester hours)
      *Applicants who meet the requirements for one of the following endorsement areas must meet the requirements for a second endorsement area listed above or below as indicated:
      v. *Biology (24 semester hours in Biological Science OR 30 semester hours in broad area of science with 15 semester hours in Biological Science, 12 credits must be 300 level or higher)
      vi. *Chemistry (24 semester hours in Chemistry OR 30 semester hours in broad area of science to include 15 semester hours in Chemistry)
      vii. *General Science (24 semester hours in Science, 12 credit hours must be 300 level or higher)
      viii. *Social Science – American History (compleation of 24 semester hours in American History, 12 credit hours must be 300 level or higher, OR 30 semester hours in broad area of Social Science to include 15 semester hours in American History, 12 credit hours must be 300 level or higher)
      ix. *Social Science – Psychology (*Second endorsement area cannot be Sociology) (24 semester hours in Psychology, 12 credit hours must be 300 level or higher OR 30 hours in broad area of Social Science to include 15 semester hours in Psychology, 12 credit hours must be 300 level or higher)
      x. *Social Science – Sociology (*Second endorsement area cannot be Psychology) (24 semester hours in Sociology, 12 credit hours must be 300 level or higher OR 30 hours in broad area of Social Science to include 15 semester hours in Sociology, 12 credit hours must be 300 level or higher)
      xi. *Social Science – World History (24 semester hours in World History, 12 credit hours must be 300 level or higher OR 30 semester hours in broad area of Social Science to include 15 semester hours in World History and 12 credit hours must be 300 level or higher)

   b. Courses must be taken for college level credit (100 or above and not remedial), and a grade of “C” or above is required in every course that is utilized to meet secondary school endorsement(s). Certain endorsements have upper division coursework requirements.
A GPA of 2.70 is required in coursework applied to satisfy MAT endorsement(s).

6. Applicants must have completed college level courses (100 or above and not remedial) in the following core liberal arts knowledge content areas with a grade of “C” or better:
   a. Composition
   b. Science
   c. Social Science
   d. Humanities
   e. Math

**Provisional Admission Status Requirements**

Students are provisionally admitted to a Master’s degree program when they submit a completed application and copies of transcripts from all institutions where undergraduate or coursework was earned, indicating that they meet the admission requirements outlined above. 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 course.

**Full Admission Status Requirements**

The following provisions must be met prior to the conclusion of three (3) courses. In order to begin the fourth (4th) course, students must complete all the requirements outlined below, meet all admissions requirements applicable to the 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 course.

1. Submission of official transcripts from all institutions where undergraduate or graduate credit was earned. Official transcripts must reflect that all provisional admission requirements have been met. (The Ashford University Registrar’s Office staff will manage the request of all transcripts for students who have signed a Transcript Request form).
2. Meet the required 2.75 cumulative undergraduate grade point average (GPA) minimum for full admission to the Master of Arts in Teaching program. Students who do not meet the minimum cumulative undergraduate GPA requirement of 2.75, but do have a minimum of a 2.0 GPA are required to achieve a cumulative GPA of 3.0 in the first three (3) courses taken in their degree program at Ashford University. Students who do not achieve the minimum GPA of 3.0 or above in the first three (3) courses taken in their degree program will be academically disqualified and withdrawn from the program.
3. Students who have previously attempted graduate level course work at another institution must meet a minimum cumulative graduate GPA of 3.0. Students who do not meet the minimum cumulative graduate GPA requirement of 3.0 are required to achieve a cumulative GPA of 3.0 in the first three (3) courses taken in their degree program at Ashford University. Students who do not achieve the minimum GPA of 3.0 or above will be academically disqualified and withdrawn from the program.

**Admission Requirements**

**Master of Arts in Business Administration (MBA)**

**Master of Arts in Teaching and Learning with Technology (MATLT)**

Graduate Studies – Students seeking admission to the Master of Arts in Business Administration or Master of Arts in Teaching and Learning with Technology Programs are required to:

- Have a bachelor’s degree from a regionally accredited college or university with a grade point average of 2.0 or above.
- Have access to a computer with an internet connection for the web-based programs.
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 course.

Full Admission Status Requirements
The following provisions must be met prior to the conclusion of three (3) courses. In order to begin the fourth (4th) 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 course.

Submission of a transcript from the regionally accredited institution that awarded the baccalaureate degree and official transcripts from any and all institutions where graduate credit was earned, indicating a minimum 2.0 GPA. (The Ashford University Registrar’s Office staff will manage the request of all transcripts for students who have signed a Transcript Request form).

Meet the required 2.75 grade point average (GPA) minimum for full admission to the applicable Master’s program.

a. Students having completed only a bachelor’s degree or less than 12 credits of graduate level coursework will have their GPA calculated for the bachelor’s degree only, in order to meet the 2.75 GPA requirements.

b. Students who have completed 12 credits or more of graduate level course work will have their GPA calculated for graduate course work in order to meet the 2.75 GPA requirements.

c. Students who do not meet the minimum GPA requirement of 2.75 GPA through (a) or (b) above, but do have a minimum of a 2.0 GPA are required to achieve a cumulative GPA of 3.0 in the first three (3) courses taken in their degree program at Ashford University. Students who do not achieve the minimum GPA of 3.0 or above will be academically disqualified and withdrawn from the program.

Additional Program Specific Admission Requirements for Admission

Master of Business Administration – Program Specific Admission Requirements
Students who submit official transcripts indicating that they have completed undergraduate coursework in the following three subject areas, will be exempt from the requirement to take BUS 599 Introduction to Quantitative Principles.

a. Economics
b. Accounting
c. Finance

Master of Arts in Teaching and Learning with Technology - Program Specific Admission Requirements
Students who are licensed K-12 classroom teachers must submit photocopies of all teaching certificates/licenses. Teacher certification is not required to enroll, however students must be aware that the program does NOT lead to teacher licensure.
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 is 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.

   Academic records from countries other than the United States must have been evaluated by one of the following evaluation services within the last five (5) years:
   • Educational Credentials Evaluators, Inc. (ECE)
   • World Education Services (WES)

   Evaluations that are over five years old can be accepted if the evaluation agency sends an official “re-issued” report directly to the University. Student copies are not accepted.

2. Submit a copy of official transcripts indicating completion of the equivalent to a bachelor’s degree from an appropriately accredited institution in the United States.

3. Prove the ability to study in English by one of the following:
   • Submit copies of official scores for the Test of English as a Foreign Language (TOEFL) examination taken within the past five (5) years. A minimum score of 213 computer based, 550 paper based, or 79 internet based is required.
   • Submit copies of transcripts designating that a minimum of 30 credits have been taken at regionally or nationally accredited colleges/universities in the United States.
   • Submit copies of official documentation of having achieved a high school diploma or GED, or Bachelor’s degree in the United States.

Full Admission Status Requirements

In addition to the requirements for full admission outlined in the admission policy for graduate programs, the following provisions must be met prior to the conclusion of three (3) courses. In order to begin the fourth (4th) course, international students must complete all the requirements outlined below. Students who do not meet all requirements are disqualified and withdrawn from the program at the conclusion of the third (3rd) attempted course.

1. Submit an official evaluation of the bachelor’s degree sent directly from an approved evaluation service.
2. Submit official transcripts indicating completion of a bachelor’s degree equivalency. Note: If the student completed his/her education in a country where obtaining original documentation is a hardship; he or she can appeal to the registrar for an exception to the requirement for official documentation.
3. Submit official documentation indicating the ability to study in English.
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 towards 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 Advisor to discuss course scheduling and planning 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.

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

Minimum Graduate level qualitative and quantitative standards:
Qualitative - 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 towards GPA for transfer credits or prior learning credits.

Quantitative - 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 credits.

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 nine (9) credit hour increment.

Students will be given up to 9 credits 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 nine (9) additional credits 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 that 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) credits 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.

Enrollment Status
Given the continuous, accelerated delivery of graduate studies coursework, a student is considered to have “full-time” status by enrolling in 18 semester credit units consecutively (equivalent to one full-time academic year of graduate study), or be in attendance for 40 weeks sequentially.

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, or ClassLine modalities.
Financial Information

Tuition and Fees
Tuition and applicable fees are due and payable at the beginning of each course. Students may not register for a new course if their account balance is not paid in full. Ashford University will withhold transcripts and grade reports until accounts are paid in full. If a student withdraws from Ashford University before completing a degree; the student has no further obligation to the University beyond paying for courses completed or in process, in accordance with the “refund policy” stated below.

Degree Program

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Cost Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s in Business Administration</td>
<td>$555</td>
</tr>
<tr>
<td>M.A. in Teaching</td>
<td>$345</td>
</tr>
<tr>
<td>M.A. in Teaching and Learning with Technology</td>
<td>$400</td>
</tr>
</tbody>
</table>

Application Fee $55
Graduation Fee $110.

Payment Options
Ashford University offers a variety of options for covering graduate studies costs. They are as follows:

Cash Plan
Requires that 100% of tuition 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.

Third Party Billing Plan (Employer / Military / Government Agency)
- Ashford University must approve said organization for direct billing.
- A minimum of 50% of tuition per year must be paid by employer.
- Active-duty military or civilian government contract employees are automatically eligible.
- Does not include (VA) GI Bill benefits.

Note: Employee Third Party Billing 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:

- Employment ceases with approved direct bill company.
- The company voucher is not handled on a timely basis.
- 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 first part 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 Third Party Billing Plan:
- Student Financial Agreement Form.
- 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.
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.

Tuition is deferred a maximum of 60 days after each course start date regardless of when student receives disbursement from employer. Applicable fees are due on or before the start date of each course. To qualify, 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, prior to the start of course if not paid for within the 60 day time frame. The conditions of this plan are not dependent upon the receipt of grade or completion of course. Tuition must be paid in full 60 days after the start date of a course; 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, the student’s credit card will automatically be charged. The credit card must be issued in the student’s name. A declined card will automatically result in a late fee and declined credit card 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:
• Student Financial Agreement Form
• Tuition Reimbursement Certification and Authorization Form

Private Loan Plan
Ashford University’s Financial Aid Department has information on preferred private loan programs available.

Documentation required for the Private Loan Plan:
• Student Financial Agreement Form
• Completed Loan Application
• Signed Promissory Note
Financial Aid

Financial Aid Plan
The University will provide assistance to all students and families who are eligible for financial aid. In the most recent academic year, the University provided financial aid to more than 94% of all students enrolled.

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 FAFSA (Free Application for Federal Student Aid) and Master Promissory Note. Financial Aid plans are provided through the Federal Pell and SEOG Grant Programs and/or the Federal Family Educational Loan Programs (Stafford subsidized, unsubsidized, and PLUS Loans) and the Perkins Loan Programs. All students seeking federal financial aid benefits must be admitted to a financial aid eligible degree or certificate program in order to determine financial aid eligibility. At least 50% of a student’s annual tuition must be funded through the federal financial aid benefits, and, to be eligible, the student must meet the following conditions:

• Complete a financial aid orientation.
• Complete an Entrance Interview Form.
• Submit a completed Financial Aid Packet. (including all required paperwork and documentation.)
• Complete the Admissions Application.
• Pay all applicable fees.

In order to continue financial aid beyond the first course, the student must provide Ashford University all documents required to complete the certification of federal financial aid funds. 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. Students must reapply for funding 90 days prior to each academic year on this plan. Tardiness in applying could result in disqualification and resulting compliance with the terms and conditions of the Cash Plan.

Note: Continuous attendance with no attendance breaks greater than 29 days is required to retain disbursed federal financial aid funds. Graduate students are eligible for up to $18,500 per year in federal financial aid.

Financial Aid Funds

Graduate Program Financial Aid
Week = 7 calendar days
Academic/Financial Aid Award Year Definition = 36 weeks of instructional time, and 18 earned credit hours
Financial Aid Payment/Disbursement Period = Minimum 18 weeks of instructional time, and 9 earned 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 credit hours. A student must also be registered for and start the next class, and at least half of the loan period (8 weeks) must have passed. Grades of “W” “I” or “F” do not count 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 credit hours and is registered for another course. Grades of “W” “I” or “F” do not count toward successfully completed courses.
Tuition Payment and Financial Aid

Each financial aid disbursement is intended to cover tuition costs for at least 9 graduate level credits. However, students who do not meet the criteria listed 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 $0,000.00
- 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. Academic Calendar

Academic Calendar

The academic calendar in graduate 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. Most courses are six weeks long. Opportunities to enroll in graduate studies and begin a course sequence in a degree program are available frequently throughout the calendar year.
Academic Policies and Procedures

Academic Advisement
The University has supportive faculty and staff members who work with each student to help ensure the student’s success at the University. An Academic Advisor is appointed for each degree-seeking student. The Academic Advisor assists the student in gaining a full understanding of the graduate program requirements and schedule, and how the program meets the interests and educational goals of the student. Students may request a change of student services representative by application to the Director of Records.

Program Registration
Online students should contact an Enrollment Advisor to register. It is the student’s responsibility to officially register for the program course of study. Any change in the original registration must be communicated to the student’s Academic Advisor and a new Disclosure Statement must be formalized.

Transfer Credit
No more than six semester hours of relevant transfer graduate coursework from a regionally or approved nationally accredited institution may be applied to a graduate degree at Ashford University. No grade below “B” (3.0) will be accepted.

Time Limit
Normally, students have three years from the date of regular graduate admission to complete the graduate degree program in which they are enrolled. Any extensions must be approved by the Graduate Council.

Grading
Graduate courses are graded as follows:
Credit is awarded in semester hours.

Grading System
Grades/Quality Points:
A  =  4.0
B  =  3.0
C  =  2.0
F  =  0.0

Other Grading Options:
T  =  Transfer Credit
I  =  Incomplete Course (replaced when final grade is awarded)
P  =  Pass
C  =  Credit by Exam
E  =  Enrolled in Course
W  =  Withdrew from Course
R  =  *Repeated Course

*A student may repeat a course previously taken. 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).
Grade Appeals
Grades may be appealed based on the student’s perception that any of the following conditions exist:

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

All grade appeals relating to coursework in Ashford University graduate programs may be appealed in writing through the following process:

- 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 for reconsideration of the grade issued.
- If the Dean is the instructor of the course, the student may appeal to the VP of Academic Affairs or University Provost for reconsideration.
- The VP of Academic Affairs or University Provost is the final decision maker on all grade appeals.

Note: All appeals must be submitted in writing within 30 days after the grade in dispute is granted.

Transfer credit
Transfer credit from other institutions is noted on the transcript. No grades are awarded for transferred credits and transfer credit hours are not reflected in the grade point average.

Attendance Policy
Students taking classes in an accelerated format are expected to attend each class session. Students who fail to meet the attendance requirement in one week of the course will be given an absence for that week. 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. The course must then be repeated.

Incomplete grades are typically not given in the graduate programs unless there are compelling circumstances. In order to issue a grade of “Incomplete” for a course, the following conditions must be met:

1. 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.
2. The student must send a formal request for the incomplete to the Dean of the College, and a copy to his or her instructor. Incompletes requested in the last week of class will be denied, unless a compelling reason is addressed.
3. The instructor must approve the plan presented by the student for satisfying the requirements of the course.
4. The student has 30 days from the last day of the course to finish his or her coursework. If the student does not complete the work, his or her grade automatically defaults to an “F” for the course.

Course Drop/Withdrawal Policy
To officially drop from a class or classes without withdrawing from permanently from the program, a student must complete a Course Drop/Temporary Out form and return it to his/her Academic Advisor or the Registrar. To officially withdraw from the program, a student must fill out an official Withdrawal Form and return it to his/her Academic Advisor or the Registrar. The date this form is received by the Academic Advisor or Registrar will be the official drop/withdrawal date of the courses for grading purposes.
Official course drop/withdrawal policy

(A week is defined as 7 calendar days. The first week begins on the start date of the course):

Students who officially drop or withdraw 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 his/her academic transcript.

Add/drop Deadlines:
1. 16 week course = week 2
2. 8 week course = week 1
3. 6 week course = week 1
4. 5 week course = week 1
5. 3 week course =

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:
1. 16 week course = week 12
2. 8 week course = week 6
3. 5 week course = week 4
4. 6 week course = week 5
5. 3 week course =

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 or an incomplete as outlined in this Catalog.

A student who attends the first 10% of a class and subsequently does not meet the attendance requirements for a class and does not follow the requirements for officially dropping/withdrawing from classes will be considered unofficially or administratively dropped/withdrawn and will receive a grade of “F”.

Note: Cash paying students who live in Wisconsin are guaranteed a full tuition refund within 0 business days if the student notifies the University of their choice to cancel within 3 days of the start of their course.

Leave of Absence Policy – Graduate Programs

Although Ashford University encourages continuous enrollment from the time of matriculation through graduation for all students, from time to time, there may be circumstances that 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) LOA’s within a 12 month period.
1. An LOA cannot exceed a total of 60 days.
2. The start date of the leave of absence is based on the last date of documented attendance.
3. In order 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 LOA’s will not be approved.
4. Students experiencing extreme temporary hardship which limits their ability to return to school within 60 days may contact the Financial Aid Office to discuss potential options.

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.

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 leave of absence will be withdrawn from the University as of his/her last date of documented attendance.

**Re-Entry Students**

Students who have been inactive in the program for one year or more are required to complete a new application and enrollment agreement. This is to ensure that the University has current demographic information for each student. A second application fee is not required. Students who withdraw for one year or more are subject to any curriculum or degree requirement and policy changes in effect at the time they re-enter.

**Audit**

Graduate programs do not allow external auditing due to the unique nature of an online classroom environment.

**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.

**Comprehensive and Major Examinations**

If a student fails the comprehensive or major examination, only one retake examination is allowed. The comprehensive and/or major examination must be successfully completed by the end of the term in which the student plans to graduate.

**Skills and Minimal Computer Hardware and Software Requirements**

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

Minimally, students must have a computer with the following features and system configurations:
- Platform: Windows 2000, NT, or XP; MacOS 9 or MacOS X
- Hardware: 256 MB of RAM, 1Gb of free disk space
- Software: Microsoft Word, Microsoft Excel, Adobe Acrobat Reader
- Modem: 56 K, DSL, Cable modem
- Browser: Netscape Navigator 6 or greater; Internet Explorer 5.5 or greater.
- Email: Outlook, Eudora, Entourage, OS X mail, yahoo mail, hotmail
Code of Conduct

In serving adult learners Ashford University has developed a teaching/learning methodology based on the assumptions that its students are:

- Mature, goal-oriented and self-directed.
- Interested in collaborative learning activities.
- Consistent in preparing weekly course assignments.
- Willing to explore ways to apply academic subject matter (theory) to workplace or problem-solving situations.
- Capable of reflective thinking and reflective writing required to synthesize what has been learned and assess its value in relation to personal and career goals.

Given these assumptions, Ashford University expects students to practice the following Code of Conduct with other students, instructors and Ashford University personnel:

- Show respect for others and their ideas.
- Listen carefully.
- Use language thoughtfully, avoiding expressions and exchanges that are inflammatory, rude and offensive.
- Be ethical and honest in all activities.
- Avoid behavior that would threaten or harm others in any way.

Ashford University will hold students accountable for their actions and initiate disciplinary measures when violation of the Code of Conduct occurs.
Academic Programs

Degree Programs Offered
Ashford University offers the following graduate degrees:

**Master of Arts in Teaching and Learning with Technology**, an online degree program designed to develop teachers’ skills and effectiveness in using technology tools in curriculum building and instruction. This program does NOT lead to teacher licensure.

**Master of Arts in Teaching**, a post-baccalaureate degree program designed to prepare practitioners for secondary teaching based on Iowa licensure requirements. The M.A.T. prepares practitioners to develop the knowledge, skills and dispositions expected of a pre-service teacher, and integrates reflective praxis, diversity awareness and technology competency as foundational tenets in this preparation. Student learning assessment is based on performance expectations as measured against the INTASC standards for beginning teachers.

**Master of Business Administration**, a degree program designed to expand academic knowledge and develop professional competence in managing and influencing organizational effectiveness. Offered online and on-ground.

**Ashford University ClassLine** affords students the opportunity to obtain their masters in business administration by combining classroom interaction with online learning. Students attend a four hour class on campus during weeks one and five and participate online during weeks two through four.
Programs and Courses Offered

Master of Arts Degree in Teaching and Learning with Technology

Program: Completion of 33 semester hours of graduate work

Courses:
EDU 610   Introduction to Teaching and Learning with Technology (3)
Students demonstrate 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 imaging, Internet websites, and online learning platform technologies.

EDU 612    Foundations of Learning and Alternative Technology (3)
The tremendous growth of technology has had an enormous impact on academia -- knowledge acquired has perpetually altered the dynamics of teaching. However, pedagogical preparations for the use of the new learning technologies requires an understanding of their worth in the context of historical implications, philosophical foundations, educational psychology, and learning theories. Therefore, you’ll focus on combining these cornerstones of education with technological content.

EDU 614   Issues in Technology Education (3)
In this course, students focus on issues related to the use of technology in learning, including access to technology, computer literacy, content restrictions, plagiarism, and the effective use of games and simulations. Activities include evaluating various examples of technology-based instruction, for instructional quality as well as relevance to the classroom environment. Students also are exposed to the courseware, software applications, and technologies used in instructional technology and discuss ways they can be used effectively in education as well as the resources and support required for the successful integration of technology into the curriculum. Course assignments will include participation in discussions, team assignments, evaluation of courseware, online journal articles and other web sites, and individual reviews of relevant literature.

EDU 616    Methods and Materials for Teaching and Learning with Technology (3)
In this course students continue with the demonstration of competency in using technology in the classroom, incorporating technology into everyday lessons plans and integrate teaching style with technology based instruction. Various software and hardware tools will be utilized to enhance presentations, strengthen professional productivity, and encourage critical thinking skills in their classrooms.

EDU 618    Assessment of Learning Outcomes with Technology (3)
Assessment of Learning Outcomes with Technology utilizes instructional technology’s learner-centered principles in the application of a multidimensional approach in the assessment, evaluation and measurement of learning outcomes using technology. Technology is presented as facilitating assessment and evaluation which are positioned as an on-going process of collecting and interpreting information in order to assess decisions made in designing and implementing a learning system. Fundamental statistical applications, learning system design and learner characteristics are integrated into course content.

EDU 620    Meeting Individual Student Needs with Technology (3)
This course fosters teacher awareness and observation skills in identification of individual student characteristics, which impede successful achievement. Students focus upon milder forms of learning disabilities, emotional disorders and dysfunctional social conditions that are prevalent in the typical classroom situation. Alternative pedagogies utilizing computer technology applications to alleviate such barriers will be explored.

EDU 622    Development of Interactive Learning Modules (3)
In this course students focus on the development of resources to be used for classroom instruction. Using the information gathered from the previous courses, you’ll create a project that engages your classroom students in interactive learning activities. These activities will implement technology as a tool to enhance lesson and/or unit plans. The performance outcomes of these activities will promote both creative and complex thinking skills.
EDU 624  The Role of the Teacher in an Information Technology Centered World (3)
In this course students identify and explore the internal and external factors that serve to challenge the teacher in classroom management. Planning, decision making and the use of technology to meet the ever-increasing, resultant responsibilities placed upon the teacher will be a focus of course activities. The student will be actively involved in self-assessment of their response patterns to these exigencies and the formulation of effective means for meeting desired learning outcomes.

EDU 626  Research Design and Methodology (3)
Students access sources of educational information, evaluating research evidence, study various types of educational resources and apply research to classroom teaching. The focus of this course will be research on educational technology issues, the use of technology tools for research and techniques for both quantitative and qualitative measurements.

EDU 690  Electronic Summative Portfolio I (3)
Students create an electronic professional portfolio that documents personal and professional growth. Artifacts that parallel INTASC standards and require approximately 130 clock hours of preparation will provide a coherent narrative presentation. Students begin working on this requirement after EDU 614 and compete it by the end of their second year.

EDU 691  Electronic Summative Portfolio II (3)
Students create an electronic professional portfolio that documents personal and professional growth. Artifacts that parallel INTASC standards and require approximately 130 clock hours of preparation will provide a coherent narrative presentation. Students complete this requirement by the end of their second year.

EDU 699  Thesis or Comprehensive and Major Examination
Upon the completion of EDU 626 Research Design and Methodology, the student will provide written indication of his or her decision to meet final degree requirements through completion of either a thesis project or examination. Design of a possible thesis project will be an outcome of EDU 626. The written examination alternative will consist of a comprehensive testing of the student’s understanding and knowledge pertaining to a current issue and / or topic in education for K-12 (general comprehensive) and for teaching and learning with technology (major). The general comprehensive exam will be a three-hour examination and the major test will consist of a two-hour examination.

Graduation Requirements
To be eligible for the Master of Arts in Teaching and Learning with Technology degree, a student must complete the following:
• The approved program consisting of 33 semester credits
• The comprehensive examination or thesis
• A minimum cumulative GPA of 3.0
• Formal application for graduation

Master of Arts Degree in Teaching
Program: Completion of 45 semester hours of graduate work.

Courses:
EDU 611  Introduction to Teaching and Learning (3)
This course is designed to introduce the student to the Practitioner Preparation Program and to the field of teaching. Students will engage in self-assessment and reflection. Attention will be given to writing, researching, and critical thinking as necessary skills to successful learning and teaching. (The course includes a classroom observation experience).

EDU 621  Meeting Individual Student Needs (3)
The course fosters teacher awareness and observation skills in identification of individual student characteristics, which impede successful achievement. Focus is placed upon milder forms of learning disabilities, emotional disorders and dysfunctional social conditions that are prevalent in the typical classroom situation. Alternative pedagogies utilizing computer technology applications to alleviate such barriers will be explored. (The course includes a classroom observation experience).
EDU 630  Foundations of Education (3)
The focus of this course is to understand the cornerstones of education. Students will examine historical implications, philosophical foundations and learning theories. Issues of equity, legislative mandates and global developments impacting current education trends and problems are included. (The course includes a classroom observation experience).

EDU 634  Educational Psychology (3)
Advanced Educational Psychology II, a 3 semester hour graduate course, prepares teachers to intentionally reflect and adjust instructional strategies in order to provide each learner an optimal environment for learning. In this intentional framework, assessment and evaluation of learning outcomes are viewed as being a continuous function monitoring learning outcomes. Theories of learning and specified instructional approaches based upon the learning theories are explored concomitantly with exploration of the theoretical and practical aspects of assessment, learning outcomes and learner evaluation. The teacher (learner) will develop an eclectic conceptual model of the intentional teacher, emanating from a theoretical perspective and grounded in best practices applications. The teacher (learner) utilized this conceptual model as a flexible guide while exploring developmental issues, motivation, critical thinking and problem solving, learning environments, human diversity, individualizing learning and testing and measurement in making instructional decisions.

EDU 636  Human Relationship Skills & Learning in Multicultural Environments (3)
Students will actively participate in group activities that demonstrate the impacts of interpersonal communication concepts and skills upon creation and maintenance of positive human relationships. The student will also interact with people of selected cultural groups to acquire the competency to identify basic cultural modalities that have an effect upon the learning process. Students will also be engaged in projects directed towards integration of the course content to their own personal values and anticipated teaching styles. Application of human relationship skills to classroom situations will also be demonstrated by the student. (The course includes a classroom observation experience).

EDU 640  Technology, the Teacher, and Research (3)
Students will access sources of educational information, evaluating research evidence, studying various types of educational resources and applying research to classroom teaching. The focus of this course will be research on educational technology issues, the use of technology tools for research and techniques for both quantitative and qualitative measurements.

EDU 670  Instructional Strategies I: General Methods/ Reading in the Content Area (3)
Students focus on learning about current general methods of teaching at the secondary level. The course is organized around four developmental components: 1. Orientation to teaching and learning in today’s secondary schools 2. Planning for instruction 3. Strategies, aids, media, and resources for effective instruction 4. Assessment and continuing professional development Electives. (The course includes a classroom observation experience).

EDU 672  Instructional Strategies II: Best Practices in the Content Area (3)
Students focus on learning about current methods of teaching at the secondary level in their chosen content area. The course is organized around four developmental components: 1. Orientation to teaching and learning in today’s secondary schools 2. Planning for instruction 3. Strategies, aids, media, and resources for effective instruction 4. Assessment and continuing professional development Electives. (The course includes a classroom observation experience).

EDU 680  Student Teaching (12)
Apprentice teachers assume full classroom responsibilities and teach in schools at the elementary, middle, or high school level with supervision by experienced practitioners and MSC teacher education faculty. Demonstration of entry level proficiencies of INTASC standards will be documented in a professional portfolio developed and maintained by the apprentice. The course will be taken for the 12 weeks of the student teaching experience.
EDU 682 Instructional Strategies III: Instructional and Classroom Management (3)
This course focuses on the strategies used in managing a positive classroom environment in today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, and managing disruptive students. The student will identify and explore the internal and external factors that serve to challenge the teacher in classroom management. Planning, decision making and the use of technology to meet the ever-increasing, resultant responsibilities placed upon the teacher will be a focus of course activities. The student will be actively involved in self-assessment of their response patterns to these exigencies and the formulation of effective means for meeting desired learning outcomes. The course focuses on helping students to develop an individual classroom management plan appropriate for the secondary student population. (The course includes a classroom observation experience).

EDU 685 Teacher as Researcher (3)
Students will access sources of educational information, evaluating research evidence, studying various types of educational resources and applying research to classroom teaching. The focus of this course will be research on educational technology issues, the use of technology tools for research and techniques for both quantitative and qualitative measurements. Additional emphasis will be given to the application of action research in the classroom.

EDU 698 Portfolio Symposium (3)
Students will create an electronic professional portfolio that documents their personal and professional growth. Artifacts collected throughout the academic program along with their community and spiritual development will provide a capstone for a coherent narrative presentation. Students will complete this requirement at the end of their second year of supervised teaching.

Graduation Requirements:
To be eligible for the Master of Arts in Teaching degree, a student must complete the following:
- The approved program consisting of 45 semester credits
- The comprehensive and major examinations or thesis
- A minimum cumulative GPA of 3.0
- Formal application for graduation

Master of Business Administration
Program: Completion of 33 semester hours of graduate work.

Courses
BUS 600 Management Communications with Technology Tools (3)
This course is designed to introduce the student to the Ashford University MBA program, 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)
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. Prerequisite: BUS 600

BUS 616 International Business (3)
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. Prerequisite: BUS 600
BUS 620  Managerial Marketing (3)
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. Prerequisite: BUS 600

BUS 630  Managerial Accounting (3)
This course will study how accounting-based data is used in managerial decisions. Attention is given to the development and use of financial tools and models that incorporate accounting data in planning and controlling functions such as capital budgeting and allocation of fiscal resources in the organization. Prerequisite: BUS 600

BUS 640  Managerial Economics (3)
This course studies the role that economic concepts have in managerial decision-making. Utilizing economic theory, this course focuses on decision-making that builds organizational value in a competitive global marketplace. Topics of relevance involve understanding market and demand analysis, organizational efficiency and the development and use of both micro and macro economic models. Prerequisite: BUS 600

BUS 642  Business Research Methods & Tools (3)
This course examines the use of quantitative techniques business decision-making. Using spreadsheet software, the course addresses managerial problem solving through the use descriptive statistics, hypothesis testing, and correlation and regression (single and multiple) analysis. This course also provides a graduate foundation for conducting business research. Topic coverage includes: research methodology, literature review, hypothesis generation, data collection and summary techniques. Additional coverage includes study of qualitative and quantitative data as well as reviewing conceptual versus empirical research studies. Prerequisite: BUS 640

BUS 644  Operations Management (3)
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. Prerequisite: BUS 640

BUS 650  Managerial Finance (3)
This course studies the role and major functions of corporate finance within the organization. Upon developing an understanding of the theoretical foundation of corporate finance, students will use financial tools in an applied case and problem format. Topics covered include: Net present value analysis (time value of money), risk assessment, security valuation, decisions on capital structure and allocation, and the weighted average cost of capital. Prerequisite: BUS 630

BUS 670  Legal Environment (3)
This course involves the study of the business law and the role it plays in managing a business with a particular emphasis on the corporate form. Topics of relevance include: case law, government regulation, anti-trust law, securities regulations, employment law, protectionism, and environmental law. Prerequisite: BUS 600

BUS 690  Business Strategy (3)
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 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 class requires the generation and presentation of two major case projects on an individual and group basis. Prerequisite: BUS 610, BUS 620, BUS 644 and BUS 650
Graduation Requirements:
To be eligible for the Master of Business Administration degree, a student must complete the following:
- The approved program consisting of 33 semester credits
- The comprehensive and major examinations or thesis
- A minimum cumulative GPA of 3.0
- Formal application for graduation

Additional Graduate Level Course Offerings:

**BUS 599 Introduction to Quantitative Principles (3)**
This course satisfies the prerequisite requirements for BUS630 Managerial Accounting, BUS640 Managerial Economics, and BUS650 Managerial Finance. Students will learn the fundamentals of accounting from recognizing and recording transactions through the preparation of financial statement. They will also be provided with basics of managerial finance including the use of net present valuation models, and gain and understanding of fundamental financial ratio analysis. Finally, students will learn an overview of modern economic philosophy starting with an understanding of basic supply and demand, and carrying through a discussion of micro- and macro-economics.

**EDU 641 Language Arts for Educators (3)**
This course represents a study in particular aspects of language arts for educators that include critical reading in the content area; adolescent and young adult literature; and the evaluation of language development. Through this combined approach, this course prepares educators to utilize instructional strategies and facilitation techniques for their respective content areas that include critical reading/inquiry, approaches to adolescent literature and the identification and assessment of language development. Course assignments and projects will use an integrative approach for the three areas of focus through the use of electronic resources.
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Barbara Bua  
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<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pamela Carmichael</td>
<td>Enrollment Advisor</td>
<td>A.A. Laguna Academy</td>
</tr>
<tr>
<td>Allys Carstensen</td>
<td>Enrollment Advisor</td>
<td>B.A. University of Iowa</td>
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<tr>
<td>Elena Caudillo</td>
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<td>B.A. Mt. St. Clare College</td>
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<td>Autumn Chocholek</td>
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<td>Bridget Cirks</td>
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<td>Kari Craig</td>
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<td>Julia Daniel</td>
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<td>Steven De Wiggins</td>
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<td>John Goodison</td>
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<tr>
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